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PR 610 The Theology and Practice of Preaching

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The Theology & Practice of Preaching

PR 610-A Course Syllabus/Spring 2005

Wednesday, 6:15 – 9 PM

Room Assignment: SH 408, BC 235 (student sermons)

“We can neither understand nor preach the gospel tangibly enough. A truly evangelical sermon must be like offering a child a beautiful red apple or holding out a glass of water to a thirsty man and asking: Wouldn’t you like it?”

Dietrich Bonhoeffer

INSTRUCTOR CONTACT INFORMATION

Stacy R. Minger, Ph.D.

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Office: 859-858-2048

Office Hours: Tuesday 9 – 11 AM, Wednesday 4 – 5 PM, or by appointment.

COURSE DESCRIPTION

The purpose of this class is to promote a partnership of teaching and learning that nurtures a vision of Christian preaching as a theological and pastoral activity of the Church in service to the Gospel.

The core objectives of this course have been established to facilitate critical understanding of and competence in view of: 1) preaching as witness to the Gospel of Jesus Christ revealed in Christian Scriptures and 2) preaching as both a gift of the Holy Spirit and a human vocation which serves the creation of a community called to worship the Triune God as revealed through the narrative of the whole biblical canon.

This course approaches preaching as a theological practice and from a perspective shaped by the Wesleyan tradition; it is informed by a conscious integration of doctrinal and biblical exegesis and the practice of theological hermeneutics. Emphasis is placed on the life-long task of acquiring practical habits appropriate for cultivating judgment required for faithful communication of the biblical witness in service of the Word of God, as an act of Christian worship and within the context of personal, social and cultural challenge and change.

Prerequisites: SP501 and Inductive Bible Study 2

GENERAL COURSE OBJECTIVES

Having successfully completed the core elective requirement in Preaching, student should be able to:

- Identify critical issues related to articulation of the biblical witness within a variety of contemporary contexts, and reflect on their relationship to the primary pastoral responsibility of faithfully communicating the Gospel in a manner that calls the Church to worship, love and obey the Triune God;
- Demonstrate fluency in the biblical narrative as the language and grammar of preaching, and a capacity for integrating theological wisdom, scriptural knowledge and cultural understanding in service of the mission of the Church;

- Demonstrate homiletic competence that integrates exegesis, theology and hermeneutics for preaching as a liturgical activity of the Church that bears witness to the kingdom of God proclaimed by Jesus Christ and narrated in the whole of Christian Scripture;
- Articulate a practical theology of Christian preaching that 1) demonstrates a capacity for integrating theology and pastoral practice and 2) displays an understanding of how the Wesleyan tradition informs pastoral ministry and the ecclesial practices of biblical interpretation and preaching.
- Demonstrate presentational skill with regard to vocal control, paralanguage and body language that supports the sermon content as well as its reception by the worshipping body.

REQUIRED TEXTBOOKS

Cantalamessa, Raniero. The Mystery of God's Word. Collegeville, MN: The Liturgical Press, 1994.

Craddock, Fred B. Preaching. Nashville: Abingdon Press, 1985.

Kalas, J. Ellsworth. Preaching from the Soul: Insistent Observations on the Sacred Art. Nashville: Abingdon, 2003.

Webb, Joseph M. Preaching without Notes. Nashville: Abingdon, 2001.

Note: At times throughout the semester readings and/or videos will be placed on reserve in the library or in the PR 610 course folder on First Class. You will be directed to these as appropriate to the progression of class discussion and assignments.

INSTRUCTIONAL STRATEGIES

Class time will be structured to facilitate interaction with the assigned reading and with each other. It is my desire, as the instructor, to invite you into a learning community where each person's life experience and insight into the texts become resources for critical engagement and mutual learning. Each class period will consist of movement through a variety of learning activities based on individual, small group, and corporate interaction.

Recognizing the variety of learning preferences present in each class setting, our learning together will be supported by opportunities for 1) *concrete experience* through the expression of feeling and impressions related to the act of preaching, 2) *reflective observation* through viewing sermon videos and the sermons of your peers, 3) *abstract conceptualization* which engages thinking mechanisms engaged in your reading of course texts, sermon preparation, and responding to writing assignments as well as preparing critiques of the sermons you hear and give, and 4) *active experimentation* as you have the opportunity to preach (based on Kolb's learning styles, 1984).

