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PR 632 Preaching from the Gospels:

Stacy R. Minger

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Syllabus

Course: PR632 W1 (SP 2009)

Title: Preaching from the Gospels: An Introduction to the Theology and Practice of Preaching

Hours: 3.00

Published: Yes, on 10/27/2008

Prerequisites:

OT(IBS)6xx and SP501

- or -

NT(IBS)6xx and SP501

Department: Preaching

Faculty: Dr. Stacy Minger



Email: stacy.minger@asburyseminary.edu

Office: BC

SPO: 1325

Meetings:

During 02/09/2009 to 05/22/2009 on Tuesday from 5: 30p to 8: 15p in BC223.

- Breakout Room or Additional Reserved Room in BC235.

Maximum Registration: 16

Catalog Description: The purpose of Preaching from the Gospels is to approach the study and practice of Christian proclamation through hermeneutical and theological engagement with the Gospels: Matthew, Mark, Luke and John. Attention will be given to preaching from the teachings of Jesus, Jesus' parables and miracles, as well as Jesus' life (birth & infancy, baptism, temptation, transfiguration, passion, death and resurrection). This course encourages students to wed their skills in biblical interpretation with pastorally responsive and theologically reflective proclamation from a perspective shaped by the Wesleyan tradition. Sermons will be preached and evaluated in order to guide students in cultivating a habit of theological reflection on pastoral practice and to assist students in identifying and developing skill in the practice of preaching.

Objectives:

Preaching from the Gospels:

Preaching from the Gospels: Introduction to the Theology and Practice of Preaching PR 632 Syllabus Spring 2009

Class Schedule: Tuesdays 5:30 – 8:15 PM

Room Assignment: TBA Lecture; BC 235 Preaching

INSTRUCTOR CONTACT INFORMATION

Stacy R. Minger, Ph.D.

Email: stacy.minger@asburyseminary.edu

Office: Beeson Center 217
859-858-2048

Office Hours: Tuesday 3 – 5 PM, Wednesday 1 – 2 PM, or by appointment

COURSE DESCRIPTION

The purpose of *Preaching from the Gospels* is to approach the study and practice of Christian proclamation through hermeneutical and

theological engagement with the Gospels: Matthew, Mark, Luke and John. Attention will be given to preaching from the teachings of Jesus, Jesus' parables and miracles, as well as Jesus' life (birth & infancy, baptism, temptation, transfiguration, passion, death and resurrection). This course encourages students to wed their skills in biblical interpretation with pastorally responsive and theologically reflective proclamation.

The purpose of PR courses 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. This course will assume that proclamation of the Gospel by means of Scripture is the central (although not exclusive) activity by which the Church is continually created, sustained, corrected, and strengthened by God's Word to worship and participate in the life of the Triune God.

This course is therefore designed as an extended conversation that will exemplify and encourage pastoral competence in speaking the Word of God to form Christian conviction and character with a community that bears witness to the Kingdom that has arrived in Christ. Preaching will be regarded as an act of worship offered to the God of Israel and Jesus Christ who continues to speak and enact his gracious promises and saving purposes through the witness of the Prophets and Apostles in the power of the Holy Spirit.

An important objective of this course will be to gain a vital and necessary understanding of preaching as a theological and ecclesial practice that requires: 1) the practices of daily prayer and obedience – pastoral discipline; 2) consistent reading, study, and appropriation of Scripture as the Word of God addressed to God's people and for the world; 3) the testing of biblical interpretation by means of the central theological convictions of the Church Catholic, and in particular, the Wesleyan tradition, to insure faithful homiletic performance that glorifies God and produces Christian disciples who aspire to a shared life of holiness in Christ. To be consistent with the nature and purpose of preaching as a theological discipline, a strong emphasis will be placed upon the life-long task of acquiring practical wisdom appropriate to the pastoral vocation: the spiritual and moral attentiveness and insight necessary to call the Church to know, love, and serve the Triune God whose speech authors its life and secures its future.

Prerequisites: SP501 and Inductive Bible Studies – 2.

GENERAL COURSE OBJECTIVES (Asbury Seminary Catalogue)

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

- Ø 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;
- Ø 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;
- Ø 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;
- Ø 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.
- Ø 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

Beasley – Murray, George R. *Preaching the Gospel from the Gospels*. Peabody, MA: Hendrickson, 1996.

Long, Thomas. *Preaching the Literary Forms of the Bible*. Fortress, 1988.

Long, Thomas G. *The Witness of Preaching*. 2nd Ed. Louisville, KY: Westminster/John Knox Press, 2005.

Van Harm, Roger E. *Preacher, Can You Hear Us Listening?* Grand Rapids: Eerdmans, 2005.

RECOMMENDED TEXTS

Bauer, David. *An Annotated Guide to Biblical Resources for Ministry*. Hendrickson, 2003.

