

Garrett-Evangelical Theological Seminary
LTRGY 607 – Advanced Preaching
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Class Dates: January 11-15 & 19-22

Class Format: Online Synchronous

Class Hours: 10:00 – 12:30 – Morning Session
12:30 – 1:30 – Lunch
1:30 – 3:30 – Afternoon Session

Office Hours: Scheduled as requested

Course Description:

This course builds on the foundation for preaching good news sermons that was laid in the introductory preaching course. It is also to help preaching practitioners such as pastors or lay preachers to increase their homiletical knowledge. It enables the participant to use the basic structures developed in the three styles of sermons developed in class and the practitioners to use the sermon styles they use regularly to learn additional preaching techniques and different styles of sermons appropriate to the needs of diverse congregations. It gives attention to appropriating specific sermon styles for particular scripture texts and/or congregational situations. In light of the issues related to the pandemic, it will give attention to the challenge of preaching in the physical absence of the congregation.

Course Outcomes:

As the participant fulfills the requirements of this course, the participant will learn to...

- Become familiar with multiple sermon styles and gain the facility to determine and select an appropriate sermon style based on the criteria of both congregational situation and sermon text..
- Advance working knowledge in the area of critical interpretation of scripture, theological analysis, and pastoral/socio-cultural/congregational interpretation.
- Become more proficient interpreters and proclaimers of the entire canon of scripture so that it is representative of and consistent with the good news of the gospel, including embodying the good news in a visible way in the performance of the sermon.
- Gain deeper knowledge of the use of online preaching strategies and social media to support the delivery of the sermons to the online congregation.

- Critically engage and reflect on the preaching of others, including noted preachers as well as class colleagues.

Class Assumptions and Expectations:

1. That all participants have read and are familiar with the class syllabus and therefore responsible for meeting all class requirements.
2. That all participants will attend all synchronous class sessions on time and will be prepared to participate fully in class activities.
3. That all participants will both consult Moodle for class assignments and be attentive to in-class updates of course information so that all assigned material will be read, all assignments will be completed, and sermons preached as scheduled.
4. That each participant will willingly participate in and contribute fully to the development of all their classmates in a spirit of collegiality and support, and not one of competition, both in person and online.
5. That each participant understands and will adhere to the spirit and the substance of inclusiveness for both God and humanity in both sermons and other written work.
6. That all participants understand and adhere to G-ETS policies on plagiarism. (see Participant Handbook).
7. **That the schedule and syllabus WILL be modified and additional material added as the professor considers necessary to the course for the benefit of participants.**

Classroom and Online Culture:

- **A Culture of Respect:** Participants are expected to sign-in to the Zoom session on time and to participate with integrity in all class activities, in order to maintain a culture of respect for all participants in the class. **In virtual mode, this means that participants will remain muted and video-on-air as much as it is possible until called on to speak and allow those speaking to complete their statement without interruption. Likewise, participants will monitor the length of their statements so that as many persons as possible may have the opportunity to speak and be heard.**
- **Acceptance of Diversity:** In recognition of diversity in all aspects of human identity all participants in the classroom, participants, practitioners and instructors are to engage each other – the professors, other instructors, teaching assistants and fellow classmates – as colleagues; to develop and maintain a spirit of collaboration within the classroom; and to receive all material with respect for the author. Participation in group and class activities must take into account the right of every participant to be heard equally.
- **Moodle:** Participants are expected to be familiar with files, updates and class assignments that have been provided on Moodle. Class participants will be notified in class of additional class readings and assignments as they are posted. **Where the two sources of information differ, in-class direction overrides the instructions posted on Moodle.**
- **Computer Access:** Since are expected to ensure that they have the appropriate hardware and software as well as the internet connectivity to facilitate fully in synchronous class sessions with both audio and video presence. Only in emergency situations will participants be allowed to participate in Zoom sessions by phone. In such cases, both video and audio facilities should be available and utilized. Because of the stress created by the continuous online environment, when requested, participants will be permitted to attend parts of a class session off video.

- **Interruptions:** During synchronous class sessions, participants are required to locate themselves in areas that facilitate participation without interruption due to outside noise, telephones or other issues.
- **Preparation for Class Participation:** Participants are expected to be familiar with the material assigned in order to participate fully in class discussions.

