Wesley Theological Seminary
Course of Study School
Hybrid Summer 2021

CS 324 Practice of Preaching
July Term: Hybrid online (June 2021); in person/zoom - July 2021
Faculty: Rev. Dr. Asa Lee, alee@wesleyseminary.edu

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 synchronously on zoom.

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 section of the Practice of Preaching is taught via hybrid approach. This means the class has components that are provided via online methods and components that are provided in class residency. The online portion of this class will be throughout the class scheduled time in June. **The synchronous session of this course will be held via online meeting platform (zoom/in person) the week of July 19-23, 2021.**

Students are expected to engage the online content and attend the July residency to receive full credit in the class. While the resident component is a normal instructional model including lecture and class time together, the online content may require further instruction. 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 the professor: alee@wesleyseminary.edu

Assignment Instructions

As this is a hybrid course, the instruction and assignments will be divided into two parts: online and "in class". The primary written assignment is below and can be completed throughout the June online class meetings. This written assignment is due via Blackboard submission **by 11:59pm ET, Friday, June 30, 2021**. If you have difficulty with Blackboard please contact Education Technology (edtech@wesleyseminary.edu). Only with permission will emailed papers be accepted.

The residency portion of the class includes students preaching one sermon (see details below). You should be prepared to preach at any time during the residency time on-line. This will take place over zoom, you will not physically come to the seminary campus.

Assignment:

A. Begin this assignment as soon as possible.

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. Do not submit answers in sections.

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 22 pages or fewer. Longer papers do not result in higher grades.

Assignment Questions:
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 pages)

2. Using any single lectionary text appointed for use in **Year B** (*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)

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.

SYNCHRONOUS ASSIGNMENT: You will preach one sermon to the 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:
- Support with Blackboard edtech@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.

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

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 edtech@wesleyseminary.edu

Notes on assignments:

1. All written assignments should be submitted in twelve-point font, Times New Roman, 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: <u>Man</u> is in need of God's redemption.

    Correct: <u>Humankind</u> is in need of God's redemption

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

    Correct: When asked what <u>he or she</u> 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.*

Course Outline

The following serve as a guide for our time in each of our classes. (*This outline may be subject to change at the discretion of the professor*).

ONLINE-June 1-30, 2021
The online instruction will feature new course content delivered weekly via Blackboard and hosted discussions about reading and content via Blackboard discussion threads.
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Lecture Material and Format. Lectures will be presented in Power Point and will be uploaded for students to engage and learn from. Included in the Power Point will be information specifying the nature of an online "discussion" on the presented material. In the discussion forum, students can dialogue, via web forum, with the professor (and each other) about the content that was presented. After each forum, the content will not be available for download or review, so students should access content when it is posted.

The lecture files will cover, in some form, the following topics:

Purposes of Preaching and Paul Scott Wilson's *Four Page Sermon*
This presentation provides students with an in-depth exploration of the purposes of preaching gleaned from the readings and from pastoral experiences. While most students have spent time reading the text, the lecture will serve as an opportunity to explore the potential and capability of using the 'four-page model' for preparing sermons.

Focus & Function
The presentation on Focus & Function will cover presented in Thomas Long's *The Witness of Preaching*. Students will spend time in a structured exercise on scripture passage and possible ways of preaching that passage by filtering it through a 'focus statement' and a 'function statement'.

Best Practices for Sermon Preparation
This presentation will offer students some practices that make for effective and fruitful sermon writing and preparation. Topics will include addressing breaking bad habits and fostering sermon writing as a spiritual discipline.

Introductions and Endings
The lesson will serve to provide a working overview and orientation to the function of introductions and conclusions as part of the working body of a sermon.

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RESIDENCY/ON SITE

Students will be present in a residential "in class" setting on the campus of Wesley Theological Seminary. The dates for in class meetings are specified when you registered. Students need to be ready to preach when they arrive for class.

Student Introductions, Review of Course Content and Online Session

On this day, students will spend time getting to know each other and their pastoral settings. Students will spend some time on the first day addressing more specific questions regarding the online session and any content presented there.

Student Preaching

Students will demonstrate their understanding of the readings and their role as preachers by preaching to the class. This sermon is not to be submitted as a part of the pre-class assignment and is not to be based on any biblical text used from those assignments. The sermon preached should include important elements students have learned from the readings. The instructor is to be given a statement of the sermon's Focus and Function immediately prior to preaching the sermon.

After preaching, the class and preacher will reflect together on the meaning of the sermonic presentation and offer constructive critique on the sermon and the role of the preacher in the presentation of the sermon.