



**SEMINAR IN PREACHING (PWS 514-30)
(3 Credit Hours)**

Syllabus

Spring, 2009

Professor

Instructor: Dr. Joseph A. Bryant

Office Location: High Point CAPE, Room 100

Office Hours: Tuesday, Wednesday and Friday (10:00 – 2:00 p.m.)

Thursday (7:00 p.m. – 9:00 p.m.)

Other: Appointments

Class Time: Saturday, 2:30 – 5:00 p.m.

Class Room: High Point CAPE 122

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Welcome!

Students at Shaw University Divinity School are curious, creative and committed to learning because of their call and vocation. We are compelled to be faithful to GOD, love the church and serve the community. This course will help you exercise the discipline of sermon preparation and presentation. Your oral communication skills before an audience or congregation will be enhanced regardless of your area of aspiration in ministry. Through the participation of your peers and guidance of your professor, I sincerely hope you will be encouraged and confident in the preaching of the gospel of Jesus Christ.

MRE Program Mission	MDiv Program Mission
The mission of the Master of Religious Education degree is to equip persons for competent leadership in Christian Education to serve congregational ministries and other religious institutions. This purpose is consistent with the mission of Shaw University Divinity School; the Master of Religious Education program focuses on leadership in the “practice of ministry,” particularly in the African American Church	The mission of the Master of Divinity degree is to prepare persons for ordained ministry, for chaplaincy, general pastoral and religious leadership responsibilities in congregations and other settings, and to prepare some students for admission to advanced programs oriented to theological research and teaching. The purpose is consistent with the mission of Shaw University Divinity School; the Master of Divinity program focuses on leadership in the “practice of ministry,” particularly in the African American church

Program Goals

MRE Program Goals	MDiv Program Goals
<ol style="list-style-type: none"> 1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry; 2. to help students understand the educational, social, and behavioral sciences that undergird educational practice, as well as the cultural contexts in which educational ministry occurs; 3. to assist students with personal growth and spiritual maturity; and 4. to provides skills in teaching and in design, administration, and assessment of educational programming. 	<ol style="list-style-type: none"> 1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage; 2. to enhance student training for Christian ministry, mindful of global, and diverse cross cultural, and non-American Christianities, and interaction with other faith traditions; 3. to support students' development in the personal and spiritual capacities necessary for pastoral and religious leadership, advancing growth in personal faith, emotional maturity, moral integrity, and public witness; 4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.

Program Learning Outcomes

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will evaluate teaching and learning theories for the purpose of developing a distinctly Christian philosophy of educating God’s people; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the ministry of Christian education; 4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries 	<ol style="list-style-type: none"> 1. Graduates will demonstrate a capacity to articulate an understanding of the scriptural, historical, and theological traditions of particular Christian traditions and of the broader community of faith 2. Graduates will develop a consciousness about and a capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns; 3. Graduates will demonstrate a capacity for critical reflection on how their unique personalities, backgrounds, and gifts and abilities relate to the role of the minister as leader, guide, and servant of the faith community; 4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership

Course Description

Homiletics 514 is a second semester practicum in the art of preaching. The student is expected to have a basic understanding of biblical exegesis, Hegelian sermon structure, rhetorical and psychological aspects of sermon delivery. The course is designed to give the students experience in sermon presentation and aid the students by improving their homiletical skills.

Student Learning Outcomes include the following:

