

COS 324 – Preaching
August 28, 2015 – October 10, 2015

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This course begins online August 28 and will end on-campus with a face-to-face preaching lab on October 9-10.

Course Description:

The focus of Preaching is on the proclamation of the gospel. The utilization of biblical exegesis, sermon preparation and delivery, and evaluation of the pastor's preaching are central concerns.

Course Objectives:

- Utilization of exegesis of biblical passages for preaching with reference to the lectionary.
- Awareness of and skills for exegeting the contexts for preaching (liturgical, congregational and societal).
- Evaluation of sermons for biblical authenticity, theological soundness, and contemporary relevance.
- Appropriation of insights gained from the evaluation of one's sermons.
- Analytical participation in the evaluation of the sermons of one's classmates.
- Development of skills in the creation, arrangement, and delivery of a sermon.

Required reading:

Eslinger, Richard, *The Web of Preaching: New Options in Homiletic Method*. Abingdon, 2002.
ISBN 0-687-01297-X

LaRue, Cleophus, *The Heart of Black Preaching*. Westminster John Knox, 2000.
ISBN: 0-664-25847-6

Tisdale, Leonora Tubbs, *Preaching as Local Theology and Folk Art*. Fortress, 1997.
ISBN: 0-8006-2773-3

Recommended reading:

Bonneau, Normand. *The Sunday Lectionary: Ritual Word, Paschal Shape*. Liturgical Press, 1998.

ISBN: 0-8146-2457-X

Buttrick, David, *Homiletic: Moves and Structures*. Fortress, 1987.

ISBN: 0-8006-0777-5

Hilkert, Mary Catherine, *Naming Grace: Preaching and the Sacramental Imagination*. Continuum, 1997.

ISBN: 0-8264-1060-X

Jacobsen, David Schnasa, and Robert Allen Kelly, *Kairos Preaching: Speaking Gospel to the Situation*. Fortress, 2009.

ISBN 0-8006-6250-9

Wilson, Paul Scott, *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Abingdon, 1999.

ISBN: 13:978-0-687-02395-0

Written Assignments:

1. A one or two-page paper posted on the course site that reflects on “My Congregational Context” and My Relationship to that Context.” The reflection should take advantage of insights drawn from reading Tisdale’s *Preaching as Local Theology and Folk Art* as well as the media provided on the course site. (Please respond to at least two other posts by 9/10.)

***Reflection due online by Tuesday, Sept. 8.**

2. A two to three-page homiletic exegesis of the scripture text you have chosen for the sermon you will preach to the class, sourced from the Revised Common Lectionary (see below). This exegesis will integrate (but **not** simply copy and paste!) at least four sources, including at least two 20th/21st-century commentaries on the biblical book from which your text is chosen (**not** Jamieson/Fausset/Brown, Henry, or Barclay, please!). You can find abundant sources using Google Books, searching for “[biblical book] commentary full text,” and then finding your particular scripture passage within the book. Also, please include at least one scholarly article (which can be found on the library’s EBSCO source), and please make sure that at least one source is from other than a white male author.

***Due online by Thursday, Sept. 18.**

3. A two-move sermon sketch utilizing Buttrick’s approach loosely based on the Prologue of the Gospel of John. The two moves are:

- (1) The World is a World of Darkness.
- (2) But Jesus is the Light of the World.

For each move in the sermon sketch, please include 1) the move statement (as indicated above, 2) a brief “opposition” (for example: “Actually there is a lot of good in the world”), and 3) an illustration (one per move, please) *or* one or more examples derived from ordinary living which show us what this move is trying to get across, *and/or* a powerful image that embodies the conceptual of the move. The sermon sketch will be posted on the course web site and the instructor will note values and liabilities. All students are expected to comment on at least two of the sermon sketches by others in the class within one week of the posting date.

***Due online by Thursday, October 1.**

5. A four or five-page paper critically evaluating a published sermon with regard to its exegesis, theology, and method. Feel free to include critical reflections based upon the reading material of this course, the discussions, and the face-to-face onsite student sermons and discussions – in short, bring to the sermon everything you have learned from this course. Please reflect in your analysis one or more methodological approaches drawn from Eslinger’s *Web of Preaching* (which of the methods seems to be operating in this sermon, and what tells you so), and *locate the sermon within LaRue’s domains of preaching* (which ones are operating in this sermon – and which are absent that might benefit the sermon). The paper will not be posted on the course web site. Rather, please utilize the Drop Box on the course web site. **Due online by October 10.**

D. Preaching Lab:

Each student will preach once during the face to face portion of the course (October 9-10). The sermon should be about ten minutes in length, but **not exceeding twelve**. The sermon will be digitally recorded and provided to you as a disk. The instructor may wish to be in contact with you regarding aspects of the sermon as recorded. Please choose a biblical text by Week Three from any lesson of the Revised Common Lectionary from the 21st Sunday after Pentecost, Year B (10/18) through The 4th Sunday in Advent, Year C (12/20). A list of RCL texts may be found online at:

<http://lectionary.library.vanderbilt.edu/>.

Please bring with you into the pulpit whatever will help you **best preach the Word**, whether that be full manuscript, notes, or no notes whatsoever. Each preacher’s use of notes (or none) will be part of the discussion of the sermon – from which we will *all* learn. Please do not fret! However, please **do** prepare a full draft of the sermon to be handed to the instructor on the day you preach.