As the instructor, I will occasionally use Power Point presentations to highlight ideas and/or guide the class interaction. Power Point presentations will be placed in the PR 610 Course Folder no later than 2 hours prior to the start of class on any given day. You may choose to print these and bring them to class for note taking purposes.

Please note: due to the nature of the class as one that is designed not to “transmit” information, but rather interact with what we have already read as well as engage each other - *Please do not bring laptop computers to class*. While the use of these technologies in other learning settings may be of great value; in this setting their use will hinder the development of the desired learning environment.

COURSE SCHEDULE

Date	Topic	Readings	Assignments Due
2/8	Course Introduction	Syllabus	
2/15	Moving Toward Proclamation	Craddock, 1 & 3; 6 & 7 Kalas 4 Hosea	Interaction Paper #1
2/22	The Mystery of God’s Word	Cantalamessa, 1 – 8 Kalas, 1 & 8	Interaction Paper #2
3/1	The Contexts of Proclamation	Craddock, 2, 4 & 5 Kalas, 2, 3, & 11	Sermon Critique #1
3/8	Crafting the Sermon	Craddock, 8, 9, 10 Kalas, 5 – 7, 9 & 10	Interaction Paper #3
3/15	The Preaching Event	Craddock, 11 Kalas, 12 - 14 Webb, Intro – 4	Sermon Critique #2
3/22	<i>Sermon #1</i> Preachers: 1. Bonnie Hardesty 2. Brenda Pusso 3. Michaelene Haysler 4. Lori Casey 5. Terry Allison 6. Jane Noblitt 7. Jim Warrenner 8.	IBS/Exegesis Assigned Text and Preparation Report Information as posted by each preacher in the <i>First Class</i> PR 610 icon.	8 - 10 minute sermons
3/29	<i>Sermon #1</i> Preachers: 1. Amanda Lockwood 2. Richard Proper 3. Susan Ferguson 4. Brett Bever 5. Katie Pestel 6. Craig Manes 7. Carey Richards 8. Patrick Evans	IBS/Exegesis Assigned Text and Preparation Report Information as posted by each preacher in the <i>First Class</i> PR 610 icon.	8 - 10 minute sermons
4/5	READING WEEK		

4/12	<i>Sermon #2</i> Preachers: 1. Susan Ferguson 2. Richard Proper 3. Amanda Lockwood 4. Jim Warrener 5. Jane Noblitt 6. Terry Allison	Lectionary Text/s and Preparation Report Information as posted by each preacher in the <i>First Class</i> PR 610 icon	12 - 15 minute sermons
4/19	<i>Sermon #2</i> Preachers: 1. Patrick Evans 2. Carey Richards 3. Craig Manes 4. Katie Pestel 5. Brett Bever	Lectionary Text/s and Preparation Report Information as posted by each preacher in the <i>First Class</i> PR 610 icon	12 - 15 minute sermons
4/26	<i>Sermon #2</i> Preachers: 1. Lori Casey 2. Brenda Pusso 3. Michaelene Haysler 4. Bonnie Hardesty 5.	Lectionary Text/s and Preparation Report Information as posted by each preacher in the <i>First Class</i> PR 610 icon	12 - 15 minute sermons
5/3	<i>Sermon #3</i> Preachers: 1. Craig Manes 2. Katie Pestel 3. Brett Bever 4. Patrick Evans 5. Carey Richards	Scripture texts and Preparation Report Information as posted in the <i>First Class</i> PR 610 course icon.	12-15 minute sermons
5/10	<i>Sermon #3</i> Preachers: 1. Michaelene Haysler 2. Brenda Pusso 3. Bonnie Hardesty 4. Lori Casey 5.	Scripture texts and Preparation Report Information as posted in the <i>First Class</i> PR 610 course icon.	12 - 15 minute sermons Final Essay due for 5/3 & 5/17 preachers
5/17	<i>Sermon #3</i> Preachers: 1. Jim Warrener 2. Susan Ferguson 3. Terry Allison 4. Jane Noblitt 5. Richard Proper 6. Amanda Lockwood	Scripture texts and Preparation Report Information as posted in the <i>First Class</i> PR 610 course icon.	12 - 15 minute sermons Final Essay due for 5/10 preachers.

