

Basic Preaching

Louisville Presbyterian Theological Seminary

Fall 2012

Schlegel 122, Mondays 2-5 p.m.

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This course provides an introduction to the nature and process of relevant and engaging preaching. In plenary sessions, students will be provided tools to accomplish the weekly tasks of preaching including: exegesis, hermeneutics, theological and cultural analysis, sermon structuring/formation and delivery/performance. In practicums students will learn give and receive constructive, critical feedback on sermon structuring/formation and delivery.

Note: Biblical exegesis is a prerequisite for this course.

By the end of the course (course objectives):

- 1) Students will develop exegetical and hermeneutical skills for preaching
- 2) Students will understand the importance of theology and culture for preaching
- 3) Students will learn several different sermon forms/structures
- 4) Students will learn oral communication skills for effective sermon delivery
- 5) Students will vow to become unselfish preachers

Required Readings:

Brooks, Gennifer Benjamin. *Good News Preaching*. Cleveland, Ohio: Pilgrim Press, 2009.

Course Requirements:

1. Students are required to attend every class session and actively participate in class discussions. **(12%)**
2. Each student will add at least **one discussion question** to your **LPTS Preach small group forum** for **each reading** assigned during the semester and respond to at least one discussion question posted by another member of their small group by 6 p.m. the day before the assignment is due. (For example, the question and response for the reading assigned for Monday, October 10 due on Sunday, October 9 by 6 p.m.) Questions can represent issues or concerns raised by the author that need further clarification or issues and concerns not addressed by the author but which were raised by the reading in the mind of the reader. Responses **(15%)**
Questions are due for classes on: 9/10, 9/17, 9/24, 10/8, 11/12

3. Each student will submit two 5-7 page exegetical papers on a **scripture passage chosen from group assigned texts** (one in the Hebrew bible **due October 1** and one in the New Testament **due November 5**). The passages chosen must be the same passages used to develop the sermons. Hard copies of papers should be submitted at the beginning of class. Guidelines for the exegetical papers are included with this syllabus. **(20%)**
4. Each student will develop and present in class a story following the pattern of Eugene Lowry's homiletical loop. Hard copies of stories must be submitted at the beginning of class. **Due October 1 (5%)**
5. Students are required to bring Mini DVD-R discs for their recording their sermons on the days they preach. Students will write a **sermon self evaluation** on their Hebrew Bible sermon by watching the mini-dvd. Details are on syllabus. **Due November 12th. (5%)**
6. Each student will submit a manuscript of their sermons to instructor on **October 15** (Hebrew Bible) and **November 19** (New Testament) by email and hardcopy. Students should **also** email copies of manuscripts to their preaching facilitator. **During research and study week slide hardcopy under instructor's office door. (5%)**
7. **Sermon review** is an in-class discussion of a sermon that all students must watch prior to class. One week before the class discussion, the instructor will provide a link to a sermon that can be accessed on-line. Students are to watch the entire sermon and complete a sermon evaluation form (both the content and delivery portions) in preparation for the discussion. All forms will be submitted after class. Forms available on LPTS Preach. **(3%)**
8. Each student will also preach two 10-12 minute sermons. On the day they preach, each student **must submit a manuscript or outline of the sermon along with details about the preaching context, occasion, and hearers. (Total 35%, the first sermon will be worth 15%, second sermon 20%).**

Note: Readings listed on syllabus which are not in the Brooks book are posted on the CAMS course site

Fall Semester 2012 Class Schedule

September 10	Introduction to the course and students Defining preaching "The Sermon is Good News" Brooks, Gennifer Benjamin. <i>Good News Preaching</i> . Cleveland, Ohio: Pilgrim Press, 2009. 1-23 "Voicing the Word" Brown, Teresa L. Fry. <i>Delivering the Sermon</i> . Elements of Preaching, ed. O. Wesley Allen, Jr. Minneapolis, MN: Fortress Press, 2008. 29-45
September 17	"Biblical Exegesis for Preaching" Long, Thomas G. <i>The Witness of Preaching</i> . 2nd ed. Louisville, KY: Westminster/J. Knox Press, 2005. 69-98 "Preaching as Theological Interpretation" Allen, Ronald J. <i>Interpreting the Gospel: An Introduction to Preaching</i> . St. Louis, MO: Chalice Press, 1998. 65-81

