COURSE SYLLABUS
Preparing to Preach, PW604-DA-t-D
UNITED THEOLOGICAL SEMINARY
Fall, 2014

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I. COURSE DESCRIPTION:
This course is intended to help students begin to articulate a theology of preaching, to appreciate the contexts in which it occurs, and to explore the options available to them for both the preparation and the delivery of sermons.

II. TEXTBOOKS:
Required Reading:

ISBN 978-0-664-25847-4


ISBN 978-0-687-02395-0

Other articles, sermons, and short selections to be handed out in class or posted online.

III. GOALS:
The ability to proclaim the gospel effectively is a central skill for church leadership in the formation of disciples. This course will equip students with a basic knowledge of preaching, with an emphasis on using the biblical text faithfully as a foundation in the formation of Christian identity and Christian Witness. Students will design sermons that are theologically and contextually reflective, demonstrating an appropriation of the Christian heritage through an understanding of major theological loci appropriate to both the worship occasion and the congregation, while also demonstrating awareness of their own spiritual development characterized by mature self-acceptance and self-direction.

IV. SPECIFIC OBJECTIVES:
In order to demonstrate an ability to proclaim the gospel effectively as a central skill for church leadership in the formation of disciples, students will:
• Use both narrative and propositional discourse as tools for contextual theology to effectively engage listeners as growing disciples.

• Explore a variety of sermon forms while employing a basic “grammar” as a means to better communicate the Word.

In order to show their ability to engage with **biblical text faithfully as a foundation in the formation of Christian identity and Christian Witness**, students will:

• Perform scholarly analyses of biblical texts for the purposes of preaching, using historical-critical, literary, and theological criticism.

• Recognize the multiple links biblical texts offer to connect with contemporary situations.

In order to **demonstrate an appropriation of the Christian heritage through an understanding of major theological loci**, students will:

• Draw on the theological traditions of the church to teach the faith effectively.

• Operate theologically using trouble and grace as theological categories, both on vertical and horizontal axes.

In order to demonstrate **awareness of their own spiritual development characterized by mature self-acceptance and self-direction**, students will:

• Reflect critically on their own preaching through reviewing video.

• Practice offering positive, caring, and frank responses to peers.

**V. TEACHING STRATEGIES:**

This course is a general introduction to preaching, emphasizing how to move from biblical text to God-centered proclamation of the gospel. While readings and class activities will explore a variety of approaches to the biblical text and consider historical, theological, pastoral, and creative aspects of preaching, we will focus primarily on one methodology that can be adapted to a variety of styles and forms. **Face to face participation through preaching lab, self-reflection, and offering feedback to peers are essential to succeeding in this class. You cannot earn an “A” and miss any class sessions. You cannot pass the class if you miss more than three sessions.**

Adopted by MSC Mar 2007; Revised Sep 2008; Revised Aug 2010
### VI. CALENDAR OF TOPICS AND READINGS:

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<th>DATE</th>
<th>CLASS ACTIVITY</th>
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| Sept. 23 | **Hour 1**  
Introductions to the Course, class covenant.  
**Hour 2**  
Images of the Preacher and purposes of preaching | Learning Needs Resource Assessment worksheet, do in class                   |
| Sept. 30 | **Hour 1:** Introducing Exegesis for Preaching.  
**Hour 2:** The Theme Sentence and Sermon Unity.  
Moving from Text to Sermon. | Read:  
Chapter on Exegesis from *Practice of Preaching* (moodle)  
Chapt. 1 *The Heart of Black Preaching*.  
Chapt. 1-3 *The Preaching Life*.  
Due: Short 2-3 page reflection paper where you describe your context of preaching. (see assignment list) |
| Oct. 7  | **Hour 1:** Sermon Form: Major Concerns and The Four Pages.  
Beginnings, Endings, Illustrations  
**Hour 2:** 4 pages workshop | Read:  
Wilson *Four Pages*, Chapter 1, 2 (prioritize 1)  
*The Preaching Life*, 4-7  
Sermons: Taylor, pt. 2 sermons: “One Step at a Time” and “The Tenth Leper.” “Lost and Found Department.”  
LaRue Appendix sermons: “Unexpected Blessings,” “To Tell the Truth,” and “If Thou Be a Great People”  
For each sermon note |
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| Oct. 14 | Hour 1: Preaching mini-sermon in small groups  
| Hour 2: O.T. Sermons and activity in small groups.  
| 12:30-1pm student preaching in chapel:  |
| Oct. 21 | Hour 1: students preaching sermon 1  |

where you experience trouble and grace. (make notes for class discussion if we have time)

For those who are interested, do prep work for us to engage around one of your preaching texts during in-class workshop.