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

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

Pasquarello, Michael, III. *Christian Preaching: A Trinitarian Theology of Proclamation*, Grand Rapids: Baker, 2006.

Strunk, William, Jr. and E B White. *Elements of Style*. <http://www.bartleby.com/141/index.html>

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).

If I use Power Point presentations in class, the file will be uploaded to the virtual campus *after* class is dismissed. *If you work with a laptop in class, there will be times on the instructor's power point signaling you to close the computer and fully engage the classroom community. In addition, for both the preacher and the class laptops will not be open during student sermons.*

COURSE SCHEDULE

Date	Topic	Readings	Assignments Due
2/11	Course Introduction	Syllabus	
2/17 & 2/18	Beeson Preaching Lectures	Dr. Kalas	
2/18	The Content & Context of Preaching	Long (<i>Witness</i>) 1-68 Beaseley-Murray, 6-29	
2/25	Crafting the Sermon	Long, (<i>Literary Forms</i>) entire text Long, (<i>Witness</i>), 69-148	Response Paper #1 on Long's <i>Literary Forms</i>
3/3	The Gospel in the Life of Jesus	Beaseley-Murray, 30-66 Long, (<i>Witness</i>), 149-197	
3/10	Gospel Presentations The Gospel in the Miracles of Jesus	Beaseley-Murray, 67-105 Long, (<i>Witness</i>), 198-224	Group Gospel Presentations
3/17	Sermon #1: The Gospel in the Life of Jesus		
3/24	Sermon #1: The Gospel in the Life of Jesus		
3/31	Reading Week		
4/7	The Gospel in the Teachings and Parables Relational Communication	Beaseley-Murray, 106-262	
4/14	Discuss Pasquarello Sermon #2: The Gospel in the Miracles of Jesus		Response Paper #2 on Pasquarello
4/21	Sermon #2: The Gospel in the Miracles of Jesus		
4/28	Sermon #2: The Gospel in the Miracles of Jesus		

5/5	Sermon #3: The Gospel in the Teachings and Parables of Jesus		
5/12	Sermon #3: The Gospel in the Teachings and Parables of Jesus		
5/19	Sermon #3: The Gospel in the Teachings and Parables of Jesus Final Papers Due in Hard Copy		

COURSE REQUIREMENTS

Response Papers. Two, 3-4 page interaction papers will be assigned across the course of the semester (see course schedule for due dates). One paper will respond to Long's Literary Forms and one will respond to Pasquarello. The specific instructions for the completion of each interaction/reflection paper will be posted in the Virtual Campus.

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.

Gospel Presentation. By 2/18 each student will indicate which Gospel he or she will be preaching from through the course of the semester. Groups will then be formed of all the students who are preaching from the same Gospel. On the assigned date in the course schedule each group will give a 15 minute presentation on the Gospel. The presentation will include matters related book structure, theological themes and the nature of preaching the Gospel from the Gospel chosen as discussed in Beasley Murray. A handout will be provided to the class summarizing key insights for preaching.

Sermons.

- Ø Three sermons will be preached for PR 632. Each student will choose which Gospel he or she will preach from throughout the semester; *all three sermons will be from the same Gospel.*
- Ø 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.
- Ø 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.
- Ø All three assigned sermons must be completed in order to receive a grade for this course.

Sermon #1. This sermon will focus on an event in **Jesus' life** (birth, baptism, transfiguration, passion or resurrection narratives). The first sermon gives you the opportunity to preach, present and receive feedback apart from the weight of a grade.

The points designated for this assignment are granted based on your sermon 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 posted and discussed in class.

The Self-Evaluation Response will be submitted via email by midnight on the Friday following the class in which you preached.
Time Limit: 8-10 minutes.

Sermon #2. This sermon will focus on one of **Jesus' miracles**.

The Preparation Report will be submitted in hard copy the day you preach. Specific instructions for preparing this report will be posted and discussed in class. The Self-Evaluation Response will be submitted via email by the Friday following the class in which you preached.

Time Limit: 13 - 16 minutes.

Sermon #3. This sermon will be preached from a **Parable** (synoptic gospels) or a **Teaching** (John) of **Jesus**.

The Self-Evaluation Response will be submitted via email by the Friday following the class in which you preached.

Time Limit: 13 - 16 minutes

Self-Evaluation Sermon Responses. After each sermon, you will view the videotape of your presentation and complete the sermon evaluation form found on the Virtual Campus. Your comments should reflect thoughtful engagement with the course readings, lectures, and class discussion. A sample self-evaluation will be posted for you to review in preparation for completing your own evaluation.

The evaluation should be completed and posted to the Virtual Campus by the Friday following the class period in which you preached.

Upon receiving your self-evaluation, I will provide you with my completed evaluation and grade via email. Expect to receive my completed evaluation of your sermon on the same form that you will use for your self-evaluation.