Synchronous Class Sessions:

Class sessions will be designed to include one or more of these elements:

1. **Class discussion** on the reading assignments that engages the selected topic for the day.
2. **Sermon development** that involves teaching and praxis related to the development of the sermon manuscript as related to the congregational context to which the sermon is directed.
3. **Performance praxis** is a critical element in learning how to embody the sermon. This class will provide participants with the opportunity to develop their performance skills by delivering actual sermons.
4. **Sermon review and feedback** will be provided to participants following on both their written and preached sermons. Participants will be taught methods and encouraged to give feedback to their classmates.

Class Work and Grading

Students begin the class with a grade of A and is expected to engage the work of the class faithfully as required by the syllabus. Likewise other participants who are engaging this work as Continuing Education, can also count on receiving 3 CEU for the course. If these participants are unable to participate in the class for the full time, the number of CEUs they receive will be prorated based on the hours of attendance as required by CEU policies. The areas of participation that are expected of all participants are as follows:

1. **Preparation, attendance and participation:** Participants are expected to be present and on time in video form for all synchronous class sessions and activities. Late arrival or early departure from the Zoom sessions without permission will be considered in evaluating class attendance. Late submissions for class assignments will also be considered in evaluating overall class performance. **Absence from multiple synchronous class sessions without prior notice or in the case of an emergency without notifying the instructor will be taken seriously.**
2. **Class Sessions:** This is a seminar-style class and participants are expected to have read and/or reviewed the materials designated from the assigned textbooks and files prior to the start of class. Active class participation is required in order to develop and maintain a collaborative class environment.
3. **Sermon Development:** Participants are required to update the sermons they developed in the introductory class using the feedback provided by the professor. Homiletical Exegesis papers are not required but will be helpful for development of required sermons..
 - a. Revision of Introductory sermons: Participants revise the three sermons that they developed in the introductory preaching class to utilize new sermon structures:
 - i. Puritan Plain Style to Plain Style
 - ii. Topical to Thesis-Antithesis-Synthesis Style
 - iii. Narrative to Verse by Verse Style
 - b. Create a Four-Pages Sermon

4. **Sermon Delivery:** Participants will both present and preach sermons in class. The delivery protocols for on-line preaching call for differences in embodiment. Participants will participate in shaping and using delivery protocols appropriate to the personal and congregational contexts. Depending on the number of participants in the class, they will have the opportunity to preach two or three sermons. Each participant will select which 2 or 3 sermons they wish to preach.

NOTE: The Rubrics for the Sermons will be supplied in the updated syllabus that will be posted at the end of December, prior to the start of the class.

Sermon Manuscript Requirements:

- Written manuscripts will be utilized in the development of sermons and may be used for preaching. Participants may also choose to utilize sermon outlines or notes for preaching. Sermon manuscripts should be appropriately identified with the participant's name and required information unique to the particular sermon and congregation.
- Sermon manuscripts that are submitted should utilize Times New Roman 14 to facilitate the reading and response by the professor. For each sermon, summarized exegetical material must be provided. However, there are no footnotes in sermons.
- It is expected that manuscripts will be written with proper attention given to spelling, grammar, syntax and other academic writing criteria. The language used in the sermon should be appropriate to the preaching context. As such, it is appropriate to use some slang within the contents of the sermon.

Required Texts: (Prices listed reflect the original publisher's price)

1. Gennifer Benjamin Brooks. *Good News Preaching: Offering the Gospel in Every Sermon*. Cleveland, Ohio: Pilgrim Press, 2009. ISBN-13: 9780829818222 - \$20.00
2. Brown, Teresa L. Fry. *Delivering the Sermon*. Minneapolis: Fortress Press, 2008. ISBN – 978-0-8006-0447-9 \$15.00
3. John C. Holbert and Alyce M. McKenzie. *What Not to Say: Avoiding the Common Mistakes That Can Sink Your Sermon*. Westminster / John Knox Press, 2011. ISBN-13: 978-0-664-23510-9 - \$22.00
4. Paul Scott Wilson. *The Four Pages of the Sermon: A Guide to Biblical Preaching. Revised and Updated*. Nashville: Abingdon Press, 2018. ISBN-13: 978-1501842399 - \$24.63
5. **The New Revised Standard Version of the Bible. (Please have your Bible available at each class.)**

Secondary Texts: (Participants are not required to purchase these textbooks, however, material from these books will be used in the class. In such cases, files will be provided on Moodle.)

