

Competency Exercise

Leading the Church in Worship and Interpreting the Past for the Church

For the competency exercise joining *Leading the Church in Worship and Interpreting the Past for the Church*, the student will prepare and lead a worship service in her or his congregational setting in which the sermon, liturgy and music relate to, teach about and interpret the significance of an element of church history (an event, person or period from the Second through the Nineteenth centuries) for the church today. This historical element must be negotiated with the faculty.

At least a week before the service, the student will turn in to the faculty the following materials that will inform the way she/he designs and leads worship relating to an historical element:

- a critically written credo (2000 words) concerning the relation of Church History and worship, which includes
 - a statement concerning the significance and value that the Church's past should hold for contemporary congregational life, identity and worship practices;
 - a statement of the role that the Church's past (e.g., events, periods, denominations, persons, figures, doctrine, tradition, etc.) should play as a theological authority for the church;
 - an expression of the purpose of worship within the community of faith;
 - an expression of the purpose of preaching within the community of faith;
 - an expression of the influence the history of liturgy and church music should play in today's congregational worship.
- A research paper (2000 words) that focuses on the historical element in which the student 1) uses both primary resources {documents from the element's historical period} and secondary resources {scholarly work on the historical element that utilizes contemporary critical methodology} to provide basic historical information, context and setting of the element (60% of the paper); 2) highlights the relevance of the subject for today's individual Christians, congregations, and/or the Church universal (40% of the paper);

By the Friday before the planned Sunday worship service, the student will submit the following:

- an annotated script of the worship service (1,500 words for these annotations; the word count for the annotations does not include hymn titles, texts of prayers, etc.) that provides 1) an explanation of why this service is appropriate for the particular cultural and congregational setting; 2) the liturgical, theological, ecclesiological, aesthetic and/or pastoral rationale for each liturgical action; and 3) the relation of each liturgical element to the historical focus of the service [Faculty recognize that students may not always be in a position to choose the best hymns for their focus, script prayers as they would like, etc. In such a situation, it is appropriate to list what will happen in the service, name the problems with that action, and specify what you would have done different had you been empowered to do so.];
- a sermon manuscript that includes a statement of the sermonic claim and a description and rationale for the rhetorical form used. [The manuscript length should fit with the expectations of the congregation concerning the typical length of a sermon in their worship. Further, the student is not expected to stick to the manuscript word-for-word during the delivery of the sermon.] The sermon should include significant reference to the historical element, but should avoid becoming a lecture. (E.g., an event or person's life

should be narrated for the congregation as an engaging story instead of being offered as a detailed list of dates and facts.)

After the service, the student will upload to an internet dropbox (different than the dropbox in LTS Online) a video recording of the service following instructions provided by Ben Wyatt. The URL for the video must be supplied to the faculty.

As part of their evaluation and grading of the exercise, the two faculty (one from Leading the Church in Worship and one from Interpreting the Past for the Church) will take into consideration

- an evaluation form filled out by a lay committee attending the service; and
- an evaluation form filled out by the student's onsite mentor (who may watch the video afterward).

Students will receive two grades for the exercise—one for each area covered. As part of the feedback provided to the student, the attached rubric will be used to signal to the student her or his strengths and weakness in the two areas.