

**PHILOSOPHY AND PSYCHOLOGY OF PREACHING (PWS-512 01)
(3 Credit Hours)**

Syllabus

Spring, 2009

Professor

Dr. Reginald Van Stephens

Classroom: Tupper Building, Room 205

Class Time: Saturday, 11:00-1:30

Office hours

Tuesday 2:00 - 6:00 PM

Thursday 2:00 - 4:00 PM

Friday 9:30 AM - 12:30 PM

Other days and times by appointment

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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 invites you to expand and develop your understanding of several philosophies of preaching. It also explores the postmodern

thinking of persons hearing the gospel in America in the 21st century. As we develop and apply our preaching philosophy, we will become more effective Christian communicators.

MRE Program Mission	MDiv Program Mission
<p>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</p>	<p>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</p>

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 	<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

MRE Program Learning Outcomes (PLOs)	MDiv Program Learning Outcomes (PLOs)
<p>purpose of developing a distinctly Christian philosophy of educating God's people;</p> <p>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;</p> <p>4. Graduates will demonstrate a capacity to design and to carry out a lesson plan necessary for effective educational ministries</p>	<p>capacity to reflect critically on issues of diversity, globalization, and cross cultural concerns;</p> <p>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;</p> <p>4. Graduates will demonstrate a capacity to create programs and have a critical voice in ministerial and public leadership</p>

Course Description

This course will examine philosophical and psychological influences that motivate the preacher and empower the preached word. The study includes understanding current social and cultural realities, and explores preaching methods that help listeners to understand a biblical text and be persuaded by a sermon.

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. Discuss the various theories covering how the	Case Study final paper, written sermon	2,4	2

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>
post-modern congregant hears a sermon.			
2. Identify particular approaches for the preaching event.	Written Sermons, case study final paper	1,3	1,2,4
3. Distinguish the theological issues pertinent to preaching biblical text.	Case study final paper, written sermons	1	1
4. Construct a personal preaching style and delivery.	Written sermons	1,2,3,4	1,2,
5. Engage current social and cultural realities in constructing a sermon.	Written sermons, case study final paper	2,3,4	4
6. Understand and discuss case studies and their impact (for use) in a sermon.	Case study final paper	2,3,4	3,4

Required Texts:

1. A New Hearing (Living Options In Homiletic Method). Eslinger, Nashville, TN, Abingdon Press, 1989. ISBN: 0-687-27693-4
2. Preaching to a Post Modern World (A Guide to Reaching Twenty-First Century Listeners). Johnston, Grand Rapids, MI, Baker Books, 2002. ISBN:0-8010-6367-1
3. Biblical Preaching (The Development and Delivery of Expository Messages). Robinson, Grand Rapids, MI, Baker Academic, 2002. ISBN:0-8010-2262-2

Suggested Reading:

- Biblical Preaching: An Expositor's Treasury .Henry H. Mitchell, ed. James W.Cox, Philadelphia, Westminster Press, 1983.
- The Recovery of Preaching . Henry Mitchell, San Francisco, Harper & Row, 1977.
- Black Preaching New York, Harper & Row, 1979.
- The Homiletical Plot:: The Sermon as Narrative Art Form. Eugene L. Lowery, Atlanta, John Knox Press, 1980.
- Doing Time in the Pulpit:: The Relationship Between Narrative and Preaching. Eugene Lowery, Nashville, Abingdon Press, 1985.
- As One without Authority. Fred B. Craddock, Nashville, Abingdon Press, 1979.
- Preaching. Fred Craddock, Nashville, Abingdon Press, 1985
- Homiletic (Moves and Structures). David Buttrick, Fortress-Augsburg Press, 1987
- Preaching Biblically .”Shaping Sermons by the Interplay of Text and Metaphor, “ Charles Rice, ed. Don M. Wardlaw, Philadelphia, Westminster Press, 1983.

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 written assignments: Weekly reaction papers, two written sermons, and a case study. All written assignments must meet the minimum “Guidelines for Writing” in the Divinity School.

1. **Weekly reaction papers.** Students will present reaction papers from their reading of the book Biblical Preaching by Haddon Robinson, chapters 1-10. Reaction papers will be written according to the handout entitled LEO: Literacy Education Online, Writing a Reaction or Response Essay. The guidelines also maybe found online: <http://leo.stcloudstate.edu/acadwrite/reaction.html>. Papers are due weekly by the end of the scheduled class. Papers are scored on a scale of 1-10, with 10 being the highest score. Late papers will automatically be reduced in score by 4 points. No reaction paper will be accepted after 2 weeks of due date and student will receive a 0 for that chapter. The cumulative score for the 10 chapters may serve as the grade for course exam.

The papers will reflect your critical thinking and examination of assigned subject matter. Students are expected to apply their writing skills to prepare his/her paper. Your grade will, in part, be determined by your understanding of the author’s thoughts, your ability to assimilate the various thoughts and dialogue with them, your applications, and defense of your ideas which may disagree with the writer, and your use of proper grammar and punctuation.