Due:
Using the questions from the posted chapter from *Practice of Preaching*, create an exegetical report for Luke 13:10-17
due 5 pm. Submit in digital drop-box

Read: Wilson, 3 LaRue 2-3.  
LaRue Appendix: Wright’s sermon “What Makes You So Strong?”  
O.T. sermon sample packet (skim—will use in class activity)

Due:  
Prepare a mini-sermon (5 minutes) based on Luke 13 to preach to a small group from class. Begin exegesis for next sermon.

Read: Wilson 4-7  
See assignment list for instructions for
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<td><strong>Hour 2: Beginnings, Endings, Illustrations</strong></td>
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<td>12:30-1:00 pm Student preaching in chapel</td>
<td>Preachers submit exegesis, theme sentence and major concern for each of the 4 pages 3 days in advance of your assigned date of preaching. Due: 2-3 pg. follow-up report for mini-sermon (see assignment list for details.)</td>
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<td>Oct. 28</td>
<td><strong>Hours 1 and 2: Preaching Sermon 1</strong></td>
<td>Read: Wilson, chaps. 8-11. See assignment list for instructions for sermon. Preachers submit exegesis, theme sentence and major concern for each of the 4 pages 3 days in advance of your assigned date of preaching.</td>
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<td>Nov. 4</td>
<td><strong>Hour 1: Preaching Sermon 1</strong> <strong>Hour 2: finish preaching,</strong> Lecture/activity “Making sermons come alive.”</td>
<td>See assignment list for instructions for sermon 2. Preachers for this week submit exegesis, theme sentence and major concern for each of the 4 pages 3 days in advance of your assigned date of preaching.</td>
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<td>Nov. 11</td>
<td><strong>Hour 1: Preaching Sermon 2</strong> <strong>Hour 2: Preaching in the presence of Children</strong></td>
<td>Preachers see assignment list—have exegesis, theme sentence and major concern for each of the</td>
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<td>Nov. 18</td>
<td>Hour 1: Student preaching class sermon 2. Hour 2: finish student preaching, Technology and visual elements in preaching. 12:30-1:00 pm student preaching in chapel</td>
<td>Preachers see assignment list—have exegesis, theme sentence and major concern for each of the 4 pages 3 days in advance. Read: The Electronic Pulpit a Cautious Cheer. (linked from website)</td>
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<td>Nov. 24-28</td>
<td>Thanksgiving Reading Week</td>
<td>See assignment list for instructions on class sermon 2. Preachers for this week submit exegesis, theme sentence and major concern for each of the 4 pages by Saturday Apr. 26. Read: Tisdale Chapter posted online.</td>
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<td>Dec. 2</td>
<td>Hour 1: Student Preaching class sermon 2 Hour 2: Panel discussion on prophetic preaching 12:30-1:00 pm student preaching in chapel                                                                                                                                 12:30-1:00 pm student preaching in chapel</td>
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<td>Dec. 9</td>
<td>Hours 1 and 2 “The Many Voices of Preaching.” 12:30-1:00 pm student preaching in chapel</td>
<td>Read: LaRue, 4 Due: Book Review (see assignment list for details)</td>
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<td>Dec. 16</td>
<td>Hour 1: Preaching Weddings and Funerals 12:30-1:00 pm student preaching in chapel</td>
<td>See assignment list for instructions for sermon. Preachers for this week submit exegesis, theme sentence and major concern for each of the 4 pages by</td>
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Adopted by MSC Mar 2007; Revised Sep 2008; Revised Aug 2010
Sunday May 10.
Read: Wedding and Funeral Sermon sample packet. (handed out in class)

VII: SEMINARY STANDARDS:

A. Inclusive language
United Theological Seminary has an official policy regarding the use of Inclusive Language. The policy may be found in the Seminary Catalog and further explained in the Student Handbook. If you have specific questions, please see the instructor.

B. Academic Integrity
Student integrity regarding all work assigned in this class is a basic expectation of the Seminary community. A detailed policy regarding what constitutes a violation of academic integrity can be found in the Student Handbook.

C. Online Confidentiality
One of the highlights of the online classroom is that students can draw from the experiences shared during class discussions and in written work. However, it is imperative that students do not share information that is confidential, privileged, or proprietary in nature. In addition, students are expected to honor the privacy and confidentiality of their classmates by not disclosing online conversations with those outside of the classroom.