- Allen, Ronald. *Patterns of Preaching: A Sermon Sampler*. St. Louis: Chalice Press, 1998. ISBN-10: 0827229534, \$19.00
- Allen, O. Wesley. *The Homiletic of ALL Believers: A Conversational Approach*. Louisville: Westminster John Knox Press, 2005. ISBN-13: 9780664228606 \$25.00
- Brooks, Gennifer Benjamin. *Unexpected Grace: Preaching Good News from Difficult Texts*. Cleveland, Ohio: Pilgrim Press, 2012. ISBN-13: 978-0829819380 \$20.00

- Cosgrove, Charles H. and W. Dow Edgerton. *In Other Words: Incarnational Translation for Preaching*. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2007 ISBN-10: 080284037X ISBN-13: 978-0802840370 \$18.00
- Gilbert, Kenyatta. *The Journey and Promise of African American Preaching*. Minneapolis: Fortress Press, 2011. ISBN 978-0-8006-9627-6 \$20.00
- Lose, David. *Preaching at the Crossroads: How the World – and Our Preaching – Is Changing*. Minneapolis: Fortress Press, 2013. ISBN 978-0-8006-9973-4 \$19.00
- Lowry, Eugene L. *How to Preach a Parable: Designs for Narrative Sermons*. Nashville: Abingdon Press, 1989. ISBN-13: 9780687179244 \$21.00.
- Lowry, Eugene L. *The Homiletical Beat: Why All Sermons are Narrative*. Nashville: Abingdon Press, 2012. ISBN 978-1-4267-5143-1 \$16.99

Schedule of Class Sessions:

Day 1: 1/11 Introduction to Advanced Preaching

Morning Session: Introductions

Review of class syllabus, requirements, outcomes, and foundational preaching materials:

- sermon rubrics and evaluation Tools
- Sermon Purpose Statement (SPS), Good News Statement (GNS), and Discipleship Message Statement (DMS)
- Sermon structure: Introduction, Body, and Conclusion
- Homiletical Exegesis vs Sermon Exegesis

Afternoon Session: Basic Elements of Developing and Preaching the Sermon

Biblical Interpretation vs Incarnational Translation

Sermon Purpose vs Application of the context

Delivering the Sermon

Reading Assignment: Review *Good News Preaching*, and *Delivering the Sermon, Incarnational Translation (File)*

Day 2: 1/12 The Biblical Expository Sermon

Morning Session: Engaging the Text

Puritan Plain Style: Exegesis for the Biblical context

Plain Style: Exposition of the text for wider historical contexts

Theological Analysis for the Present Context

Afternoon Session: Moving from Puritan Plain Style to Plain Style

Reframing the sermon from Puritan Plain to Plain Style (In Class)

Individual work on Sermon 1 from the Introductory Class

Reading Assignment: *What Not to Say (will be read throughout the two weeks of class.) Chapters 1, 2 & 3*

Day 3: 1/13 The Plain Style Sermon

Morning Session: Sermon Presentations of the Plain Style Sermon

Participants may choose to preach the sermon or to present the sermon with an

explanation of the difference between the Puritan Plain Style and the Plain Style version. The presentation should include references to the exegetical work engaged in the process. It is expected that the homiletical exegesis papers created in the previous class will be used as input to the process of sermon creation.

Afternoon Session: Topical Preaching

Review:

- The pastoral nature of Topical Preaching
- Locating the topic in scripture
- Exegeting the topic – to make the appropriate conclusions (points)
- Creating the Topical Sermon

Reading Assignment: *Topical Sermon (file)*, *Thesis-Antithesis-Synthesis sermon (file)*, *What Not to Say - Chapters 4 & 6*

Day 4: 1/14 Moving from Topic to Thesis

Morning Session: Topic vs Thesis

Understanding the Thesis-Antithesis-Synthesis (Thesis) sermon style

Making points vs formulating the thesis

Addressing the challenge of conflicting ideas in scripture

Developing the Thesis sermon

Afternoon Session: Developing a Thesis Sermon

Individual work on Sermon 2 from the Introductory Class

Modify the Topical Sermon into a Thesis Sermon (The Homiletical Exegesis of the Topic may provide pointers and it is expected that the work done in the introductory class will be used as input to the process of sermon creation.)

Reading Assignment: *What Not to Say - Chapters 5 & 7, The Deductive Theme Sermon (file)*

Day 5: 1/15 The Thesis Sermon

Morning Session: Sermon Presentations of the Thesis Sermon

Participants may choose to preach the sermon or to present the sermon with an explanation of the difference between the Topical and the Thesis sermons. The presentation should include references to the exegetical work engaged in the process. It is expected that the homiletical exegesis papers created in the previous class will be used as input to the process of sermon creation.