Sermon Review

- September 24 Preaching Forms and Structures
“Shaping Sermons to Effectively Present the Good News”
 Brooks, Gennifer Benjamin. *Good News Preaching*. Cleveland, Ohio: Pilgrim Press, 2009. 69-87
- Sermon Forms**
“Designing the Narrative/Story Sermon” 35-49
 Massey, James Earl. *Designing the Sermon: Order and Movement in Preaching*. Nashville: Abingdon Press, 1980.
- “Shaping Sermons to Effectively Present the Good News”**
 Brooks, Gennifer Benjamin. *Good News Preaching*. Cleveland, Ohio: Pilgrim Press, 2009. 88-97
- October 1 **Exegetical Papers Due**
 Scripture Reading
 Stories Due in Class
- October 8 The Spirit and Connection with Congregation
- “The Rhetoric of the Spirit through Lament and Celebration”**
 Powery, Luke. *Spirit Speech: Lament and Celebration in Preaching*. Nashville, TN: Abingdon Press, 2009, 21-35 and 91-118.
- “Connecting and Contextualizing the Good News Sermon for Your Congregation”**
 Brooks, Gennifer Benjamin. *Good News Preaching*. Cleveland, Ohio: Pilgrim Press, 2009. 59-68
- “Who Do They Think I Am” 47-88**
 Hogan, Lucy Lind, and Robert Reid. *Connecting with the Congregation: Rhetoric and the Art of Preaching*. Nashville, TN: Abingdon Press, 1999.
 Exegetical Papers Returned
- Sermon Review**
- October 15 **Sermon Manuscripts Due**
 Research and Study Week
- October 22 **Sermon Presentations**
- October 29 **Sermon Presentations**
- November 5 Rediscovering Expository Preaching (**reading on LPTS Preach**)
 Narratory Preaching (1st half of class)
 Preaching and Anxiety
- Exegetical Papers Due**

Sermon Review

November 12

Personal Story in Preaching

“Personal Illustrations” 141-143

Buttrick, David. *Homiletic: Moves and Structures*. Philadelphia, PA: Fortress Press, 1987).

“The Case for Personal Story” 11-28

Thulin, Richard. *The “I” of the Sermon*. Minneapolis, MN: Fortress Press, 1989.

Prophetic Preaching

“Handicappism” 15-37

“Ageism” 38-61

Smith, Christine. *Preaching as Weeping, Confession, and Resistance: Responses to Radical Evil*. Louisville: Westminster/John Knox Press, 1992.

Exegetical Papers Returned

Sermon Self-evaluations Due

November 19

Preaching Plans

Preaching Practicum

Sermon manuscripts Due

November 26

Sermon Presentations

December 3

Sermon Presentations

Sermon Self-Evaluation (5%)

(Due Monday, November 12th)

- Watch the mini-DVD of your Hebrew Bible sermon from Basic Preaching class
- Use the same sermon evaluation form that was used to evaluate your sermon, to evaluate yourself (complete every section of the form)

In addition, write a 1-2 page single-spaced narrative that responds to the following questions:

- What did you like most about your sermon?
- What did you like least about your sermon?
- If you were to preach this sermon again, what would you change and why?
- What difference would changing aspects of the sermon make to the delivery and/or reception of the message?
 - Possible changes can include (but are not limited to):
 - Make more eye contact, be more passionate, use more hand and/or body movement, structure sermon different, use more/fewer illustrations, use an outline versus a manuscript (or vice versa), vary rate of speech/volume/tone of voice more, use more/less exegetical material.

Though feedback you received about your sermon will be helpful in this, it is important for you to learn to critically reflect upon your own sermons.

Basic Preaching Story Presentations Feedback (5%)

(Due October 1)

Facilitator: _____ **Student Name:** _____

General Impression (Was story well told?)	Excellent	Good	Fair	Poor
Story Flow	Excellent	Good	Fair	Poor
Ease of Delivery	Excellent	Good	Fair	Poor

What were the strengths of the story?

How could story have been improved?

Body (hands, feet, posture), Eye Contact, Facial Expressions, Movement Around Space, Rate of Speech, Emphasis, Phrasing

Story Structure (Did story follow the Homiletical Loop of *Conflict, Complication, Sudden Shift, Unfolding, Good News*?)