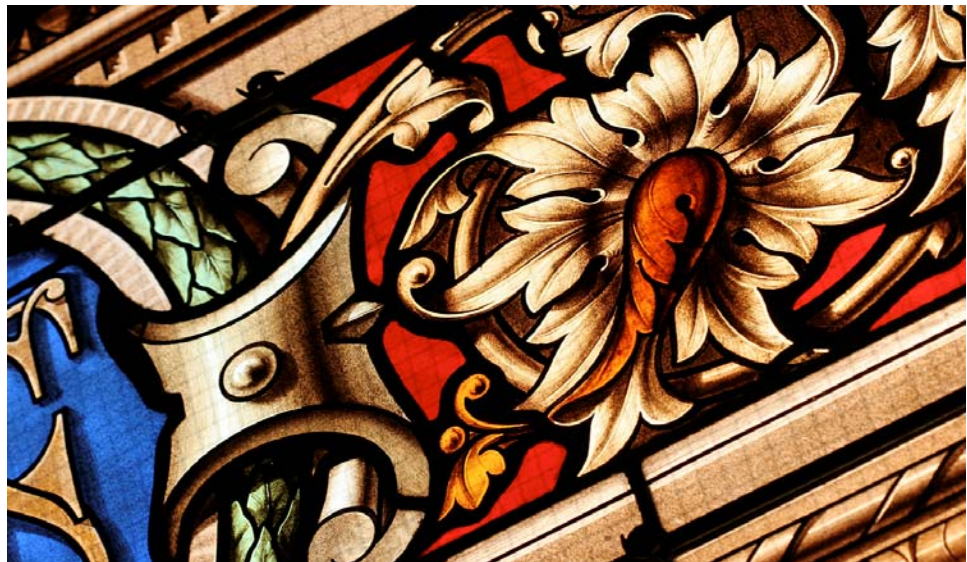
Student Learning Outcomes (SLO) At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to MDiv Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>	Linkage to MRE Program Learning Outcomes <i>(PLO statement number(s) that correspond to or support the SLO)</i>
1. Structure a coherent sermon which today's congregation can comprehend.	Sermon outline, Preaching the sermon, Professor and peer evaluation	1,2,3,4	1
2. Apply pertinent exegesis of a biblical text to contemporary use in a sermon.	Preaching the sermon Sermon manuscript submitted to the professor	1,2,3	2,3
3. Demonstrate persuasive language skills in the art of oral communication.	Preaching the sermon Professor and peer evaluation	1	1
4. Model his/her own style in sermon presentation.	Preaching the sermon Professor and peer evaluation	1,3	1,3
5. Engage in theological, moral and ethical reflection as he/she interprets the experiences and interests of listeners.	Exegetical paper Preaching the sermon Professor and peer evaluation	1,2,4	1,2
6. Identify the contextual realities of the Christian faith tradition as it speaks to global, cultural, social and political issues today.	Preaching the sermon Professor and peer evaluation	1,2,3,4	1

Required Texts:

1. Power In the Pulpit. Vines and Shaddix, Moody Press, 1999. ISBN: 0-8024-774022.
2. The Certain Sound of the Trumpet. Proctor, Judson Press, 1994. ISBN: 0-8170-1202-8

Other Suggested Reading:

- Hayes-Holladay Biblical Exegesis, Westminster John Knox Press, 2007
- Mitchell, Henry The Recovery of Preaching.
- Mitchell, Henry Black Preaching, Abingdon Press, 1990
- Robinson, Haddon W. Biblical Preaching, Baker Academic, 2001
- Thomas, Gerald L. African American Preaching, Peter Lang Publishing, 2004
- Wilson, Paul Scott The Four Pages of the Sermon, Abingdon Press, 1999



Reading Assignments:



Reading and understanding assignments is essential to a successful and growing educational experience. The process is quite simple: **if one does not do the assignments, one will not pass the course with a satisfactory grade.** Read all assignments, secondary materials, and handouts **before the class meets.** Knowledge **of these materials** is essential to understand the subject, follow lectures, participate in discussions, and do acceptable written work.

Class attendance and class participation are mandatory. Lectures reinforce reading but will not repeat content verbatim. Your registration in class is a **contract with yourself and the class** to do your best.

Course Assignments

Students are responsible for the following course assignments: The oral presentation of sermons, exegetical papers and sermon outlines, fully written sermon manuscripts, participation in peer evaluations, and a book review of a significant 20th or 21st century preacher's biography. All written assignments must be typed and doubled spaced and meet the minimum "Guidelines for Writing" in the Divinity School.

1. **Oral presentation of sermons.** All students are required to preach at least two sermons in this course. The frequency of presenting a sermon is determined by the enrollment in the class. The scheduling of the student's presentation is made by random selection in class. Students are allowed to select their own biblical texts. Each presenter is expected to distribute a copy of his/her text exegetical work and sermon outline one week prior to his/her scheduled preaching date to all class members and the professor.(students are responsible for making their own copies). On the day of the presentation, the student is required to give a copy of the fully written manuscript to the professor only. The only sermon structure acceptable in this course is the Hegelian dialectic. Your sermon grade will be determined by the evaluation form completed by your peers and professor. These evaluations are based on applications from the course textbooks. The time allotment for the sermon will be from 12 to 22 minutes. Students are expected to dress professionally on the day of their presentation.

