

Garrett-Evangelical Theological Seminary
LTRGY 500 A – Preaching and Proclamation
Fall 2025

Instructor: Rev. Seyeom Kim, Ph.D. Candidate
Styberg Preaching Institute Teaching Fellow
E-mail: seyeom.kim@garrett.edu

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

Class Hours: Tuesday, 1:00 p.m. – 4:00 p.m.

Class Dates: See Schedule

Format: Blended course (both in-person and online at the same time)

Course Description:

This course equips students to develop their unique preaching voice while honing the essential skills for constructing and delivering impactful sermons. It focuses on three key aspects of effective preaching: (1) the spiritual and personal preparation of the preacher, (2) the development of sermon manuscripts, emphasizing the discovery of the text's good news and its discipleship-driven call to action, and (3) the dynamic and engaging delivery of sermons. Class sessions will incorporate readings, lectures, video presentations, discussions, and individual and group exercises. Students will also engage in performance training and preaching practice. During the term, each student will preach three sermons and actively participate in the constructive evaluation of their own work and that of their peers.

Course Outcomes:

By successfully completing this course, students will:

1. **Recognize the Centrality of Good News in preaching** – Understand the importance of proclaiming the good news in every sermon, regardless of the circumstances, as the core task of preaching.
2. **Develop and Communicate Effective Sermons** – Craft and deliver sermons that articulate the good news across diverse styles, contexts, and liturgical and/or pastoral settings.
3. **Gain Proficiency in Developing Varied Sermon Styles** – Acquire a working knowledge of various sermon styles and their distinct homiletical characteristics.
4. **Integrate Theological and Contextual Analysis in Sermon Development** – Apply critical skills in scriptural interpretation, theological reflection, and cultural/congregational analysis to prepare and deliver meaningful sermons.
5. **Embody Preaching with Cultural Awareness** – Deliver sermons in a way that is both responsive to and respectful of diverse audiences, both locally and globally.
6. **Cultivate an Authentic Preaching Voice** – Identify and develop a personal preaching style that reflects individual personality, physical expression, and lived experience.

7. **Engage in Constructive Preaching Critique** – Thoughtfully assess and provide feedback on their own sermons and those of others to foster growth in preaching.

Assessment Measures

The following assessments correspond to the course outcomes above:

1. In-Class Participation, Sermon Manuscripts
2. In-Class Participation, Sermon Manuscripts
3. Preached Sermons
4. In-Class Participation, Sermon Manuscripts, Exegesis Paper
5. Preached Sermons
6. Preached Sermons, In-Class Participation
7. In-Class Participation, Peer Feedback on Preached Sermon

Class Assumptions and Expectations:

1. **Familiarity with the Syllabus** – Students are expected to read and understand the syllabus and take full responsibility for meeting all course requirements.
2. **Attendance and Participation** – Students must attend all class sessions—both in-person and online synchronous—punctually and be fully prepared to engage in discussions and activities.
3. **Course Engagement** – Students are responsible for regularly checking Canvas for assignments and staying updated on any in-class announcements to ensure timely reading, assignment completion, and sermon preparation.
4. **Commitment to Growth** – This course serves as an entry point for preaching development, and students are expected to commit to their ongoing growth as preachers beyond the classroom.
5. **Biblical Text** – The New Revised Standard Version (NRSV) of the Bible will be the primary text for class use and preaching assignments.
6. **Inclusive Language** – Students must use inclusive language for God and humanity in both written and spoken work.
7. **Academic Integrity** – All students must adhere to Garrett-Evangelical Theological Seminary’s policies on plagiarism, as outlined in the Student Handbook.
8. **Course Adaptability** – The syllabus and schedule are subject to modification at the professor’s discretion to better support student learning and development.
9. **No Extensions Beyond the Term** – Since actual preaching is significant part of the grade (75%), all assignments must be completed by the end of the term; extensions will not be granted.
10. This course follows all school academic policies and procedures, which can be accessed in their entirety on the Registrar section of MyGETS at this link:

https://mygets.garrett.edu/ICS/Registrar_and_Advising/Common_Syllabus_Policies.jnz.

Classroom Culture:

- **A Culture of Respect:** Students are expected to follow the instructor’s guidance, arrive on time (both in-person and online), and participate with integrity in all class activities to foster a respectful learning environment. In virtual sessions, students must stay muted until called upon and allow speakers to finish before responding.

Additionally, students should be mindful of the length of their contributions to give everyone a chance to participate. All participants—students and instructors alike—must respect each person’s chosen gender identity, and any errors in usage should be corrected with generosity and compassion.

