

Wesley Theological Seminary
Course of Study School
Summer Intensive Term 2 | July 25- August 4, 2016

CS 324 Practice of Preaching

Faculty: Rev. Dr. Asa Lee, alee@wesleyseminary.edu

Please read this study guide *carefully*. We have split the previous pre-course work up into two parts. **Everyone will have one assignment due by June 1 submitted via Blackboard and one assignment due the first day of class, also submitted via Blackboard.** Please schedule time each week to work on your pre-course work. If you are able to do this you will have the opportunity to come to DC next summer and enjoy some Sabbath time with us. Please let Sara Sheppard or Doug Powe know if we can help you with this in any way.

Course Description

This course focuses upon preaching the gospel. The utilization of biblical exegesis, sermon preparation and delivery, and evaluation of the pastor's preaching are central concerns. The format of this class is hybrid, meaning a portion of this class will be taught via online methods and a portion will be conducted in residence format.

Objectives

1. Utilization of biblical exegesis for preaching with reference to the lectionary
2. Awareness of and skills for understanding the context for preaching (congregation and community)
3. Evaluation of sermons for biblical authenticity, theological soundness, and contemporary relevance
4. Appropriation of insights gained from the evaluation of the student's sermons
5. Analytical participation in the evaluation of the sermons of classmates

Required/Reference Texts:

Craddock, Fred. *The Craft of Preaching*
Taylor, Barbara Brown, *The Preaching Life*. Cowley Press, 1993.
Wilson, Paul Scott. *The Four Pages of the Sermon*. (Abingdon Press, 1999)

Supplemental Texts:

Craddock, Fred. *Preaching (Second Edition)*. (Abingdon Press, 1985) ISBN: 9780664229436
LaRue, Cleophas J. *The Heart of Black Preaching*. Westminster John Knox, 2000.

Recommended Texts:

- Buttrick, David, *Homiletic*. Fortress Press, 1987.
Childers, Jana, *Purposes of Preaching*. Chalice Press, 2004.
Mitchell, Henry, *Celebration and Experience in Preaching*. Abingdon Press, 1990.
Wilson, Paul Scott, *Broken Words*. Abingdon Press, 2004.

Textbooks may be obtained by online at Cokesbury online at www.cokesbury.com. They will ship your books to you upon payment. You may also check other booksellers.

CLASS INSTRUCTION

This class is a resident learning opportunity. And while the resident component is a normal instructional model including lecture and class time together. Some work will need to be submitted online. So please take notice of the following considerations:

- You will need working access to the internet and specifically, Blackboard for this course.
- You will need updated and/or current (2007 or later) version of Microsoft Office Word®, and Power Point®. Please consult Microsoft guidelines to address issues of system compatibility and performance.
- If you have difficulties with education technology and/or Blackboard, please contact the Seminary's office of Education Technology and/or Blackboard support (see information below). If you have any questions about class information or instruction, contact: alee@wesleyseminary.edu

Assignment Instructions

Students are to turn in papers by posting the paper on Blackboard. Instructions on posting to Blackboard are on the COS webpage. If you run into trouble, please contact blackboardsupport@wesleyseminary.edu and they will help you.

If you are new to Course of Study at Wesley, please be sure to check Blackboard **once you receive your logon information from our IT department. (which will come in the mail)** Some faculty will use Blackboard heavily and some will not, but it is up to you as the student to check and see what is posted. You should have access to your courses in Blackboard by early spring. Please check in with the Course of Study office.

All assignments should be turned in on Blackboard.

Assignment:

- A. Begin this assignment as soon as possible so your insights and conclusions can be integrated into your weekly preaching.
- B. Do not use any scripture readings or texts twice in the following questions. All responses should be to different passages and texts from those used in previous answers.
- C. Read each question carefully, 2-3 times, before answering it.

- D. Do not copy the question itself at the top of your answer. However, begin each new answer with a significant space and the answer number in bold type.
- E. Write in full sentences and paragraphs. *Have a knowledgeable person proofread your work before submitting it.*
- F. All answers are to be submitted together as indicated below.
- G. All answers should be typed double space in Times New Roman 12-point font with one-inch margins on all sides of the page. The total will be 20 pages or fewer for the two assignments. Longer papers do not result in higher grades.

Assignment 1 due June 1 submitted to Blackboard:

- 1. Write a brief essay discussing your points of affirmation and/or distance with the Taylor text. Specifically, the book is assigned to help you as the student to connect the importance of calling and role as preacher. (3-4 page)
- 2. Using any single lectionary text appointed for use in **Year C** (*United Methodist Book of Worship*), examine it in the following manner: List specific questions of the text. Bombard the passage with as many questions as you can in an effort to “open up” the text. Answering the questions is unimportant. What is important is the range, depth and creativity of your questions. (2 pages)

Assignment 2 due the first day of class submitted to Blackboard:

- 3. Summarize Wilson’s “Four Page” model and comment on its benefits in constructing a sermon. (2 pages)
- 4. Choose one lectionary text from any Sunday in Lent of Year C. Write a sermon in Wilson’s “Four Page” model. Include your completion of Wilson’s TTDNIM pattern. Be sure the sermon has a clearly marked introduction and conclusion and that each “page” has the topic sentence for that section clearly stated. (No more than 7 pages)
- 5. Write a sermon for one of the following situations, and address the situation theologically in the sermon itself. Indicate the text you’ve chosen, and the sermon’s focus and function. (No more than 6 pages)
 - a. A stewardship appeal to a conflicted or troubled congregation.
 - b. A wedding for a couple with each having prior multiple marriages.
 - c. A funeral for a victim of suicide.