COURSE REQUIREMENTS

Interaction Papers. Three 3 - 4 page interaction papers will be assigned across the course of the semester (see course schedule for due dates). The topic and specific instructions for the completion of each interaction/reflection paper will be posted in the PR 610 course folder on First Class at least one week before the paper is due.

The interaction papers provide a forum for you to: 1) Critically interact with the assigned reading; 2) Prepare for class discussion; 3) Link the readings to your life experience; and 4) Consider issues central to a theology of preaching.

Sermon Critiques. You will complete two sermon critiques in which you will view video tapes from previous Asbury Seminary chapel services or sermons accessed via the Internet. The critique for each viewing will be slightly different, reflecting the course material across the semester (directions for each critique will be posted in the PR 610 course folder on First Class no later than ten days prior to the assignment's due date). These critiques are designed as learning experiences that will give you the opportunity to 1) become comfortable with the critique process used for in class student sermons, 2) critique sermons (outside of a worship setting) through the application of class readings and discussion, 3) demonstrate your ability to identify a sermon's strengths and weaknesses, and 4) increase your acumen in the art of preaching.

You may chose to complete one or both of the sermon critique assignments with a partner from this class. When the assignment is done in dyads, only one critique should be submitted. If you learn more fruitfully through engagement and conversation with another person, this option may be for you. If it is a challenge to make connections between what you have read and what you observe, you also may benefit by working with a partner. Please submit your critiques to my office in the PR 610 course folder on First Class.

Sermons.

- Sermons will be delivered **extemporaneously** – that is, you will prepare thoroughly, but you should not memorize the speech nor read it word-for-word from a manuscript.
- Time limits for sermons must be observed in order to allow for all scheduled sermons to be delivered as well as provide opportunity for class feedback and critique of each presentation.
- All three assigned sermons must be completed in order to receive a grade for this course.

Sermon #1. The student will choose a text for this sermon from an IBS or Exegesis class assignment in order to consciously move from your study of a text to proclamation. This first presentation gives you the opportunity to present and receive feedback apart from the weight of thinking about a grade. The points designated for this assignment (50 pts) are based fully on the preparation report and self-evaluation response.

The Preparation Report will be submitted in hard copy the day you preach. Specific instructions for preparing this report will be in the PR 610 folder in First Class following a complete discussion of the assignment during class. Please find the initial information pertaining to the Self-Evaluation Response printed later in this syllabus.

Time Limit: 8 - 10 minutes.

Sermon #2. The text/s for this sermon follow the Revised Common Lectionary beginning with Passion Sunday, April 9, 2006. The 250 points designated for this assignment are distributed as follows: Sermon, 150 points; Sermon Preparation Report, 75 points; and Self-Evaluation Response, 25 points.

The Preparation Report will be submitted in hard copy the day you preach. Specific instructions for preparing this report will be in the PR 610 folder in First Class and discussed in class. Please find the initial information pertaining to the Self-Evaluation Response printed in this syllabus on page 6.

Time Limit: 12 - 15 minutes.

Student	Date	First Lesson	Psalms	Epistle Lesson	Gospel Lesson
Ferguson	4/12	Isaiah 50:4-9A	31:9-16	Phil 2:5-11	Mk 14:1-15 or 15:1-39
Proper	4/12	Isaiah 42:1-9	36:5-11	He 9:11-15	Jn 12:1-11
Lockwood	4/12	Isaiah 49:1-7	71:1-14	1 Cor 1:18-31	Jn 12:20-36
Warrener	4/12	Isaiah 50:4-9a	70	He 12:1-3	Jn 13:21-32
Noblitt	4/12	Exodus 12:1-10	116:1-4, 12-19	1 Cor 11:23-26	Jn 13:1-17, 313b-35
Allison	4/12	Isaiah 52:13-53:12	22	He 10:16-25	Jn 18:1-19:42
Evans	4/19	Acts 10:34-43	118:1-2, 14-24	1 Cor 15:1-11	Jn 20:1-18 or Mk 16:1-8
Richards	4/19	Acts 4:32-35	133	1 Jn 1:1-2:2	Jn 20:19-31
Manes	4/19	Acts 3:12-19	4	1 Jn 3:1-7	Lk 24:36b-48
Pestel	4/19	Acts 4:5-12	23	1 Jn 3:16-24	Jn 10:11-18
Bever	4/19	Acts 8:26-40	22:25-31	1 Jn 4:7-21	Jn 15:1-8
Casey	4/26	Acts 10:44-48	98	1 Jn 5:1-5	Jn 15:9-17
Pusso	4/26	Acts 1:1-11	47	Eph 1:15-23	Lk 24:44-53
Haysler	4/26	Acts 1:15-17, 21-26	1	1 Jn 5:9-13	Jn 17:6-19
	4/26	Acts 2:1-21	104:24-35	Rm 8:22-27	Jn 15:26-27; 16: 4b-15
Hardesty	4/26	Isaiah 6:1-8	29	Rm 8:12-17	Jn 3:1-17

