

Garrett-Evangelical Theological Seminary
LTRGY 500 A & B – Preaching and Proclamation
Fall 2020

Dr. Gennifer Brooks
E-mail – gennifer.brooks@garrett.edu
917-297-7557

Dr. Andrew Wymer
E-mail – andrew.wymer@garrett.edu
502-974-5413

Office Hours: By appointment. Students may schedule times to meet with instructors.

Class Hours: A: Tuesday 2:30 p.m. – 5:30 p.m.
B: Tuesday 6:30 p.m. – 9:30 p.m.

These are the scheduled class times. The actual synchronous times will be added to the final syllabus before the term begins.

Course Description:

This course is designed to help students find their individual preaching voice as they develop the abilities and skills necessary for the construction and delivery of effective sermons. The course is aimed at addressing three important elements of effective preaching and includes topics and materials related to (1) preparation of the preacher, (2) development and creation of the sermon manuscript, with particular attention given to the identification of the good news of the text and a discipleship message that is a call to action for the hearers, and (3) effective delivery of the sermon. The content of class sessions may include readings, lectures, video presentations, discussions, individual, group and class exercises, as well as performance training and preaching practice. Students will be required to participate in the evaluation of their sermons and those of their classmates.

Course Outcomes:

As the student fulfills the requirements of this course, the student will ...

1. Understand good news as central to the task of preaching.
2. Formulate and communicate good news in varied sermon styles, in varied contexts, and at varied liturgical events.
3. Acquire a working knowledge of varied sermon styles and the unique homiletical characteristics of each.
4. Learn to integrate and begin to hone skills in critical interpretation of scripture, theological analysis, and pastoral/socio-cultural/congregational interpretation.
5. Embody the sermon in a way that is sensitive and responsive to diversity both locally and globally.
6. Develop an authentic preaching “voice” reflecting a unique combination of particular personality, physical ability, and life experience.
7. Critically engage the preaching of others as well as your own.

Corresponding assessment instruments:

1. Pre-Class Assignment
2. In-Class Participation, Preached Sermons
3. Preached Sermons
4. In-Class Participation, Preached Sermons (and Exegesis Projects)
5. Preached Sermons
6. Preached Sermons, In-Class Participation
7. In-Class Participation, Preached Sermons

Class Assumptions and Expectations:

1. That all students have read and are familiar with the class syllabus and therefore responsible for meeting all class requirements.
2. That all students will attend all synchronous class sessions on time and will be prepared to participate fully in class activities.
3. That all students 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 all students understand that the content of the course represents a beginning point in the ongoing development and growth of their preaching skills and are committed to their continued growth and development as preachers.
5. That the New Revised Standard Version of the Bible will be used in class and for preaching.
6. That inclusive language will be used for God and human beings in written and oral work.
7. That all students understand and adhere to G-ETS policies on plagiarism. (see Student Handbook).
8. **That the schedule and syllabus WILL be modified, and additional material added as the professor considers necessary to the course and the development of students.**
9. **That there will be no extensions allowed past the end of the term.**

Classroom Culture:

- **A Culture of Respect:** Students 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 students will remain muted until called on to speak and allow those speaking to complete their statement without interruption. Likewise, students 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, both students 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 student to be heard equally.

- **Moodle:** Students are expected to be familiar with the expanded class schedule, weekly readings and class assignments that have been provided on Moodle. Students 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:** Students 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 students be allowed to participate in Zoom sessions by phone. In such cases, both video and audio facilities should be available and utilized.
- **Interruptions:** During synchronous class sessions, students are required to locate themselves in areas that facilitate participation without interruption due to outside noise, telephones or other issues.

Synchronous Class Sessions:

The content and shape of class sessions will be provided to students prior to the actual class. Sessions will be designed to include one or more of these elements:

1. **Mini reports on reading assignments** will be done outside of class and require students to respond to a major question related to the theme or focus of the class session. These mini reports will be open book and are designed to verify that students are completing the reading assignments for the week.
2. **Group or class discussion** on the reading assignments that engages the selected topic for the week. Each group is required to engage the assigned materials.
3. **Video review and feedback** based on pre-recorded material developed by the instructors. Feedback discussions may be done in groups or with the class as a whole.
4. **Sermon development** involves teaching and praxis related to the development of the sermon manuscript. Students will be exposed to several different styles of sermons, three of which will be designated for use in developing the sermons that are preached in class based on specific congregational contexts.
5. **Performance praxis** is a critical element in learning how to embody the sermon. This class will provide students with multiple opportunities to develop their performance skills by delivering actual sermons.