ON-SITE: You will preach one sermon in class. This sermon is not to be submitted as a part of the above assignment and is not to be based on any biblical text used above. It should include important elements you have learned from your reading. You will be asked to give the instructor a statement of the sermon’s Focus and Function immediately prior to preaching the sermon.

You will also participate in offering feedback to other preaching students, as they will to you. Come with a teachable spirit!

Technical Support:

Students are responsible for meeting course deadlines. If you experience technical problems, please exercise one or all of the following options:

- Blackboard Support at blackboardsupport@wesleyseminary.edu
- By phone at (202) 885-6091

Please let the professor know you are having technical issues as well so accommodation can be made.

Technical Considerations

In order to access the course Blackboard site students need to go to MyWesley webpage and use the student log on. Students are placed in Blackboard approximately two months before the start of the term.

The Blackboard site requires use of:

- An Internet connection. – A high speed Internet connection is highly recommended
- An Internet browser. (supported browsers include: Internet Explorer, Firefox, and Safari)
- An appropriate web browser configuration.

Any computer capable of running a recently updated web browser should be sufficient to access our Blackboard site. However, bear in mind that processor speed, amount of RAM and Internet connection speed can greatly affect performance. Those using dial-up connections will experience longer page load times and much slower performance.

For Blackboard Support: (202) 885-6091 or blackboardsupport@wesleyseminary.edu

Notes on assignments:

1. All written assignments should be submitted in twelve-point font, double-spaced with one-inch margins.
2. Grammar counts. Your paper is a reflection of your communication skills. In this course you are learning not simply how to read and think critically, but to communicate your ideas to others in a clear and coherent manner.
3. Support your arguments with specific references to the text on which you are writing and to other texts that support your argument.
4. Avoid contractions. For example, words like “can’t”, “shouldn’t”, “won’t”, and “wasn’t” should be avoided in your essay.
5. Italicize or underline words that are transliterated into English from other languages. For example, you might write, “*Theos* is the Greek word for ‘God,’ and we would translate the word *huios* as ‘son’”.

6. Use gender-inclusive language. Consider the following examples:

Incorrect: Man is in need of God's redemption.

Correct: Humankind is in need of God's redemption

Incorrect: When asked what he believes about the Bible, a Christian might offer any number of answers.

Correct: When asked what he or she believes about the Bible, a Christian might offer any number of answers.

7. Produce original work. Properly acknowledging your sources is important, but if the bulk of your paper consists of quoted material, this is still not original work. What is expected is your understanding of the ideas discussed in the reading and in lectures.
8. Proofread! Typos and grammatical errors make a paper look as if the writer has put very little effort into it.

A Note on Plagiarism

There are two kinds of plagiarism, both equally serious. First, there is plagiarism that occurs when a student uses someone else's work word-for-word without placing the cited material in quotation marks. Even if you cite sources in a bibliography at the end of your paper, if you have used someone else's words and have not properly placed those words in quotation marks (and cited the course appropriately in a footnote or parentheses), you have plagiarized.

Second, there is plagiarism that occurs when you use someone else's ideas without acknowledging that you have done so. For example, if you find some really interesting information on the internet, change the wording a bit, and put that information into your paper without properly acknowledging (in a footnote or parentheses) that you have used this source, you have plagiarized.

In both cases, the work that you have turned in is not your own, original work, but someone else's work that you have copied. Please note well that plagiarism *will not be tolerated in any Course of Study course*.

Grading:

The instructor assumes that everyone in the class is capable of the work required to receive a "B" grade for each assignment. The following interpretations of the meaning of each grade have been developed to help class members review their work to identify strengths and problems.

A "B" means that the basic elements of the assignment have been faithfully included, the argument is internally coherent, and clearly articulated.

A "B+" means the assignment is also well crafted.

An "A-" means that the assignment is not only well crafted, but it also probes the issues with considerable insight.

An “A” means the assignment is well crafted, reveals considerable insight, and moves beyond the range of the student’s prior knowledge to begin to construct new perspectives and meanings for the subject. In other words, it shows the student’s imagination at work; it has a creative edge.

A “C+” means that the assignment lacks clarity or focus, tends to reveal more the writer’s opinions than the results of the writer’s analysis, and lacks reflective insight into the issues being discussed.

A “C” means that the assignment does not move beyond the reporting of information from readings and/or class discussions to engaging them with issues being discussed; it may indicate inappropriate or misuse of data and readings.

A “C-” means that despite some moments of focused discussion and insight, major gaps exist in the development of the argument or discussion.

A “D” means the individual needs to see me.

An “F” means the individual needs to see me immediately.

Grades will be reduced a step (e.g. from B to a B-) for assignments handed in after the start of class, and a full letter grade for any assignments 24 hours past due. Assignments over 48 hours past due will be lowered two letter grades. We need to talk if an assignment is over 72 hours past due. Please note only two unexcused absences are allowed before grade is lowered one step.

Final course grades are mailed to the student, GBHEM in Nashville and the student’s conference representative by September 30. Grades are not posted on-line.

Inclusive Language

In both oral and written contributions to the course, students are expected to be conscious of the power of language in theology. Inclusive language respects both gender and racial diversity, and students should demonstrate awareness that language about persons and God expresses values and impacts theological ideas in the details of race and gender connotations. Both gender and race are socially-constructed categories, and changing language is part of bringing justice to theological discourse.

Academic Policies

Attendance: Students are expected to attend all classes in their entirety. Faculty member have the authority to set attendance policies for particular courses and those policies will be included in the course syllabus. Deviation from the attendance policy may result in reduction of grade or loss of credit for the course.

Please refer to your Wesley Student Handbook (on-line) for more information about Wesley’s academic policies or contact the Course of Study office 202-885-8688.