This is an advanced preaching course which provides an overview of principles for developing and delivering sermons beyond the purview of Basic Preaching. Sermons the students will learn to create include: doctrinal, social justice, wedding, funeral, Advent and Lenten sermons. The basic premise of the course is that in order for preaching to be effective, the preacher must take time to understand the preaching context which includes the people to whom/for whom the message is being developed and circumstances in which they find themselves (or the occasion).

By the end of the course students will be able to:

1. Demonstrate a nuanced understanding of a variety of special situations in which the sermons are preached.
2. Employ effective approaches for the development of sermons to meet a variety of preaching purposes.
3. Develop contextually -conceived, well-structured sermons that positively impact the lives of individuals and communities.
4. Demonstrate an ability to understand the spiritual and emotional needs of the people to whom they will be preaching.
5. Demonstrate an ability to constructively evaluate their peers.


Prerequisite: Basic Preaching

Course Requirements:
1. Students are required to attend all classes and actively participate in class discussions. (10%)
2. Students will read assigned readings and sermons post questions or observations about the readings one day prior to class meetings. (20%)
3. Each student will submit 2 sermon manuscripts for discussion in class. Students should make copies of their manuscripts for everyone in class. (20%)
4. Each student will also preach two 10-15 minute sermons. Students must bring copies of their sermons for everyone in the class. (50%)

Class Sessions and Readings:

Class 1  Contextual Preaching: Weddings and Funerals
Readings:

Assignment: Submit manuscript for wedding or funeral

“The Form of the Text Shapes the Form of the Sermon” by Alicye McKenzie
“Wedding Homily” by Lisa M. Leber Pages 139-143
“Funeral Homily” by Mary Alice Mulligan Pages 144-148


“Funerals” 42-63
“Weddings” 64-80


Class 2 Preaching Doctrine

Readings:

Assignment: Submit a manuscript for doctrinal sermon
In Patterns of Preaching:

“Sermon as Theological Quadrilateral” by Ronald Allen Pages 57-63.
“Preaching on a Doctrine” by Barbara Shire Blaisdell, Pages 171-176.
“Preaching on a Christian Practice” by Sally A. Brown, Pages 177-182.

“Toward a Definition of Doctrinal Preaching” 11-25
“Maintaining Doctrinal Balance” 127-140
“The Jazz of Doctrinal Preaching” 141-167


Post Questions and email manuscripts

Class 3 Preaching for Easter and Christmas

Readings:
Assignment: Preach sermon for Easter or Christmas
In Patterns of Preaching:
    “Sermon as a Movement of Images” by Barbara K. Lunblad, Pages 104-109.
    “Sermon as a Biblical Character” by Ella Pearson Mitchell, Pages 124-130.
    “Preaching from Oops to Yeah” by Eugene Lowry, Pages 93-97.


“The Season of Christmas” by Mary Hinkle Shore 33-72
In Mary Hinkle Shore, Herman C. Waetjen, Richard L. Eslinger, Melinda A.
“Resurrection of the Lord, Easter Day” 4-9
“Resurrection of the Lord, Easter Evening” 10-14


Post Questions and email manuscripts

Class 4 Preaching Social Justice
Readings:
Assignment: Preach social justice sermon
In The Teaching Sermon by Ronald J. Allen
    “How People Learn from Sermons” and “Developing the Sermon as an Event of Preaching” Pages 39-85.

In Patterns of Preaching:
    “Preaching on a Social Issue” by Leonora Tubbs Tisdale Pages 199-206.

“Speaking Truth in Love: Strategies for Prophetic Proclamation” 21-40
“Giving Shape to the Witness: Forms for Prophetic Preaching” 63-88


Examples of Social Justice Sermons - Hancock, E. Lee. The Book of Women's

Sermon Manuscripts
All sermon manuscripts must be full texts of all sermons. Manuscripts should meet the requirements of “written assignment” listed below. When preaching, students do not need to use the full manuscript. All manuscripts must be submitted one week prior to class meeting.

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 of others, and turning off cell phones before class begins.

Written Assignments
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 at paragraphs.**
4. Font should be Times New Roman, 12 point.
5. Spell check all assignments before submitting.
6. Do not include a cover page or place papers in folders.
7. Include a header or footer with student name, submission date, and page numbers on each page.

Inclusive Language
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.

Late Policy
All assignments are to be emailed on the due date by 6:00 p.m. **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 will be selected and negotiated in class. Once a date is set, do not expect to change it. Except in the event of a catastrophe or emergency, failure to preach on the assigned date is subject to a grade of “zero” for that sermon.

Plagiarism
It is expected that students will perform all written and oral assignments with complete academic integrity by only submitting papers and preaching/submitting sermons with their own original thoughts and ideas. When using thoughts and idea of others, students are to properly attribute credit in footnotes. Any instances of plagiarism discovered will be reported to the Dean’s office. Two reports of plagiarism constitute grounds for dismissal from LPTS.
## 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.

### Introduction
Arouses interest of the listeners
Related to the main point

### Transitions
Are transitions from one part of the sermon to the next smooth and easy for hearers to follow
- Introduction to the main body
- Between parts of the main body
- Main body to the conclusion

### Theology
Is the theology well developed and easy to understand? Does it honor/acknowledge the views of the families/loved ones/faith community?

### Life Experiences
Is the use of life experiences and/or personal testimonies of close friends for weddings and funerals appropriate for occasion?

### Language Appropriateness
Uses language that lay people can understand and is appropriate for the occasion
Sermon given color and life by descriptive speech

### 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

### Theme
There is one theme only and it is easy for listeners to follow
## Sermon Delivery Evaluation

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<td><strong>Body</strong></td>
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<td>(hands, feet, posture)</td>
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<td><strong>Eye Contact</strong></td>
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<td><strong>Movement in/around</strong></td>
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