D. Statement on Disability
Any student who may need accommodation based on the impact of a disability should contact the Registrar’s office.

VIII: USING ONLINE RESOURCES:
For information about how to access United Online and where to find help if you need it may be found on the seminary website at http://www.united.edu. Help guides are also in the student computer lab and in the Student Handbook.

IX. REQUIREMENTS AND EVALUATION:

1. Faithful attendance. (As per seminary policy, students may not miss more than 3 classes and pass the course. You cannot receive an “A” and miss any classes.)

2. Timely completion of all readings, reflection papers, sermon preparations, and other class assignments according to the syllabus. Preaching is time-sensitive, late work will be reduced 10 percentage points for each day it is late.

3. The preaching of three original sermons, as assigned.

4. Responsible participation in class discussions and in peer evaluations of sermons.
ASSIGNMENT SCHEDULE:

Sept. 30, 5pm Reflection Paper: Your Context for Preaching

Write a short 2-3 page reflection paper where you describe your context of preaching, using LaRue’s domains of experience and/or images from the in-class powerpoint presentation. Name which domains or images are most prominent in your context, which images or domains feel most comfortable or important to you and why. Do you have other domains and images to add? Are any domains and images absent?

Grading Rubric:
“A” papers will use both images from lecture and domains from the reading along with good writing style, honest-self-assessment, and creativity.
“B” papers will use either domains or images, good writing-style, and engage with the questions posed in the assignment.
“C:” papers will not engage with lecture or reading material, will not fully engage with questions posed in the assignment, and may be challenging to follow due to grammatical errors and challenges in writing style.
“F” papers are incomprehensible due to writing style, will not engage with readings, lecture materials, or assigned questions for reflection.

Please submit your paper by 5 pm in the digital dropbox online.

Oct. 7, 5pm Exegesis of Luke 13:10-17

Write a 3-6 page exegetical report on Luke 13:10-17 in which you....

1. Summarize your findings for the questions on pgs. 19-25 of Practice of Preaching (posted on website). The paper form is not a big deal, you are welcome to simply answer the questions.

2. Provide a bibliography of at least three commentaries, articles, and other resources consulted. Please engage with at least one non-Western, white, male perspective. Be sure to include among your entries two of the following (these will be on reserve in the library):

   Alan Culpepper, Luke (New Interpreter’s Bible)
   Fred B. Craddock, Luke (Interpretation)
   Sharon Ringe, Luke (Westminster)
   Robert Tannehill, Luke (ANTC)
   Other commentaries from the list posted online.

Please cite any insights, ideas, or language that are not yours. Be prepared to share some insights in class but your final version is due in the online drop-box by 5 pm.
### Exegesis Grading Rubric

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<td>Attended to all or almost all of the questions.</td>
<td>Attended to most of the questions.</td>
<td>Gaps in questions, many unanswered or answered inadequately.</td>
<td>Did not follow the process, did not answer the questions.</td>
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| Evidence of study: One’s own engagement with the text. | Language is the student’s own, student references their viewpoint and their own experiences and context. | Language is student’s own, student’s perspective is somewhat present. | Language is quoted mainly from outside sources, little attempt to contextualize. | Comments are verbatim taken from commentaries, no sense of personal engagement, perspectives, or contextualization. |

| Evidence of study: Commentaries and resources | Shows evidence of engaging with and properly cites, at least three resources, including: One non-white/western/Male perspective from the list of commentaries and one article. | Shows evidence and properly cites outside sources but all are while, western male, no journal article or not using one of the suggested commentaries | Draws from fewer than three resources, resources not cited correctly. | Draws from no or little outside material. Absent or completely inadequate citation. |

| Basic Grammar/Writing | Easy to follow, complete sentences, no or few typos. Avoids jargon and uses precise concrete language. | A few typos or unclear sentences here and there. | Many typos and unclear sentences or phrases. Uses jargon or clichés. | Difficult to understand or follow due to grammar and writing issues. |

| Creativity and Movement of the Spirit | Creative responses, use of metaphor and different senses, a sense of direction(s) towards the sermon. | Some use of senses, some sense of direction(s) towards potential sermon. | Little to no use of senses, creativity, or metaphor, little sense of direction towards a sermon. | Responses are lifeless, no sense of clarity or movement towards a potential sermon. |

#### Oct. 14

**Mini-sermon preaching to small group**

The class will be divided into smaller groups for the preaching of mini-sermon. During our class time, each group will meet, and each person will preach a five-minute mini-sermon on Luke 13:10-17.
Oct. 21 Report on Mini-sermon

Write a one- to two-page report on your experience with preaching your mini-sermon in which you...

