

**Preaching the Biblical Message  
Contemporary Context) (PWS 516 01)**

**(In the**

**Syllabus**

**Spring, 2009**

**Professor**

Dr. Reginald Van Stephens

Classroom: Leonard Building, Room 304

Class Time: Thursday 6:30- 9:00pm

**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 enrolled in an institution which stays on the cutting edge of theological education. We are compelled to be faithful to GOD, love the church and serve the community. This course will help you maintain relevant preaching in a constantly changing society. Your biblical interpretation skills before an audience or

congregation will be enhanced regardless of your area of aspiration in ministry. Through the interesting exercises in this course I sincerely hope you will be encouraged and confident in the preaching of the gospel of Jesus Christ.

<b>MRE Program Mission</b>	<b>MDiv Program Mission</b>
<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

<b>MRE Program Goals</b>	<b>MDiv Program Goals</b>
<ol style="list-style-type: none"> <li>1. to equip students with the capacity for critical and constructive theological reflection regarding the content and processes of educational ministry;</li> <li>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;</li> <li>3. to assist students with personal growth and spiritual maturity; and</li> <li>4. to provides skills in teaching and in design, administration, and assessment of educational programming.</li> </ol>	<ol style="list-style-type: none"> <li>1. to provide students with an intellectual atmosphere and a comprehensive, discriminating understanding of our religious heritage;</li> <li>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;</li> <li>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;</li> <li>4. to expand programmatic activities, services, and academic programming to enhance student capacity for ministerial and public leadership.</li> </ol>

### Program Learning Outcomes

<b>MRE Program Learning Outcomes (PLOs)</b>	<b>MDiv Program Learning Outcomes (PLOs)</b>
<ol style="list-style-type: none"> <li>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</li> <li>2. Graduates will evaluate teaching and learning theories for the</li> </ol>	<ol style="list-style-type: none"> <li>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</li> <li>2. Graduates will develop a consciousness about and a</li> </ol>

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

Homiletics 516 is an elective course which seeks to determine how to preach the true biblical message. Through proven methods of biblical interpretation, the student will learn how to move from text to sermon. Successful biblical interpretation will serve as a useful means to address issues and maintain relevance in our contemporary world.

### Student Learning Outcomes include the following:

<b>Student Learning Outcomes (SLO)</b>  <b>At the completion of this course, students will be able to:</b>	<b>Assessment of Student Learning Outcomes (Assessment Tools)</b>	<b>Linkage to MDiv Program Learning Outcomes (PLO statement number(s) that correspond to or support the SLO)</b>	<b>Linkage to MRE Program Learning Outcomes (PLO statement number(s) that correspond to or support the SLO)</b>
1. Recognize the relationship	Exegetical papers,	1, 4	1

<b>Student Learning Outcomes (SLO)</b>  <b>At the completion of this course, students will be able to:</b>	<b>Assessment of Student Learning Outcomes (Assessment Tools)</b>	<b>Linkage to MDiv Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>	<b>Linkage to MRE Program Learning Outcomes</b> <i>(PLO statement number(s) that correspond to or support the SLO)</i>
between meaning and significance in a biblical text.	Hermeneutical essays, Written sermons.		
2. Interpret Scriptures in a manner relevant to predominately African- American congregations.	Hermeneutical essays, Written sermons.	1,2,3,4	1,3,4
3. Address misconceptions about race and gender in Scripture in a positive manner.	Exegetical papers, Hermeneutical essays, Written sermons.	1,2,3,4	1,4
4. Utilize his/her unique style to communicate biblical truth.	Written sermons	2,3	3
5. Apply pertinent exegesis of a biblical text to contemporary use in a sermon.	Exegetical papers Written sermons	1,2,3,4	1
6. Write sermons which reflect God's actions and grace in our world today.	Written Sermons	1,2, 4	1

### **Required Texts:**

1. Biblical Hermeneutics, Kaiser and Silva, Zondervan Publishers, 1994. ISBN: 0-310-53090-3
2. Expository Hermeneutics: An Introduction. Johnson, Zondervan Publishers, 1990.  
ISBN: 0-310-23079-9
3. Stony The Road We Trod. Felder, Fortress Press, 1991. ISBN: 0-8006-2501-3
4. The Four Pages Of The Sermon. Wilson, Abingdon Press, 1999. ISBN:  
0-687-02395-5

### **Other Suggested Reading:**

- The Hermeneutical Spiral, Osborne, InterVarsity Press, 1991. ISBN: 0-8308-1288-1
- What's The Matter With Preaching Today? Graves, ED. Westminster John Knox Press,  
2004, ISBN: 0-664-22632-9

## 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: A movie report, exegetical papers, hermeneutical essays, and written sermons. All written assignments must be typed and doubled spaced and meet the minimum “Guidelines for Writing” in the Divinity School.

