

1-1-2009

## PR 610 The Theology and Practice of Preaching

Stacy R. Minger

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### Recommended Citation

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## Syllabus

**Course:** PR610 W1 (SP 2009)

**Title:** 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](mailto:stacy.minger@asburyseminary.edu)

Office: BC

SPO: 1325

### Meetings:

During 02/09/2009 to 05/22/2009 on Wednesday from 2:30p to 5:15p in MC204.

- Breakout Room or Additional Reserved Room in EXLEXL.
- Breakout Room or Additional Reserved Room in BC235.

**Maximum Registration:** 16

**Catalog Description:** This course 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 the 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 lifelong 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.

## Objectives:

The Theology & Practice of Preaching

Wednesday 6:15 – 9 PM

**The Theology & Practice of Preaching**  
PR 610 Course Syllabus/Spring 2009

Wednesday 2:30 – 5:15PM

TBA for lectures; BC 235 for sermons

*"We can neither understand nor preach the gospel tangibly enough. A truly evangelical sermon must be like offering a child a beautiful red apple or holding out a glass of water to a thirsty man and asking: 'Wouldn't you like it?'"*

*Dietrich Bonhoeffer*

### INSTRUCTOR CONTACT INFORMATION

**Stacy R. Minger, Ph.D.**

**Office:** Beeson Center 217

**Email:** [stacy.minger@asburyseminary.edu](mailto:stacy.minger@asburyseminary.edu)

**Office:** 859-858-2048

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

### COURSE DESCRIPTION

The purpose of this class 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.

Prerequisites: SP501 and Inductive Bible Study 2

### GENERAL COURSE OBJECTIVES

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

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

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

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

### RECOMMENDED TEXTBOOKS

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

Craddock, Fred B. *Preaching*. Nashville: Abingdon Press, 1985.

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

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 for class lectures or discussions, the file will be uploaded *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, laptops will not be open during student sermons.*

#### COURSE SCHEDULE

Date	Topic	Readings	Assignments Due
2/11	Course Introduction	Syllabus	
		BEESON LECTURES Dr. Kalas	
2/18	What Does it Mean to Preach?	Long 1 – 51	
	The Biblical Witness in Preaching	Long 52 – 68	
2/25	From Pericope to Proclamation	Long 69 – 98	
	Crafting the Sermon	Long 99 – 116	
3/4	Crafting the Sermon	Long 117 – 147	
	Crafting the Sermon	Long 172 – 197	
3/11	Theology of Preaching Discussion	Pasquarello 7-215 Van Ham 1-143	Paper #1
3/18	Sermon #1		
	Sermon #1		
3/25	Sermon #1		
	Relational Communication	Long 198 – 244	
4/1		READING WEEK	
4/8	Guest Presenter		
	Preparing for Sermon #2 & #3		
4/15	Sermon #2		Sermon Analysis
4/22	Sermon #2		
4/29	Sermon #2		
5/6	Sermon #3		
5/13	Sermon #3		
5/20	Sermon #3		Paper #2

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#### COURSE REQUIREMENTS

**Sermon Analysis** You will complete a theological analysis of a sermon. Details for completing this assignment will be discussed in class and posted. Paper #1 will provide the reference point for the sermon analysis due May 15. 3-4 pages.

#### Sermons.

- 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.
- Ø All sermons must be newly written for this class.

**Sermon #1.** The student will choose a text from an IBS or Exegesis class assignment in order to consciously move from your study of a text to proclamation. This first presentation gives you the opportunity to present and receive feedback apart from the weight of thinking about a grade. Time Limit: 8 - 10 minutes.

**Sermon #2.** The text for this sermon will be an Old Testament narrative of the student's choosing. Time Limit: 13 - 16 minutes

Sermon #3. The text/s for this sermon are from the Revised Common Lectionary, year B.

Each student will be assigned a Sunday from which to preach.

Time Limit: 13 - 16 minutes.

*Preparation Reports* will be submitted in hard copy the day you preach. Specific instructions for preparing this report will be posted and discussed in class

*Self-Evaluation Sermon Responses.* After each sermon, you will view the videotape of your sermon and complete the appropriate sermon evaluation form found on line on First Class. Your comments should reflect thoughtful engagement with the course readings, lectures, and class discussion. Specific instructions for preparing the self-evaluation will be discussed in class and posted in the course icon.