Final Essay. The final essay of 5-6 pages is not a research paper; rather this assignment provides you the opportunity to express your theology of preaching. Details for completing this assignment will be provided later in the semester and will differ depending on whether PR 632 is your first preaching class or an elective.

COURSE EVALUATION

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

Written Work

Reflection Papers (2@5 points) 10 points
Theology of Preaching Paper 10 points

Group Gospel Presentation

5 points

Sermons

Sermon #1

Prep Report 5 points
Self Evaluation 5 points

Sermon #2

Prep Report 5 points
Sermon 20 points
Self Evaluation 5 points

Sermon #3

Sermon 30 points
Self Evaluation 5 points
100 points

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

Grade	Points Needed	Letter Grades as described in the ATS Academic Catalog	COURSE
A	95 – 100	Exceptional work: surpassing, markedly outstanding achievement of course objectives.	
A-	90 – 94		
B+	87 – 89		
B	83 – 86	Good work: strong, significant achievement of course objectives	
B-	80 – 82		
C+	77 – 79		
C	73 – 76	Acceptable work: basic, essential achievement of course objectives	
C-	70 – 72		
D+	67 – 69		
D	63 – 66	Marginal work: inadequate, minimal achievement of course objectives	
D-	60 – 62		
F	0 – 59	Unacceptable work: failure to achieve course objectives	

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 5%.

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 and final paper) 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 Preparation Reports, Sermon Responses and the Final Essay*).

1. Your work should be prepared according to the following guidelines:
 1. Double space document.
 2. Times New Roman, 12 point font
 3. 1" margins: top, bottom & both sides (you may need to adjust margins if your default is set at 1.25").
 4. Do not justify the right hand margin
 5. Page numbers in the upper right hand corner
 6. 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
1. endnotes). See the following web sites for assistance: <http://webpages.pvbears.org/hslibrary/mla.htm> and <http://www.mla.org/>
1. Attend to the following writing, language usage and grammar
 1. Standard 8 ½ x 11 inch paper
 2. Stapled, please no binders or paper clips
 3. Write in complete sentences with attention to grammatical construction.
 4. Write in paragraphs. A paragraph should contain one central idea or concept to which all other sentences in the paragraph stand in relationship. (Paragraphs should be indented ½").
 5. 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.
 - (http://www2.actden.com/writ_den/tips/essay/)
 - (<http://www.bartleby.com/141/index.html>)
1.
 1. As you discuss your convictions and commitments with regard to speech communication, it is appropriate to use the first person singular pronoun, "I."
 2. 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.
 3. Eliminate the word, "this" when it is not used with the noun it modifies.
 4. 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:

- Ø 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.
- Ø 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 an assignment or preaching 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. __

GRADING RUBRIC FOR WRITTEN WORK

Excellent/Outstanding

Focus	Sharp, distinct response/s to the writing assignment.
Content	Substantial, specific, and/or illustrative content demonstrating sophisticated ideas.
Organization	Sophisticated arrangement of content with evident and/or subtle transitions.
Conventions	Evident control of grammar, mechanics, spelling, usage, and sentence formation
Focus	Demonstrates a clear understanding of the assignment and responds with sufficient focus.
Content	Sufficiently developed content with adequate elaboration or explanation
Organization	Functional arrangement of content that sustains a logical order with some evidence of transitions.
Conventions	Sufficient control of grammar, mechanics, spelling, usage and sentence formation
Focus	Focuses generally on the topic presented in the assignment, but lacks specificity in written response.
Content	Limited content with inadequate elaboration or explanation
Organization	Confused or inconsistent arrangement of content with or without attempts at transition.
Conventions	Limited control of grammar, mechanics, spelling, usage and sentence formation
Focus	Minimal evidence of responding to the assignment.
Content	Superficial and/or minimal content.
Organization	Minimal control of content arrangement.
Conventions	Minimal control of grammar, mechanics, spelling, usage and sentence formation

Good/Notable

OK/Average

Weak/ Below Average

Online Section Descriptions and Communication Guidelines

The Virtual Classroom is built upon the open-source Moodle platform. By logging into <http://one.asburyseminary.edu> and clicking on the Virtual Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The **Course Information Center** contains many features to be used throughout the semester: a) **Course News and Announcements**, where I will post items important for the entire class; b) **Syllabus**, where a copy of the syllabus is provided; c) **To Professor**, which is a way for you to post a message directly to me and we can discuss an issue privately; d) **Course Questions**, which is a public forum where

you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) **Prayer Forum**, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) **Open Forum**, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. **Modules**, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

Virtual Support Contact Information

For technical support, library research support, library loans and virtual media contact Information Commons: Info.Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Virtual program, contact Dale Hale: ExL.Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://private.asburyseminary.edu/information-commons>

2. Materials Requests:

a. To search the library catalog for available materials, click here: <http://private.asburyseminary.edu/information-commons>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50 mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information> and enter your 10-digit student ID# number in the login box. Your student ID# is provided

on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

Copyright Policies

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