Sermon #3. You may choose the text for this sermon from the Scripture assigned to the day of your presentation. The 300 points designated for this assignment are distributed as follows: Sermon, 200 points; Sermon Preparation Report, 75 points; and Self-Evaluation Response, 25 points.

The Preparation Report will be submitted in hard copy the day you preach. Specific instructions for preparing this report will be posted by in the PR 610 folder in First Class by April 13. Please find the initial information pertaining to the Self-Evaluation Response printed in this syllabus on page 6.

Time Limit: 12 - 15 minutes

Sermon #3 Scripture Assignments

Date	Students	Scripture
5/3	Craig Manes Katie Pestel Brett Bever Patrick Evans Carey Richards	Genesis
5/10	Michaelene Haysler Mark Kurtz Bonnie Hardesty Robert Grant Lori Casey	Numbers
5/17	Jim Warrener Susan Ferguson Terry Allison Jane Noblitt Richard Proper Amanda Lockwood	Deuteronomy

Self-Evaluation Sermon Responses. After each sermon, you will view the videotape of your presentation and complete the appropriate sermon evaluation form found in the PR 610 course folder on First Class. Your comments should reflect thoughtful engagement with the course readings, lectures, and class discussion.

The evaluation should be completed and emailed as an attachment to my office in the PR 610 course within one week of the sermon presentation. Upon receiving your self-evaluation, I will provide you with my completed evaluation and grade via email.

Final Essay. The final essay of 9-10 pages is not a research paper; rather this assignment provides you the opportunity to express your theology of preaching. Specific guidance for completing this assignment will be provided in the PR 610 course folder on First Class one month before prior to the due date.

COURSE EVALUATION

Points for the course will be distributed according to the following schedule:

Written Work

Interaction Papers (3 @ 50 pts each)	150 points
Sermon Video Critiques (2 @ 25 pts each)	50 points
Theology of Preaching Paper	200 points

Sermons (Proclamation, Sermon Preparation Report, Self-Evaluation)

Sermon #1	50 points
Sermon #2	250 points
Sermon #3	<u>300 points</u>

Total Points	1000 points
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Your final grade for the course will be determined by the total points earned:

Letter Grade	Points Needed	*****	Letter Grade	Points Needed
A	950 – 1000		C+	770 – 799
A-	900 – 949		C	730 – 769
B+	870 – 899		C-	700 – 729
B	830 – 869		D+	670 – 699
B-	800 – 829		D	630 – 669
			D-	600 – 629

COURSE ASSUMPTIONS

Classroom Community. It is assumed that you will engage in behavior that builds class community. This expectation includes: engaging in class discussion, practicing active listening, demonstrating respect toward all members of class, and refraining from nonverbal behavior that detracts from community.

Attendance. It is assumed that you will attend each class and be on time for each session. If you are ill or experiencing a family crises, you should contact me before class begins to make arrangements for such an absence. Unexcused absences will result in your final grade being reduced by 10%.

Writing Skills. It is assumed that you have already developed writing skills appropriate to a Master's level degree program. You should be able to compose grammatically correct sentences, write well-developed paragraphs, and express your ideas in a well-organized coherent manner. In addition, you should be able to follow the MLA writing style guidelines, using correct citation and notation (see <http://www.mla.org/>). Evaluation of written work submitted without attention to grammar, form, and style guidelines as well as the use of inclusive language will impact the student's grade. If you would like to sharpen your essay writing skills (for the three interaction papers) check out this web site: http://www2.actden.com/writ_den/tips/essay/

Information Commons. It is assumed that you have the skill to access the library catalog and electronic databases. If you do not know how to use the available resources, be sure to ask the staff of the Information Commons for assistance and training.