1. Describe what you learned about preaching by listening to the preaching of others.

2. Describe what you learned about yourself as a preacher. Name at least two areas of strength you see in yourself as a preacher, and also name at least two things you hope to improve as you work on your preaching.

Grading Rubric:
“A” papers will carefully answer all the questions in the assignment, supporting comments with specific details from the experience of listening and preaching in the small-group setting. Writing will be grammatically correct and easy to follow.
“B” papers will answer most of the questions, some evidence will be given from the small-group, Writing will be readable and mostly error-free.
“C” papers will be missing aspects of the assigned questions, little supporting evidence will be provided from small-group setting. Writing may lack clarity or contain serious errors.
“F” papers will not engage with assigned questions, paper will be difficult to read or follow due to errors.

Please submit online by 5 pm

Oct 14-Nov. 11 Class Sermon 1 and Materials

At least three days before the date you are assigned to preach submit via online drop-box, an exegetical report on your assigned biblical text, using the format and stipulations for the report on Luke 13, but also including your theme sentence and major concern/themes for each “page” of the sermon.

At the class session when you preach, turn in:


2. A full manuscript of your sermon. You need not preach from a manuscript. You are welcome to preach in the style that is most comfortable to you whether that involves a full manuscript, outline, notes, or without notes, you may use your tablet to preach if that is your usual style. You need not preach your manuscript word-for-word—or at all! The Spirit may inspire you differently in the hours or even minutes before you preach. We will evaluate the sermon you preach but the manuscript is helpful as a back-up when I write-up comments later.

See Rubric posted online.
Nov. 18-Dec. 16  Class Sermon 2 and Materials

Same instructions as class sermon 1.
See Rubric posted online.

Due Dec. 9  Book Review on Approved Book

1. Choose a book you have not read before from the bibliography of this syllabus and let me know of your selection via email or conversation. This is an opportunity to read on a topic that we may not have covered in this class or to expand your perspective by engaging with a different tradition. You are welcome to suggest another book that is not on the bibliography.

2. The review is to be 400-500 words in length (please note your word count at the bottom of your final page.)

3. The book review is to include a summary of the book’s argument and structure; an assessment of the theology of preaching that it represents or implies; identification of several strengths in the book, including why you see them as strengths; identification of weaknesses in the book from your perspective; and your own recommendation of the book (e.g. who should read it?).

4. Be prepared to share a little about the book you chose (about 10 minutes) in our class session.

5. Optional: post your review in a forum on our class website so that we can create a data-base of resources for our preaching ministry.

Grading Rubric
“A” papers observe the proper word-limit, are written in a clear and error-free style, and include all required areas of reflection: summary of argument and structure, assessment of theology, strengths, weaknesses, and your recommendation of who would benefit from the book.
“B” papers are close to the word-limit, written clearly, and include most of the required areas for reflection.
“C” papers are significantly over or under the word limit, have many errors, and are missing key areas of reflection.
“F” papers are difficult to read due to errors or writing challenges and fail to address the basic areas of a book review.

Final Grades are based on the following:

1. Domains of preaching/images of the preacher reflection paper. 5%
2. Exegesis of Luke 13:10-17  5%
3. Preaching Mini-Sermon and Reflection paper 10%
4. Class Sermon #1 preparatory materials 5%

Adopted by MSC Mar 2007; Revised Sep 2008; Revised Aug 2010
5. Class Sermon # 1 20%
6. Class Sermon # 2 preparatory materials 5%
7. Class Sermon # 2 25%
9. Book Review 10%
9. Class Participation, attendance, and peer sermon evaluation 15%

Late work will be reduced by 10 percentage points for each day late.

X. STUDENT COURSE EVALUATIONS:
It is very important for students to submit a course evaluation toward the end of the semester. Instructors do not see the student evaluations at all until after the instructors have submitted the students’ final official grades. Students should feel free to evaluate the course without any negative ramifications.

HOMILETICS BIBLIOGRAPHY (possibilities for your book review):

Special Circumstances:


General Topics in Preaching:


Bartlett, David L. Between the Bible and the Church: New Methods for Biblical Preaching.

Adopted by MSC Mar 2007; Revised Sep 2008; Revised Aug 2010


**Cultural Perspectives:**


**Women Preachers:**


**Imaginative Preaching, Technology, Preaching and the Arts:**


Galli, Mark and Craig Brian Larson. *Preaching that Connects: Using the Techniques of*