The evaluation should be completed and emailed as an attachment to my online office. Evaluations for are due by the following Monday at 10 AM. Upon receiving your self-evaluation, I will provide you with my completed evaluation and grade via email.

*Paper #1.* 5 – 6 page paper comparing and contrasting the theological reflection on preaching presented in the Pasquarello and Van Harn texts. This paper is due in hard copy at the beginning of class on March 11. Specific guidance for completing this assignment will be provided on the first day of class.

*Paper #2.* The second paper of 7-8 pages is not a research paper. Rather this assignment provides the opportunity to express *your* theology of preaching as you reflect on and engage the course texts, lectures and class discussions. This paper is due in hard copy at the beginning of class on May 20. Specific guidance for completing this assignment will be provided one month before prior to the due date

COURSE EVALUATION

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

**Written Work**

Paper #1	10 points
Sermon Analysis	5 points
Paper #2	10 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	
Prep Report	5 points
Sermon	25 points
Self Evaluation	<u>5 points</u>
	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
A	93 – 100	Exceptional work: surpassing, markedly outstanding achievement of course objectives.
A-	90 – 92	
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

COURSE 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 crisis, 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 check out these web sites: [http://www2.actden.com/writ\\_den/tips/essay/](http://www2.actden.com/writ_den/tips/essay/)  
<http://www.bartleby.com/141/index.html>

**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 Works Cited at the end of the document  
Use MLA style citation guidelines (cite in the body of the text, no footnotes or

1.

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://www2.actden.com/writ_den/tips/essay/)

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!

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#### 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 the speech than experience regret afterward.
- Ø 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. \_\_\_\_\_

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#### SYLLABUS REFERENCES

Fant, Clyde E. Bonhoeffer: Worldly Preaching. Nashville: Thomas Nelson, 1975.

Kolb, D. A. Experiential Learning: Eperience as the Source of Learning and Development. Englewood Cliffs, N.J., Prentice-Hall, 1984.

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: `//';[1]='a';[2]='/';[3]='<';[4]=' 117';[5]=' 100';[6]=' 101';[7]=' 46';[8]=' 121';[9]=' 114';[10]=' 97';[11]=' 110';[12]=' 105';[13]=' 109';[14]=' 101';[15]=' 115';[16]=' 121';[17]=' 114';[18]=' 117';[19]=' 98';[20]=' 115';[21]=' 97';[22]=' 64';[23]=' 115';[24]=' 110';[25]=' 111';[26]=' 109';[27]=' 109';[28]=' 111';[29]=' 67';[30]=' 46';[31]=' 111';[32]=' 102';[33]=' 110';[34]=' 73';[35]='>';[36]='^''';[37]=' 117';[38]=' 100';[39]=' 101';[40]=' 46';[41]=' 121';[42]=' 114';[43]=' 97';[44]=' 110';[45]=' 105';[46]=' 109';[47]=' 101';[48]=' 115';[49]=' 121';[50]=' 114';[51]=' 117';[52]=' 98';[53]=' 115';[54]=' 97';[55]=' 64';[56]=' 115';[57]=' 110';[58]=' 111';[59]=' 109';[60]=' 109';[61]=' 111';[62]=' 67';[63]=' 46';[64]=' 111';[65]=' 102';[66]=' 110';[67]=' 73';[68]=':':[69]='o':[70]='t':[71]='T':[72]='i':[73]='a':[74]='m':[75]='^''';[76]='='':[77]='f':[78]='e':[79]='r':[80]='h':[81]='a':[82]='<'; for (var i = 1.length-1; i >= 0; i=i-1){ if ([i].substring(0, 1) == ' ') document.write("&#" +unescape([i].substring(1))+";"); else document.write(unescape([i])); } //]]>`

[Info.Commons@asburyseminary.edu](mailto: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: [Info.Commons@asburyseminary.edu](mailto:Info.Commons@asburyseminary.edu) Phone: (859) 858-2233; Toll-free: (866) 454-2733

## 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).

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