E. Online Participation in Discussion

Students are expected to understand, analyze, and question the subject matter presented by the instructor and classmates; and then to communicate their thoughts, experiences and ideas with the online community. This participation should be substantive. A simple reply such as “I agree” or “Yes/No” without further elaboration does not constitute substantive participation! Students are encouraged to challenge their own and their classmates’ perspectives in a constructive manner. Please base any comments on the concepts, perspectives, and practices we are learning in this class. Through our interaction online and face-to-face, we will help each other learn, and push each other to be the best preachers we can be (the Lord being our help).

F. “Preacher’s Notebook” Discussion

Wise preachers always pay attention to life, in order to perceive God’s grace in action, and record their observations and insights. Some keep what they might call a “Preacher’s Notebook,” consisting of observations from life events, movies, reading, television, radio, internet, and anything else which may show up on the “radar screen” of their awareness. We shall participate in a shared online version. Each student will **post at least three contributions, and comment**

on at least two per week. The instructor will post models of observation and insights as examples, and comment constructively on student contributions. The goal is 1) to develop each student's reflective "homiletic radar" honed to ferret out insights gleaned from ordinary life, and 2) to provide a shared pool of such reflections for use in this course and beyond. As preachers develop this habit of theologically reflective awareness, their dependence upon collections of "sermon illustrations" will simply fade. The "illustrations" – and their theological significance – will abound in the preachers' homiletic imagination. If you actively participate in contributing and commenting upon such reflections, your preaching *will* gain in breadth and depth.

G. Reading Assignments and Course Schedule (always open to slight revision as needed!):

8/28-9/03

Week One: Contexts

Audio: Parables: Luke 10:25-37

Read: Tisdale, Chaps. 1-3; Eslinger, *Web*, Chaps. 1-2

Eslinger, *Introduction*, Chap. 1

Exegeting the Congregation Resource (after Tisdale)

Video: Context of Preaching

9/04-10

Week Two: Contexts (Cont.)

Audio: Prophecy: Joel 2:1-2, 12-17

Read: Tisdale, 4-5; Eslinger, *Web*, Chaps. 3, 6

Video: Sunday Service of Word of Table

Video: Calendar and Church Year

Lectionary Resource

Discussion of Church Calendar

***Reflection Paper:** "My Context and My Relationship to My Context" - **Post by 9/08**

(Please respond to at least two other posts.)

9/11-17

Week Three: The Foundation—Holy Scripture

Audio: Johannine Sign: John 6:1-21

Read: Eslinger, *Web*, Chap. 4; *Introduction*, "Diverse Forms of Scripture"

Handout from Hilker: "Naming Grace"

Homiletical Exegesis Guide

Biblical Commentary Resource List

Video: "Biblical Texts—Mobile, Episodic, and Intentional"

***2-3 Page Homiletic Exegesis - Post by October 17** (Please respond to at least two other posts.)

9/18-24

Week Four: The Methods (Buttrick Moves and Structures)

Audio: Epistles: Peter 2:2-10
Read: LaRue, Chap. 1; Eslinger, *Web*, Chap. 5
Video: Buttrick - Move Theory
Video: Buttrick: The Homiletical Plot
Video: Buttrick: Strategies for Illustration
Discussion of Move Theory (please ask your questions **now**).

9/25-10/01

Week Five: The Methods (Narrative Sermon Forms)

Audio: Preaching Wisdom Literature: Proverbs 22: 1-2, 8-9, 22-23

Read: LaRue, 3-4

Video: Narrative Sermon Plots

Handout: "From Text to Sermon"

* **Two Move Sermon Sketch - Post by October 1** (Please respond to at least two other posts.)

10/02-08

Week Six: The Domains of Preaching and Images of the Preacher

Audio: Biblical Narrative – John 20: 1-18

Review: LaRue, Chap. 1

Handout: Images of the Preacher

Discussion Blog: Which domain(s) of preaching (LaRue) do you feel most at home within and why?

Blessings as you work to shape your sermon for our Preaching Lab.

10/09, 2:30 – 8:30; 10/10, 8:30 – 11:00, 1:00-2:30

Preaching Lab

We will all meet at campus in Trotwood, Ohio, for the Preaching Lab.

***Assignment: Sermon Critique due October 10.** (*Please submit in Drop Box on course web site. Thanks.*)

H. Grading for Course

Course on-line participation:	.10
"Contexts" Reflection Paper	.15
Homiletical exegesis	.15
Two-Move Sermon Sketch	.10
Sermon Critique Paper	.15
Preacher's Notebook	.05
Preaching Lab Sermon	<u>.30</u>
Total	100

ACADEMIC HONOR POLICY

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student. Violations of academic honor

include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism. Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism. A student found guilty of a violation of the academic honor policy, after a review of the case, may be subject to one or more of the following actions:

- (1) warning
- (2) probation
- (3) suspension for the remainder of the course
- (4) dismissal from the Course of Study School of Ohio
- (5) failing grade for the course.

— Regardless of the outcome, a letter will be sent to the student's District Superintendent and Board of Ordained Ministry —