Afternoon Session: Delivering the Sermon

Topics Addressed:

- Embodiment of the sermon – voice, movement, etc.
- Facial Expressions
- Preaching without an audience
- On-line protocols for preaching

Participants will view sermons preached by noted preachers and may participate in

practice preaching of selected sermons

Reading Assignment: Review: *Delivering the Sermon, Good News Preaching, Ch 6*

Note: Please take the time over the long weekend to read *The Four Pages of the Sermon* by Paul Scott Wilson. It is important that you are familiar with the concepts presented in the text.

Day 6: 1/19 Moving from the Narrative Sermon to the Verse by Verse Sermon

Morning Session: Telling the Story: Narrative vs Verse By Verse

Review of the Narrative Sermon

Requirements for Telling the Story

Understanding Verse by Verse Preaching

Presenting the story in the verses

Afternoon Session: Developing the Verse by Verse Sermon

Reframing the sermon to present the full text as the story in the sermon.

Individual work on Sermon 3 from the Introductory Class

Reading Assignment: *What Not to Say - Chapter 8, Preaching Verse by Verse (file)*

Day 7: 1/20 The Verse by Verse Sermon

Morning Session: Sermon Presentations of the Verse by Verse Sermon

Participants may choose to preach the sermon or to present the sermon with an explanation of the difference between their Narrative and Verse by Verse sermon insofar as the telling of the biblical story is concerned. The presentation should include references to the exegetical work engaged in the process.

Afternoon Session: The Four Pages Sermon

Understanding the Concept of Four Pages

Homiletical theology – the divine/human conversation

Finding Human Trouble and Divine Grace in the Bible and the present

The theological concepts of the 4-Page sermon:

Text, Theme, Doctrine, Need, Image, and Mission (TTDIM)

Reading Assignment: : *The Four Pages of the Sermon – pgs. 1-223*

Day 8: 1/21 Developing the Four Pages Sermon

Morning Session: Understanding Trouble and Grace

Juxtaposing human trouble and divine grace in the Bible and the world

Connecting the SPS

Utilizing the theological concepts in connection with the GNS and DMS

Connecting the Biblical and the theological pages

Deconstructing and engaging the biblical text to meet the present context

Afternoon Session: Developing a Four-Pages Sermon from selected texts

In class workshop: Each participant will begin the work of developing a Four-Page Sermon, which will be either preached or presented in class. A list of appropriate biblical texts will be provided at the beginning of the class, from which participants may make a choice.

Day 9: 1/22 Preaching the Four-Page Sermon

Morning Session: Sermon Presentations of the Four Pages Sermon

Participants may choose to preach the sermon or to present the sermon with an explanation of the difference between their Narrative and Verse by Verse sermon insofar as the telling of the biblical story is concerned. The presentation should include references to the exegetical work engaged in the process.

Afternoon Session:

Review of course material covered

Review of other sermon styles and use (taken from *Patterns of Preaching* – see Moodle file)

Selected Bibliography:

- Campbell, Charles. *The Word before the Powers*. Louisville, Kentucky: Westminster/John Knox Press, 2002.
- Childers, Jana and Clayton J. Schmit, editors. *Performance in Preaching: Bringing the Sermon to Life*. Louisville: Westminster / John Knox, 2006.
- Clader, Linda L. *Voicing the Vision: Imagination and Prophetic Preaching*. Harrisburg, PA: Morehouse Publishing, 2003.
- Florence, Anna Carter. *Preaching as Testimony*. Louisville, Kentucky: Westminster/John Knox Press, 2007.
- Hogan, Lucy Lind. *Graceful Speech: An Invitation to Preaching*. Louisville, Kentucky: Westminster John Knox Press, 2006.
- Long, Thomas G. *The Witness of Preaching, Second Edition*. Kentucky: Westminster/John Knox Press, 2005.
- Plantinga, Cornelius Jr. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Grand Rapids: Wm. B Eerdmans Publishing Co., 2013.
- Frank Thomas. *They Like to Never Quit Praisin' God: The Role of Celebration in Preaching. Revised and Updated*. Cleveland, OH: Pilgrim Press, 1997. ISBN: 978-0-8298-1978-6 - \$16.00
- Webb, Joseph M. *Preaching Without Notes*. Nashville: Abingdon Press, 2001.
- Wilson, Paul Scott: *Preaching as Poetry: Beauty, Goodness, and Truth in Every Sermon*. Nashville: Abingdon Press, 2014. ISBN 13: 978-1-4267-6404-2 \$18.99