- **Commitment to Expansive Space:** In recognition of the diversity of human identity, all participants—students and instructors—are encouraged to engage each other as colleagues. Collaboration and respect for differing perspectives are essential in maintaining a welcoming and inclusive classroom environment. Every student’s right to be heard equally in discussions and group activities must be upheld.
- **Canvas Usage:** Students will have a brief introduction to Canvas to familiarize themselves with the class schedule, readings, and assignments posted on Canvas. Any additional materials or changes will be announced during class sessions. If discrepancies occur between Canvas and in-class announcements, the instructor’s directions take precedence.
- **Computer Access:** Students are responsible for ensuring they have the necessary hardware, software, and reliable internet connectivity for synchronous class participation, including both audio and video capabilities. Only in emergency situations will phone participation be allowed, but both video and audio should be utilized in such cases.
- **Interruptions:** Since classes are conducted synchronously, online, students must choose a location that minimizes distractions, ensuring active participation that is free from interruptions such as outside noise or phone disturbances.
- **Accommodations:** Special accommodations will be provided as necessary to ensure equitable participation while maintaining the integrity of the course requirements. Students requiring accommodations due to physical or other health-related issues are encouraged to discuss their needs with the instructor.

Class Sessions:

1. **Reading Assignment Quizzes:** Quizzes will be provided during class sessions, focusing on the themes of the week’s assigned readings and previous learning contents. These quizzes are designed to ensure students engage with the entire reading and learning material and will contribute to the overall course grade. Students must complete the quizzes either before or during class.
2. **Class and Group Discussions/Exercises:** Discussions and group exercises will center on the weekly topic, incorporating the material from the readings. Each student is expected to demonstrate their knowledge of the assigned texts during these activities.
3. **Sermon Development:** This component will focus on both the theory and practice of developing a sermon manuscript. Students will engage in exegetical work, which is foundational to sermon content, and will be taught two modes of exegesis along with three different sermon structures. To provide diversity, each sermon must be preached to a different congregational context.
4. **Performance Praxis:** The class will provide multiple opportunities for students to practice and develop their sermon delivery skills. Emphasis will be placed on rhetorical techniques, embodiment, and the actual delivery of sermons to help students learn to effectively communicate their message.
5. **Feedback:** Students will receive both instructor and peer feedback during class in a constructive workshop environment. Additionally, individual review sessions with the

professor will take place following Sermons 1 and 2 to further refine their performance in developing and preaching sermons.

6. **Online Protocols:** Students must download the Teams app and sign in at least 3 minutes before class begins. Please ensure you choose a location that minimizes interruptions and provides a strong internet connection for optimal participation. Students are expected to have their video on and be an active, visible presence during class. If accommodations are needed for any part of the class, students should contact the instructor ahead of time.

Class Assignments and Grading:

1. **Preparation, attendance and participation:** Students are expected to be present and on time for all class sessions, including timely return from breaks. Late arrival at or early departure from classes will also be considered in evaluating class attendance. **Absence from 3 or more classes will be considered as non-attendance and students will be required to repeat the class.** Participation in class sessions includes individual and group activities. **10%**
2. **Pre-Class Assignment and Quizzes:** This is intended to ensure that students read the assigned texts, especially since all readings will not be specifically addressed in class lectures and other materials. **15%**
3. **Preached Sermons:** Sample sermons for each of the three sermon styles to be used will be provided in the class files on Canvas. Multiple sermon contexts will also be provided for the use of students. 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) – 40%
 - Total for sermons **75%**

4. **Grading System and Symbols**

• Letter Grade	Grade	Points
A	94-100	4.0 excellent
A-	90-93	3.7
B+	87-89	3.3 good quality expected of graduate students
B	84-86	3.0
B-	80-83	2.7
		2.5 required CUM GPA for graduation
C+	77-79	2.3 satisfactory
C	74-76	2.0
C-	70-73	1.7
D *	60-69	1.0 unsatisfactory; required courses must be repeated
F *		0 failure; required courses must be repeated

*Does not count toward graduation requirements BUT is calculated in the CUM GPA until repeated TQP (Total Quality Points) is the sum of the letter grades converted into equivalent 4.0 grade scale.

Sermon Manuscript Requirements:

- A written manuscript must be developed and submitted for each sermon preached, along with a homiletical exegesis paper unless otherwise directed. All materials must be submitted electronically to the professor by 10:00 a.m. on the day sermons are to be preached.
- Include the following identifying material on the first page of each sermon and exegesis manuscripts:

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Student's Name

Style of Sermon

Full description of preaching context or situation

Complete scripture passage with verse numbers

Sermon Purpose Statement

Good News Statement

Discipleship 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."*

Homiletical Exegesis Requirements

- For homiletical exegesis papers use any 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.
- Include each question as provided on the form and start the response on a new line. All responses must be in sentence form, and short paragraphs are generally expected for the responses to most questions. Generally, 1-4 sentences are sufficient for each question. 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. There should be at least three sources used. Please identify each source as a mini-bibliography.
- Please check grammar and punctuation and **number all pages** on both the sermon manuscript and the homiletical exegesis paper before submitting your work.