2. **Exegetical papers and sermon outlines.** Each student must present exegetical papers to both his/her peers and the professor as stated above. The papers must ultimately show how the student arrived at the **Central Idea** of the **Text**. A handout on the exegetical process may assist the student, but does not restrict the student from doing more research on the text. Each sermon outline must state the preacher's "**proposition**" for the message in the upper left hand corner of the page. The outline will consist of the sermon's title, scripture text(s), antithesis, thesis, relevant question, and synthesis. In the outline, it would be helpful to show how you intend to use the truths discovered in the preparation process in the actual presentation of the sermon. Late exegetical papers and outlines will result in a full letter grade reduction.

3. **Written manuscripts.** Students making oral presentations must submit a fully written manuscript of the sermon to the professor. The manuscript should note any and all changes made to the sermon outline (students should only make minor adjustments) .The manuscript used by the student may differ in font size and format than the one submitted to the professor. However, the organization and content of the sermon must be exactly the same.

4. **Peer Evaluations.** All students are required to participate in the peer evaluation. Following the presentation of sermons students will score their peers based on a preset number of homiletical questions on the evaluation form. Scoring and critiques are based on the applications from the reading of the course textbooks, the preacher's skill in developing his/her outline into a full sermon, and stylistic observations made during the presentation. Students doing the evaluations are expected to employ their knowledge of the Hegelian methodology, sound biblical theology and elements of persuasive language. Whenever scoring indicates the peer evaluator has not studied course texts, the scores will be deemed not credible by the professor. The student evaluator will have his/her scores dismissed and the evaluator will receive a 10pt. demerit from his/her own preaching score. Students are expected to engage in conversation with the peer preacher and the professor about the sermon. The input from peers will contribute to the improvements of future sermon presentations.

5. **The book review.** The book review of a significant 20th or 21st century preacher must be either a biography or an autobiography. Students will receive a handout with specific questions for the assignment. Students will select their own book to fulfill the assignment requirements. This assignment will help students better understand the importance of being authentic in preaching. Through the reading of the book, the students will notice the many life factors that contribute to the shaping of one's unique personality as a preacher. Due dates are on the assignment sheet. Late papers will receive a full letter grade reduction. No book review will be accepted after 2wks of due date and the student will receive a failing grade for the assignment.

If an emergency or debilitating illness occurs, arrangements for turning in any written assignment late can be made with the professor with proper supporting documentation. The student is encouraged to plan ahead; when such emergencies are insurmountable, the student is responsible to notify the professor as soon as possible.

Class Attendance

When a student is unable to attend class, it is the student's responsibility to contact the professor in advance, whenever possible. The student is responsible to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates.

Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent. University policy stated that each student is allowed as many unexcused absences per semester as the class meets per week; that is, one excused absence for this course. **Emergency Policy:** Classes will meet when the Divinity School is open. If I cannot meet the class because of harsh weather or emergency, a note will be posted on the classroom door. For information, call the SUDS office 336.886.4974.

Student Classroom Decorum Expectations

To enhance student learning and an engaging classroom atmosphere, students are expected to dress and behave in a manner conducive to classroom learning. More specifically, students will avoid disruptive classroom behavior (**i. e., talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not limited to wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress**). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the Divinity School Dean. The student may appeal the decision of the Dean to the Vice President of Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow these procedures will result in termination of the appeal, and revert to the decision of the Dean.

Class Participation: Course enrollment indicates students' active participation in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to engage a discipline's conversation. Such participation includes asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation includes evidence that the student prepares for class by reading the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. Students will be assigned participation points primarily based on the Student Participation Rubric below:

Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point-of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

Course Grade Evaluation

Assignment	Percentage of Final Course Grade
Attendance and class participation	15%
Book Review	21%
Exegetical paper/sermon outline	14%
Sermon Presentation(s)	50%
Total	100 %

Note: The minimum passing grade for this required course is C.

Grading Scale

The following point system will be used for assignments:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

A plus or minus grade (e.g., B+ or C-) is used to indicate proximity to the particular grade. At the end, all minuses and pluses will be rounded to the point that best reflects the student's progress in the course.

No grades are “given” in this course. Each student earns her/his grade.

I A student receives an “I” *only* when extraordinary circumstances (extended illness, death in the family, etc.) prevent the student from completing all the assignments before the end of the semester.