Completion of Assignments. It is assumed that you will turn your assignments in on time. All written assignments are due at the beginning of class on the due date. Late work will result in a 5% grade reduction for each day that passes beyond the due date.

Academic Integrity. All written work and oral presentations for this course must be the original work of the student. The use of sources to support and develop one's written and oral presentations is encouraged with the appropriate documentation (please refer to Asbury Seminary's policy regarding plagiarism on page 25 of the Student Handbook).

Inclusive Language. Consistent with the values of Asbury Seminary, members of this class will embrace the use of inclusive language in reference to human beings in all course communication. The following statement provides the theological rationale:

The recommendations included in this pamphlet were developed with the understanding that differentiation between the sexes is rooted in God's creative act. The use of inclusive language is not intended to undermine this view of God-ordained gender differences. However, males and females, while different in being, are both created in the image of God and share the same worth. Employing inclusive language reflects a commitment to affirming women's presence and worth in our community. (First Class, ATS Info, Resource Center, Inclusive Language)

FORM & STYLE GUIDELINES

Please use the following guidelines when submitting written work (Interaction Papers, Sermon Video Critiques, Sermon Preparation Reports, Sermon Responses and the Final Essay).

1. should be prepared according to the following guidelines:
 - a. Double space.
 - b. Times New Roman, 12 point font
 - c. 1" margins: top, bottom & both sides (you may need to adjust margins if your default is set at 1.25").
 - d. Do not justify the right hand margin
 - e. Page numbers in the upper right hand corner
 - f. Provide a separate Reference Page at the end of the document
Use MLA style citation guidelines (cite in the body of the text, no footnotes or endnotes). See the following web sites for assistance: <http://www.mla.org/>
2. Attend to the following writing, language usage and grammar issues (b – d need not be observed for either the Sermon Video Critiques or the Sermon Responses).
 - a. Write in complete sentences with attention to grammatical constructions.
 - b. Write in paragraphs. A paragraph should contain one central idea or concept to which all other sentences in the paragraph stand in relationship.
 - c. Use clear transitions. As an essay, your written work should be presented as a conceptual whole with clarity as to how the separate components relate to each other and work together in accomplishing the purposes of the assignment.
 - d. As you discuss your convictions and commitments with regard to speech communication, it is appropriate to use the first person singular pronoun, "I."
 - e. Please **do not** use the second person, "you," or the third person plural pronouns, "we" or "us." The use of these pronouns is appropriate to a conversational form of writing; however, given the formal, academic nature of these assignments conversational expression detracts from the presentation.
 - f. Eliminate the word, "this," from your writing and your writing will exhibit greater clarity.
 - g. Use your computer spell check and grammar check. Have another person proof read your paper, give them permission to be ruthless!

PERSONAL NOTE

I am pleased to have you in class and look forward to getting to know you better as we proceed through the semester. Please take note of my office hours and stop by for a visit; you do not need to have a class question or concern!

However, if you do have questions or concerns – absolutely – come see me! There are several course related reasons that may prompt you to stop by or make an appointment:

- One of the unique challenges encountered by students in this class is the fear of public speaking. A call to ministry does not automatically eradicate the anxiety related to speaking before an audience. Please don't let the anxiety overwhelm or paralyze you.
- You are not confident that your work/sermon preparation meets the criteria of the assignment. I would be happy meet with you. It is always better to clarify prior to the speech than experience regret afterward.
- Receiving sermon critiques can be ego bruising and emotionally challenging experience. If you want further clarification with regard to an evaluation, guidance on how to address identified weaknesses for future speech assignments, or simply a listening ear, I am available to you.

SYLLABUS REFERENCES

Fant, Clyde E. Bonhoeffer: Worldly Preaching. Nashville: Thomas Nelson, 1975.

Kolb, D. A. Experiential Learning: Eperience as the Source of Learning and Development. Englewood Cliffs, N.J., Prentice-Hall, 1984.