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

1. Jennifer Benjamin Brooks. *Good News Preaching: Offering the Gospel in Every Sermon*. Cleveland, Ohio: Pilgrim Press, 2009. ISBN-13: 9780829818222 - \$20.00
2. Teresa L. Fry Brown. *Delivering the Sermon*. Minneapolis: Fortress Press, 2008. ISBN – 978-0-8006-0447-9 - \$15.00
3. Lisa Thompson. *Ingenuity: Preaching as an Outsider*. Nashville: Abingdon Press, 2018. ISBN – 978-1501832598 - \$29.99
4. Jared E. Alcántara. *The Practices of Christian Preaching: Essentials for Effective Proclamation*. Grand Rapids: Baker Academic, 2019. ISBN – 978-0801098666 - \$24.99
5. The New Revised Standard Version of the Bible. **Please have your NRSV Bible available in hard-copy or ready on your computer for use at each class.**

Secondary Texts

1. Brooks, Gennifer Benjamin. *Unexpected Grace: Preaching Good News from Difficult Texts*. Cleveland, Ohio: Pilgrim Press, 2012. ISBN-13: 978-0829819380 - \$20.00
2. Gilbert, Kenyatta. *The Journey and Promise of African American Preaching*. Minneapolis: Fortress, 2011. ISBN - 978-0-80069627 - \$20.00
3. Holbert, John and McKenzie, Alyce. *What Not to Say: Avoiding the Common Mistakes That Can Sink Your Sermon*. Louisville: Westminster / John Knox Press, 2011. 978-0664235109 - \$14.96
4. Kim, Eunjoo. *Preaching in An Age of Globalization*. Westminster / John Knox Press, 2010. ISBN-13: 9780664233693 - \$25.00
5. Lord, Jennifer L. *Finding Language and Imagery*. Minneapolis: Fortress Press, 2010. ISBN – 978-0-8006-6353-7 - \$12.00
6. Lowry, Eugene L. *How to Preach a Parable: Designs for Narrative Sermons*. Nashville: Abingdon Press, 1989. ISBN-13: 9780687179244 - \$17.83
7. Wilson, Paul Scott. *The Four Pages of the Sermon, Revised Edition: A Guide to Biblical Preaching*. Nashville: Abingdon Press, 2018. ISBN-15018423490 - \$23.27

Class Files

Students will be responsible for downloading and viewing course files posted via Moodle. Course files will include video lectures, digital readings, and other assignments.

Class Assignments and Grading:

1. **Preparation, attendance and participation:** Students 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 be considered in evaluating overall class performance. **Absence from multiple synchronous class sessions will be taken seriously as it will be considered as non-attendance and students may be required to repeat the class.** Participation in class assignments and activities includes individual and group activities. **10%**
2. **Pre-Class Assignment:** Read *Good News Preaching* by Gennifer Benjamin Brooks and respond to the following questions:
 - a. What is your understanding of the good news and its necessity in each sermon?
 - b. Where does the good news originate and how is it made relevant to the context of the congregation?
 - c. From a congregational, local, national, and global perspective, what good news do you consider people need to hear especially at this time?
 - d. What strengths and growing edges do you personally bring to the understanding of good news as described in the text and to the task of learning how to preach good news?

Your response should be 4-6 full pages, (using 12 pt. Times New Roman, double spaced) and must include both ideas taken from the text and your critical reflection and response to those ideas. Please note that simply saying you agree with the author is insufficient. This assignment is intended to discern what you have learned about good news preaching

from the textbook, and this will require **critical reflection**. Critical reflection requires that you engage the textbook, and your own thought, sharing the impact of the textbook on your own thought. Engage specific points in the reading, taking care to cite appropriately. **This is not intended to be a personal account or reflection of your preaching history or experience.** So please do not include stories about yourself or your favorite or worst preachers. Please respond directly to the questions.