All written assignments need to conform to the guidelines in the Divinity School’s “Guidelines for Written Assignments,” available in the Divinity School Office. The following criteria will be used in evaluating all written assignments.

A Indicates the student has *significantly* exceeded the minimum expectations for the assignment. The student has consulted the relevant scholars and has consistently entered into dialogue with these scholars, offering his/her critique of the relevant sources. All the required parts of the assignment are present, and the written presentation is consistently above average, with no errors in spelling or grammar.

B Indicates the student has *exceeded the minimum* expectations for the assignment. The student has consulted relevant scholars and has entered into dialogue with most of them, offering his/her critique of the sources. All the required parts of the assignment are present, and the written presentation is above average, with no errors in spelling or grammar.

C Indicates the student has *met the minimum* expectations for the assignment. The student has consulted relevant scholars and has represented their views well, at least occasionally offering a critique of the sources. The required parts of the assignment are present, and the written presentation is acceptable, with minimal errors in spelling or grammar.

D Indicates the student *has not met the minimum* expectations for the assignment in one or more of the following ways: significant critical scholarship is not consulted; significant segments of the assignment are missing or inadequate; or the written presentation is inadequate in grammar, spelling, or format.

F Indicates the work is not acceptable for graduate-level study.

Plagiarism

Plagiarism (using another’s work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and may receive a grade of F for the course. Plagiarism is unethical and against University and SUDS policy. To plagiarize is to LIE and STEAL. Any plagiarism is a request for a failing grade. To that end you will sign your class statement of honor. Any papers identified as plagiarized will result in a failing grade for that assignment.



Schedule

Class Date	Student Learning Outcomes [List the SLO nos.]	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool <i>(instrument used to determine the achievement of the stated SLO)</i>
Week Jan. 17	2,6	<i>The importance of biblical exegesis, the C.I.T. and Sermon Proposition</i>	Syllabus Vines, chapters 4,5	Lecture; Discussion	Select and read biography of a significant 20 th or 21 st century preacher	Syllabus	Sermon presented Evaluation form
Jan. 24		Student Reading Day					
Jan.31	3,4,5,6	Understanding preaching style, Playing the Voice,	Vines , chapters 9,10	Lecture and class Discussion		Biography of preacher	Sermon presented Evaluation form
Feb. 7	1, 2, 4,5,6	The Hegelian dialectic: Antithesis, thesis, Relevant Question	Proctor chapters 1,3,4,5	Lecture and class Discussion		Biography of preacher	Sermon presented Evaluation form
Feb. 14	1,2,3,4,5,6	The Synthesis (body of the sermon) Maturing the ideas	Proctor ch. 6 Vines chapters 7& 9	Class Discussion		Biography of preacher	Sermon presented Evaluation form
Feb. 21	1,2,3,4,5,6	Student preaching sermons begins:	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Lecture & Class discussion		Biography of preacher	Sermon presented Evaluation form

Class Date	Student Learning Outcomes <i>[List the SLO nos.]</i>	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tool <i>(instrument used to determine the achievement of the stated SLO)</i>
Feb 28	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6.	Class discussion		Biography of preacher	Exegetical paper, Outline, Evaluation form, Manuscript
Mar. 7	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Lecture and class discussion	Book Review due		Exegetical paper, Outline, Evaluation form, Manuscript
Mar. 14	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12 Proctor chapters 1-6	Lecture and class discussion			Exegetical paper, Outline, Evaluation form, Manuscript
Mar. 21	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Lecture and class discussion			Exegetical paper, Outline, Evaluation form, Manuscript
Mar. 28	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Class Discussion			Exegetical paper, Outline, Evaluation form, Manuscript
Apr. 4	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Class Discussion			Exegetical paper, Outline, Evaluation form, Manuscript
Apr. 11		Easter Holiday					
Apr. 18	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Lecture Class Discussion			Exegetical paper, Outline, Evaluation form, Manuscript
Apr. 25	1,2,3,4,5,6	Student preaching sermons	Vines chapters 4, 5, 7, 9, 10, 11, 12. Proctor chapters 1-6	Class Discussion			Exegetical paper, Outline, Evaluation form, Manuscript
May 2	1,2,3,4,5,6	Student preaching	Vines chapters 4, 5, 7, 9, 10,.	Class Discussion			Exegetical paper Outline, evaluation Manuscript.