Other Comments

Guidelines for the Exegetical Papers (20%)

(Due October 1st and November 5th)

Each student must submit two 5-7 page exegetical paper on one of text options offered (see small group assignment sheet). **These papers are due on October 1 (Hebrew bible) and November 5 (New Testament).** Students will select text from options provided by instructor. In *The Witness of Preaching*, Thomas Long presents a brief method of exegesis for preaching. Details about what is required in each section are contained in the reading. The reading is posted on the course website. The paper must include each of the following sections:

- I. Getting the Text in View
 - a. **Selecting the text (clearly indicate how you determined which text to use)**
 - i. Why did you select your particular text from among the texts you were given?
 - b. Consider where the text begins and ends (**indicate chapter and verses that will be used for the paper**)
 - c. Establish a reliable translation of the text (indicate which translation of the biblical text you will use, **compare at least three translations of the text to help make your decision or make your own translation. Indicate which translations you used for comparison and why you made your particular choice by citing examples from the three translations you compared**)
- II. Getting Introduced to the Text
 - a. Read the text for basic understanding (**look up important terms and phrases in bible dictionaries, bible encyclopedias, or lexicons**)
 - b. Place the text in its larger context (**determine what is happening in the text surrounding the passage selected for exegetical work and how the selected passage fits within it**)
- III. Attending to the Text
 - a. Listen attentively to the text
 - i. Ask penetrating questions of the text (write in paragraph form rather than list)
 - ii. Examine the text using number 2, 5, or 7 of Long's proposed approaches)
(section III of the paper should be at least 2 pages in length)
- IV. Testing What is Heard in the Text (**pursue at least two of the questions you raised in "Attending to the Text" using extra biblical sources and biblical commentaries**).
 - a. Explore question by the socio-historical/cultural, literary or theological (God in relation to humanity) character of the text
 - b. Explore text in commentaries. (ex. Do commentators address your questions? Are there issues or concerns raised by commentators you did not consider but find intriguing? Are there issues and concerns that commentators ignored that you need to explore elsewhere?)
 - c. "Moving Toward the Sermon:" State the claim of the text upon the hearers and preacher
- V. Sermon Theme

Write a sermon theme that is twelve words or less
(should be a declarative statement)

Sermon Presentations (35%)

Preacher _____ Start Time: _____ Stop Time: _____

Sermon Content Evaluation

Reach/Trim Amount of biblical/exegetical material need to make the sermon understandable to hearers. Before launching into the heart of the sermon, the preacher generally provides background information that hearers need to have more information about the characters/situation being referred to. Just enough exegetical material to illuminate the point/theme of the message.	<hr/> <hr/> <hr/> <hr/> <hr/>
Introduction Arouses interest of the listeners Related to the main point	<hr/> <hr/>
Transitions Are transitions from one part of the sermon to the next smooth and easy for hearers to follow <ul style="list-style-type: none"> • Introduction to the main body • Between parts of the main body • Main body to the conclusion 	<hr/> <hr/> <hr/> <hr/>
Theology Is the theology consistent throughout sermon and easy to understand? Does it reflect the views of faith community being addressed? Does it raise issues or concerns for particular segments of the faith community/larger society?	<hr/> <hr/> <hr/> <hr/>
Language Appropriateness Uses language that lay people can understand and is appropriate for the occasion Sermon given color and life by descriptive speech	<hr/> <hr/> <hr/> <hr/>
Application How is main theme of sermon relevant to lives of hearers? Use concrete examples of how the main theme of sermon makes a difference to the listeners	<hr/> <hr/> <hr/> <hr/>
Theme There is one theme only and it is easy for listeners to follow	<hr/>

Preacher _____ Start Time: _____ Stop Time: _____

Sermon Delivery Evaluation

Body (hands, feet, posture) Movement in/around Pulpit	<hr/> <hr/> <hr/> <hr/>
Eye Contact Facial Exp.	<hr/> <hr/>
Speech Sermon Flow/Structure Other Comments	Rate variance; use of pause, inflection, stress and phrasing (arrangement of words) <hr/> <hr/> <hr/> <hr/> <hr/> (Circle One) Excellent Good Fair Poor <hr/> <hr/> <hr/> <hr/>

Other Expectations

Mutual Respect

During class, each person is required to respect her/his classmates and the instructor by arriving to class on time, listening attentively to the thoughts and opinions of others, providing constructive feedback to sermons/assignment of others, and turning off cell phones before class begins.

Written Assignments (points will be deducted to improper formatting)

1. All written assignments should be doubled-spaced.
2. All margins should be **1-inch (left, right, top, bottom)**.
3. All ideas and thoughts that are not original should be footnoted. Each footnote should begin a new line, **indented the same as amount as paragraphs. Examples:**

(Book)

Milmon F. Harrison, *Righteous Riches: The Word of Faith Movement in Contemporary African American Religion* (New York: Oxford University Press, 2005), 6.

(Journal Article)

² Audrey Smedley and Brian Smedley, "Race as Biology Is Fiction: Racism as a Social Problem Is Real." *American Psychologist* 60, no. 1 (2005): 17.