10%

3. **Mini Reports on Assigned Readings:** The mini reports demonstrate your preparation to engage the material connected with the topic assigned for the class. **10%**
4. **Preached Sermons:** Three students preached for class according to the specifics provided for each on the syllabus – different texts, sermon styles and congregational contexts will be provided for student selection. **Unless otherwise instructed, students are not permitted to provide their own text, sermon style, or context for preaching.** The timing of sermons and the grading of each is as follows:
 - Sermon 1 (6 - 8 minutes) – 10%
 - Sermon 2 (8 -10 minutes) – 25%
 - Sermon 3 (10 -12 minutes) – 35%
 - Total for sermons **70%**

Manuscript Requirements:

A. For the Pre-Class Assignment

- Your response should be 4-6 full pages, double-spaced, using 12 pt. Times New Roman, double spaced print. Do not leave large spaces between paragraphs.
- Provide footnotes for material quoted from the text or any other source and please consult Turabian Manual of Style for the format. There will also be a style sheet posted on Moodle to facilitate student use.
- No Bibliography is necessary, since the assigned text is your major source. Even if you use other sources the length of this paper is insufficient to require a bibliography.

B. For Sermons:

- A written manuscript must be developed and submitted for each sermon preached, along with a homiletical exegesis paper unless otherwise directed. You may preach from the manuscript, the sermon outline, notes, or without any written material, but in all cases, you must know your material sufficiently in order to allow yourself freedom in the pulpit. Given the virtual nature of the class, and the current situation caused by the pandemic, students will be asked to preach and record one sermon that will be reviewed by their classmates. All materials must be submitted electronically to the professors by 10:00 a.m. for Section A or 2:00 p.m. for Section B, on the day you preach. For recorded sermons, the class schedule will provide the date and time that sermons are to be uploaded and feedback responses posted.
- Include the following identifying material on the first page of each sermon and exegesis manuscripts:

**LTRGY 500A or B – Preaching and Proclamation – Dr. Gennifer Brooks
and Dr. Andrew Wymer
Student's name**

Sermon Identifier (1, 2, or 3) including Style of Sermon

Description of preaching context or situation

Complete scripture passage with verse numbers

Sermon Purpose Statement

Good News Statement

Message Statement

- Prepare all sermon manuscripts **using only Times New Roman 14 pt., double spaced, with 1-inch margins all around and pages numbered at the bottom right corner.** Be aware that each page prepared as outlines represents 2 minutes of preaching time. In the interest of ecology, please do not leave large spaces on pages. Check grammar and punctuation before submitting your work.
- **There are no footnotes in sermons**, but acknowledgement of the source must be made for all material quoted or referenced directly or indirectly. In sermons, such citations are included within the sermon manuscript, e.g. *As homiletician John Smith says in his book Praxis of Preaching “the every-Sunday preacher is constrained with respect to preparation time because of essential pastoral duties.”*
- Feedback sheets will be provided to facilitate student responses to the sermons of their classmates. In addition to receiving feedback during the preaching event, students will meet with the professors to review their preached sermons and to make corrections to the preached manuscript and re-submit it for a new grade. This may be done only once and there is no guarantee that the revised version will receive a higher grade. Be aware that the revised manuscript must reflect both the editorial and content changes noted by the professor.

C. For Homiletical Exegesis Papers

- Use **Times New Roman 12 pt. type double spaced, with at least 1-inch margins** all around and respond fully to **ALL** questions provided on the homiletical exegesis form for both biblical and topical exegesis and include the original questions, as provided on the original, on the exegesis paper. All responses must be in sentence form, and short paragraphs are generally expected for the responses to most questions. One-word answers are not acceptable.
- Footnotes must be provided in the homiletical exegesis paper for all quoted or referenced material as appropriate. Consult Turabian (Chicago manual of Style) for the appropriate format of each footnote depending on the source of the material.
- Please check grammar and punctuation and **number all pages** on both the sermon manuscript and the homiletical exegesis paper before submitting your work.
- Students will be permitted to correct exegesis papers and resubmit them for a new grade. The requirements for re-submission are the same as those provided for sermons.

Schedule of Class Sessions TBD