1. Each paper will be written 2-5 pages in length. **Papers exceeding 5 pages will not be accepted.**
2. Each paper must be typed or printed via a word processor, doubled spaced, using 12 pt font.

2. **Written Sermons.** Each student is responsible for submitting sermons during the course. The sermons will model the preaching techniques of two of the five philosophies presented in the course textbook A New Hearing. The sermons will reflect the students’ understanding of the theory and practice of preaching by authors presented and critiqued in Eslinger. The student may do additional outside reading of each preacher’s homiletical method to assist in the assignment. The first sermon will be assigned by the professor, **due at midterm 3/14/09**. The second sermon **due 4/18/09** may be selected by the student, but must differ from the first methodology. All sermons must be typed, doubled spaced, single sided, and limited to 10 pages in length. Sermons exceeding the length will **not be acceptable**. Late papers will automatically be reduced by a letter grade. No papers will be accepted after two class sessions late.

3. **A Case Study.** Each student is required to participate in a group case study. The case study will both identify and address a current cultural or social reality that is troubling in the American community. Students are expected to read and apply information learned in the course textbook, **Preaching to the Postmodern World**, in the development of the case study. An assignment guide handout will assist the student in this project. Each student is required to submit written assignments within his/her own group. There will be updates on the group progress during class sessions. The final product must reflect the students' theology, biblical applications and preaching philosophy in the persuasion of the postmodern thinker to become a follower of Christ. Each group will select a peer writer to compile and produce the final product for submission. All within the group will receive the same grade.

Your grade will, in part, be determined by your treatment of the topic, your critical thinking, your integration of preaching philosophy with postmodern thinkers, and the use of proper grammar and punctuation in the paper. All sources must have proper documentation; that is footnotes and bibliography or works cited. Please use Turabian (Chicago Manual of Style), sixth edition as your style guide. The outline for each group case study is due 3/21/09 and the finished paper is due 4/25/09.

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 (919) 546-8569.

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%
First written sermon	15%
Second written sermon	15%
Reaction papers/ exam	20%
Group case study	35%
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
graded on a scale of
B 80-89
highest.
C 70-79
ten reaction papers
D 60-69
grade for the
F 59 and below

The **reaction papers** are
1-10, with 10 being the
The cumulative score of
will determine the final
assignment.

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 <i>[list the SLO nos.]</i>	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assessment Tools <i>(include use details, the achievement of the SLO)</i>
Week Jan. 17	1,5	<i>Preaching to a Postmodern World</i> <i>A New Hearing</i>	Syllabus	Lecture; Discussion		Syllabus	Cas intr que
Jan. 24	2,3	Preaching for social change		Guest lecturer, Dr. Reginald High			Cas
Jan. 31	1,5	<i>Societal and Cultural shifts in America</i>	Johnston Intro.-ch. 1	Lecture and class Discussion			Cas out
Feb. 7	1,5,6	Characteristics of a Postmodern listener	Johnston ch. 2	Lecture and class Discussion	Reaction paper 1	Biblical preaching, ch.1	Cas out
Feb. 14	1, 2, 4,5	Characteristics of a Postmodern listener Contemporary Story method	Johnston ch. 2 Eslinger ch. 1	Lecture and class Discussion	Reaction paper 2	Biblical preaching, ch.2	Ca fir v s
Feb. 21	3,5,6	Rules for Engagement	Johnston ch.3	Class Discussion	Reaction paper 3	Biblical preaching, ch.3	Ca fir
Feb 28	2,3,5,6	The establishment of faith through	Johnston ch.4,5	Lecture & Class discussion	Reaction paper 4	Biblical preaching, ch.4	Ca fir

Class Date	Student Learning Outcomes <i>[list the SLO nos.]</i>	Course Content or Unit	Readings	Mode of Instructional Delivery	Related Assignment	Resources	Assess Tools <i>(include use details, the achievement of the SLO)</i>
		<i>biblical preaching</i> The black narrative method	Eslinger ch.2				
Mar. 7	2,4	The black narrative method	Eslinger ch.2	Class discussion	Reaction paper 5	Biblical preaching, ch.5	Writing Series
Mar. 14	2,3,5,6	<i>A preaching theology which brings about a new community</i> <i>Preaching that bridges the narrative and inductive methods</i>	Johnston Ch. 4-6 Eslinger ch.3	Lecture and class discussion	Reaction paper 6	Biblical preaching, ch.6	Case file 1st Series Du
Mar. 21	2,4	<i>The use of the inductive preaching method.</i>	Eslinger ch.4	Lecture and class discussion	Reaction paper 7	Biblical preaching, ch.7	Writing Series Case Out
Mar. 28	2,4	<i>The use of the inductive preaching method.</i>	Eslinger ch. 4	Lecture and class discussion	Reaction paper 8	Biblical preaching, ch.8	Writing Series
Apr. 4	3,4,5,6	<i>A preaching theology which brings about a new community</i>	Johnston Ch.4-6	Class Discussion	Reaction paper 9	Biblical preaching ch.9	Case file
Apr. 11	Easter Holiday						