(Website)

³ Oral Roberts: Celebrating the Life of Oral Roberts: The Man Who Obeyed God.
<http://www.oralroberts.com/oralroberts/> (accessed March 22, 2010).

4. 12 point font.
5. Spell check all assignments before submitting.
6. Do not include a cover page or place papers in folders.
7. Staple pages of exegetical papers together.
8. Include a header or footer with student name, submission date, and page numbers on each page.

Questions are to be posted on LPTS Preach on the Sunday before the class in which the readings will be discussed. All other assignments are due at the beginning of class. **Assignments submitted late will be penalized twenty five percent per day.** The only exceptions for late work being penalized are in **cases of medical emergency or death in the family**. Preaching dates are pre-assigned. If there is a conflict with the preaching date, see instructor at least two weeks prior to preaching date. Except in the event of a catastrophe or emergency, failure to preach on the assigned date will result in a grade of "zero" for that sermon.

Inclusive Language (Adapted from LPTS Student Handbook)

In accordance with seminary policy, students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities.

The way you phrase a message is often as important as the message itself. The practice of using inclusive language is something more than remembering a list of grammatical and stylistic "things to avoid" - it is a commitment thoughtfully to choose words that will make all people feel welcomed. We want to include not exclude. This is particularly important in preaching when we are communicating the Gospel of Jesus Christ. Why bother to avoid gender-specific language?

Traditionally, writers have used masculine identifiers and pronouns to address the idea of the "Universal Singular" - terms like "mankind," "men of faith" "Master" - and so on. For centuries, the patriarchal systems of many societies were reinforced by the use of the masculine pronoun referent "he." Because of the use of masculine language, women were, in the main, considered less than men or simply not considered at all. **If we believe that all people are equal in the eyes of God, our language must reflect this belief.** Our language shapes our culture-and to be systematically denied recognition has a rather disenfranchising effect on all people effected.

Plagiarism (Adapted from LPTS Student Handbook)

Whether you summarize the ideas of others or use direct quotes, you must document the source. Where citations are required, they shall follow the form of the latest edition of Turabian/ Chicago Manual of Style.

In your research papers, you must document any information that is not “universally known” or that you did not know before your investigation of the subject. Any use of information without proper documentation is considered plagiarism. Plagiarism is not only unethical but also illegal. Ignorance is not an excuse.

When a professor judges a student’s work to have been plagiarized, or to be subject to academic dishonesty, the following steps will be taken:

1. The professor and the student will have a consultation in which the exercise in question and the issue of plagiarism or academic dishonesty will be discussed.
2. If it is clearly determined that a student has plagiarized or used dishonest academic methods in preparing an exercise, **the grade for that particular piece will be judged an “F” or numerical grade of zero. Any opportunity to redo the exercise is left to the discretion of the professor.**
3. The professor will promptly notify the Dean about the incident of plagiarism or academic dishonesty. Such notification will be confidential communication among the professor, the Dean, and the student.
4. **Two incidents of plagiarism or academic dishonesty by the same student will be grounds for dismissal from the Seminary.**
5. A Student wishing to appeal the judgment of plagiarism or academic dishonesty may use the established procedures for appealing grades.

September 2012

M	T	W	T	F	S	S	
					01	02	
03	04	05	06	07	08	09	
10	11	12	13	14	15	16	Post Questions (2)
17	18	19	20	21	22	23	Post Questions (2), Sermon Review
24	25	26	27	28	29	30	Post Questions (3)

October 2012

M	T	W	T	F	S	S	
01	02	03	04	05	06	07	Story, Scripture Reading, Exegetical Paper
08	09	10	11	12	13	14	Post Questions (3), Sermon Review
15	16	17	18	19	20	21	Research and Study, Sermon Manuscript
22	23	24	25	26	27	28	Sermon Presentation
29	30	31					Sermon Presentation

November 2012

M	T	W	T	F	S	S	
			01	02	03	04	
05	06	07	08	09	10	11	Exegetical Paper, Sermon Review
12	13	14	15	16	17	18	Post Questions (4), Sermon Self-Evaluation
19	20	21	22	23	24	25	Sermon Manuscript
26	27	28	29	30			Sermon Presentation

December 2012

M	T	W	T	F	S	S	
					01	02	
03	04	05	06	07	08	09	Sermon Presentation
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

Bibliography

- Allen, Ronald J. *Interpreting the Gospel: An Introduction to Preaching*. St. Louis, MO: Chalice Press, 1998.
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