

COS 214 – Practice of Preaching

March 21 - May 10, 2013

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This course begins online March 21 and will end on-campus with a face-to-face preaching lab on May 9-10.

Course Description:

The focus of The Practice 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 context for preaching (congregation and community).
- 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
Jacobsen, David Schnasa, and Robert Allen Kelly, *Kairos Preaching: Speaking Gospel to the Situation*. Fortress, 2009.
ISBN 0-8006-6250-9

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
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

Wilson, Paul Scott, ed. *The New Interpreter's Handbook of Preaching*. Abingdon, 2008.

ISBN: 0-6870-5556-2

Written Assignments:

1. A three to five-page paper reflecting on your own homiletical formation—the preachers, preaching tradition(s), models of biblical interpretation and piety that have formed you. In other words, what has shaped the preacher you are today? Please use LaRue's helpful notion of the *domains of preaching* (Chap. 1) as you reflect on your prior and present formation as a preacher. Also, you are invited to assess the *contexts* for your homiletical formation using Tisdale and Jacobsen/Kelly as your guide. Your paper will be posted on the course web site. **Posting deadline is March 27.**

2. A 2-3 page homiletic exegesis of the scripture text you have chosen for the sermon you will preach to the class, chosen from the Revised Common Lectionary (see below). This exegesis will integrate (but **not** simply copy and paste!) at least five sources, including at least two 20th/21st-century commentaries on the biblical book from which your text is chosen (**not** Jamieson/Fausset/Brown 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), one scholarly article (which can be found on ATLAS), and please make sure that at least one source is from other than a white male author. ***Due April 3.**

3. A two-move sermon sketch utilizing Buttrick's approach and drawing on the scripture text you have chosen for the sermon you will preach to the class. For each move in the sermon sketch, please include 1) the move statement (for example: “we are all sinners”), 2) a brief “opposition” (for example: “well, others might be but I'm not, really”), and 3) a couple of examples derived from ordinary living which show us what this move is trying to get across (for example, providing an “eye witness” example of the congregation fulfilling its biblical mandate to feed the hungry by (*a specific ministry scenario would go here*)). 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 April 24.**

4. 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 May 16.**

D. Preaching Lab:

Each student will preach once during the face to face portion of the course (May 9-1). 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 Four from any lection of the Revised Common Lectionary from the Seventeenth Sunday after Pentecost (World Communion Sunday, October 5, 2014, year A) through The Reign of Christ (Christ the King, November 23, Year A). A list of RCL texts may be found online here:

<http://www.gbod.org/lead-your-church/revised-common-lectionary2013-2014>.

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. Along with the full draft, please submit a *2-page, move-by-move "homiletic strategy" of the sermon*, summarizing what you intend for each move to do and how you went about accomplishing that goal. In other words, explain your strategic thinking: what you did, and why you did this, *here*? Why the moves are in *this* particular sequence, why you chose *that* example and placed it *here* in the move? The sermon *is* God's Word, true enough, but God calls us humans to talk with other humans, and so the better preachers give some sturdy thought to what they are trying to say. I want you to tell me *how* you thought through what you intended for us to hear.

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 five 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!):

3/21-27

Week One: Domains of Preaching

Read: LaRue, Chap. 1

Audio: Parables: Luke 10:25-37

Video: Sunday Service of Word of Table

Multimedia: LaRue, Domains of Preaching

Homiletic Exegesis Guide Resource

Homiletic Formation Paper - **Post by March 27** and please respond to at least two other posts.

3/28-4/03

Week Two: Calendar and Lectionary

Read: Eslinger, Chap. 3, 6

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

Video: Calendar - Church Year

Lectionary Resource

Video: Buttrick - Move Theory

Discussion of Church Calendar

2-3 Page Homiletic Exegesis - **Post by April 3** and please respond to at least two other posts.

(Please continue your conversation with each other regarding your homiletical formations.)

4/04-10

Week Three: Naming Grace

Read: Eslinger, Chap. 1, 2, 5; Handout from Hilbert: “Naming Grace”

Audio: Johannine Sign: John 6:1-21

Audio: Naming Grace

Video: Context of Preaching

Multimedia: Buttrick: Strategies for Illustration

Discussion of Move Theory (please ask your questions **now**)

4/13-20 Holy Week, No classes

4/21-24

Week Four: Pastoral Care and Transformation

Read: Jacobsen & Kelly, Chap. 1-4

Audio: Epistles: Peter 2:2-10

Video: Sunday Service

Preaching as Pastoral Care and Social Transformation Resource

Two Move Sermon Sketch - Post by **April 24** and please respond to at least two other posts.

4/25-5/01

Week Five: Exegeting the Congregation

Read: Jacobsen & Kelly, Chap. 5-7, X, Appendix; Tisdale, Chap. 3

Exegeting the Congregation Resource

Video- Buttrick: The Homiletical Plot

Discussion: Exegeting the Congregation - **post by May 1**; please offer some comments on Tisdale's proposals, Jacobsen & Kelly's notions of "gospel, context, and situation" (and maybe any interactions between the two books), and respond to at least *three* others in the class.

5/02-08

Week Six: Preaching Biblical Narrative

Audio: Biblical Narrative – John 20: 1-18

Video: Narrative Sermon Plots

"Sermons Revisited" (Please review the instructor's posts and add your own. Thanks!)

May 17, 2:30 – 8:30; May 18, 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 May 16.** *(Please submit in Drop Box on course web site. Thanks.)*

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** —