1. **The movie report.** This exercise is intended to test the students’ sense of observation. Each student will be issued a handout stating what to look for while viewing this cinematic art form. The student will gain knowledge of how professionals from a different genre develop storyline, plot, characters, moral lessons, resolution or outcomes. **Due: 1/22/09**

2. **Exegetical papers.** Students are required to write two exegetical papers in this course. The students will have the freedom to select from biblical texts of their choosing for these assignments. Pertinent information and outcomes determined from this assignment are mandatory for use in the written sermons submitted by the student. Guidelines for the exegesis paper will be given as a handout by the professor.  
**Due: 2/12/09; 3/26/09**

3. **Hermeneutical Essays.** These essays will assist the student in building a theological and pragmatic bridge from the biblical text to a message for today’s listener. The student will engage in critical, interpretive thinking and applications based on their exegesis paper. An assignment guide sheet will be provided by the professor.  
**Due: 2/19/09; 4/02/09**

4. **Written Sermons.** It is compulsory that each student submit two sermons in this class. The sermons must be the clear result of the exegesis paper and hermeneutical essay. The sermon must show use of the material the student has gathered and developed during the homiletical process. Student must demonstrate accurate scriptural meaning, good theology, and comprehensive interpretation for the modern listener, his /her unique style, and appropriate social/moral/ethical applications. The student will use the course textbook, The Four Pages Of The Sermon, as an organizing guide.  
**Due: 3/05/09; 4/16/09**

**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
<b>Interaction/ participation in classroom learning activities</b>	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
<b>Professional attitude and demeanor</b>	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
<b>Punctuality</b>	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
Written Sermons	40%
Exegetical papers	30%
Hermeneutical Essays	20%
Attendance/participation	10%
<b>Total</b>	<b>100 %</b>

## 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**

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[List the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>
Week Jan. 15	1	<i>The Search for Meaning:InitialDirections</i>	Syllabus Kaiser chs.1-3	Lecture; Discussion		Syllabus
Jan.22	1	<i>The Search for Meaning:InitialDirections</i>  <i>Recognition</i>	Kaiser chs.1-3 Part 1  Johnson ch.5-7 Part 2	Lecture and class Discussion	<b>Movie Assignment due</b>	
Jan. 29*	1,2,3	<b><i>Hermeneutics and the African American. The race/gender dilemma</i></b>	Felder chs. 2,3  (Myers-Weems)	Lecture and class Discussion	<u>The Four Pages Of The Sermon</u> Sections 1-3 Wilson	
Feb. 5	1, 2, 4,5,6	<b><i>Meaning in Literary Genres</i></b>	Kaiser chs.4-8 Part 2	class Discussion	<u>The Four Pages Of The Sermon</u> Sections 1-3 Wilson	
Feb. 12	1, 5	<b><i>Exegesis 1&amp; 2</i></b>	Johnson chs. 8-10 Part 3	Class Discussion	<u>The Four Pages Of The Sermon</u> Sections 4,5 <b>Exegetical paper #1 due</b>	
Feb. 19	2,4,5	The Devotional, Cultural, and Theological use of the Bible	Kaiser Chs. 9-11	Class Discussion	<u>The Four Pages Of The Sermon</u> Sections 4,5 <b>Hermeneutic Essay #1 due</b>	

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[List the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>
Feb 26	1,2,3,4,5,6	Race and Ancient Black Africa in the Bible	Felder chs 6-8. Part 3	Lecture & Class discussion		
Mar. 5	1,2,3,4,5,6	Race and Ancient Black Africa in the Bible	Felder, chs 6-8.  Part 3	Class discussion	<b>Written Sermon #1 due</b>	
Mar. 12	1,2,3,4,5,6	Reinterpreting Biblical Texts	Felder, chs 9-11  Part 4	Lecture and class discussion		
Mar. 19	1,2,3,4,5,6	Reinterpreting Biblical Texts	Felder, chs 9-11  Part 4	Class discussion		
Mar. 26		The Task of Application; The Principle of Validation	Johnson, chs.11,13	Lecture and class discussion	<b>Exegetical paper # 2 due</b>	
April 2	1,2,3,4,5,6	<u>The Four Pages Of The Sermon</u>	Wilson chs.10,11	Class Discussion	<b>Hermeneutic Essay # 2 due</b>	

<b>Class Date</b>	<b>Student Learning Outcomes</b> <i>[List the SLO nos.]</i>	<b>Course Content or Unit</b>	<b>Readings</b>	<b>Mode of Instructional Delivery</b>	<b>Related Assignment</b>	<b>Resources</b>
Apr. 9	1,2,3,4,5,6	<u>The Four Pages Of The Sermon</u>	Wilson chs. 10-13	Class Discussion		
Apr.16		<b>Easter Holiday/ Spring Break</b>				
Apr. 23	1,2,3,4,5,6	<u>The Four Pages Of The Sermon</u>	Wilson chs. 10-13	Class Discussion	<b>Written Sermon # 2 due</b>	
Apr. 30	1,2,3,4,5,6	Recap and Review		Class Discussion		