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. Kenyatta Gilbert. *The Journey and Promise of African American Preaching*. (Minneapolis: Fortress, 2011). ISBN - 978-0-80069627 - \$20.00
4. Lucy Lind Hogan, *Graceful Speech: An Invitation to Preaching*. (Louisville, Kentucky: Westminster John Knox Press, 2006). ISBN-13: 9780664228774 - \$25.00
5. J. Ellsworth Kalas, *Preaching in An Age of Distraction*, (Downers Grove, Illinois: IVP Books, 2014). ISBN 978-0-8308-4110-3 - \$18.00
6. 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. Brown, Sally and Luke Powery. *Ways of the Word: Learning to Preach for Your Time and Place*. Minneapolis: Fortress Press, 2016. ISBN: 978-0-80006-9922-2 - \$34.00
3. Hyeran Kim-Cragg. *Postcolonial Preaching*, London: Lexington Books, 2021. ISBN 978-1-7936-1709-5 - \$39.99
4. 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
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. McMickle, Marvin A. *The Making of a Preacher: 5 Essentials for Ministers Today*. Valley Forge, PA: Judson Press, 2018. ISBN-13: 978-0817017996 - \$17.99
8. Thompson, Lisa L. *Ingenuity: Preaching as an Outsider*, Nashville: Abingdon Press, 2018. ISBN-13:978-1501832598 - \$29.99
9. Travis, Sarah, *Unspeakable: Preaching and Trauma-Informed Theology*. Eugene, OR: Cascade Books, 2021. ISBN – 978-1-725267985 - \$19.00
10. 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 viewing class files posted via Canvas. Class files will include digital readings and other assignments.

Pre-Class Requirements

1. **Reading and Reflection on *Preaching in an Age of Distraction***: Read *Preaching in an Age of Distraction* and prepare a 2-page reflection paper on 1) how the content relates to your personal context and 2) discussing the key distractions that impact your ability to proclaim the gospel effectively. This reflection will be used for discussion in the first class session, but it is **not** to be submitted prior to class and you submitted it after the class.
2. **Reading *Good News Preaching***: Read as much of *Good News Preaching* as possible in preparation for class.

Schedule of Class Sessions

Week 1: 9/2 – Introduction to Preaching and Proclamation

Introductions

Review of key class requirements, culture, and Canvas

The Challenge of Preaching in the current culture and contexts – re. *Preaching in an Age of Distraction*

Preaching as the proclamation of good news

The sermon as the location of good news

The preacher as embodiment of the good news

The preaching context(s): Congregation/Community/Culture/World

The basic structure of the Sermon – Introduction, Body, and Conclusion

Reading Assignment: *Good News Preaching*

Week 2: 9/9 – Developing the Sermon/Message: Preacher/Proclaimer in Context

The Preacher as Gospel Proclaimer

The Gospel Proclaimer as Outsider; Prophet; Priest; Sage

Exploring the Physical Voice for preaching

Shaping the Sermon:

- Sermon Purpose Statement (SPS): Situation; Goal; Means
- The Good News Statement (GNS)
- The Discipleship Message Statement (DMS)
- The Sermon Structure
- Movement, transitions, and balance of sermon contents

Reading Assignment: *The Journey and Promise* 1-32; *Graceful Speech* 3-49; The Sermon Purpose Statement (file)

Week 3: 9/16 – The Biblical Expository Sermon: Interpreting the Biblical Text

The Structure of the body of the Expository sermon

- Exegesis
- Theological Analysis or Exposition
- Application

Biblical interpretation for preaching

Selecting and engaging the Bible commentary and other interpretative tools

Integrating homiletical exegesis into a sermon

Questions for theological engagement of a biblical text

Connecting the biblical text to the congregational context

The Biblical Expository Sermon

Reading Assignment: Revisit *Good News Preaching* 25-78, 131-135; *The Journey and Promise* 57-88; *Graceful Speech* 87-120; Biblical Expository Sermons (file)

Week 4: 9/23 – Workshopping the Biblical Expository Sermon

Review of SPS, GNS, and DMS for Sermon 1

Review of Exegesis Requirements for Sermon 1 – with emphasis on Sections 3, 4, and 5

Performing and embodying the sermon

Pulpit Protocols and Eye Contact

Understanding Movement and Posture

Reading Assignment: *Good News Preaching* 99-110; *Graceful Speech* 121-134
Delivering the Sermon 5-28; Sample Biblical Expository Sermon (file)

Scripture Texts: Genesis 12:1-4, Exodus 17:1-7, Ezekiel 37:1-14

Week 5: 9/30 – Preaching the Biblical Expository Sermon

Scripture Texts: Genesis 12:1-4, Exodus 17:1-7, Ezekiel 37:1-14

Submit sermon manuscript and biblical homiletical exegesis paper to professor by 10:00 a.m.

Week 6: 10/7 – Pastoral Preaching as Contextual

Understanding the contexts: Congregation, community, culture, globality, political policies, war and other aggressions, oppression, injustice, ecological issues, etc.

Pastoral Preaching as Public Theology

Contextualization for congregational instruction and gospel proclamation

Celebrations and other special occasions

Exegesis of the occasion and the context

Reading Assignment: *The Journey and Promise* 109-129; *Graceful Speech* 157-172; *Preaching for Special Occasions* (file)

Week 7: 10/14 – Topical Preaching

Topical preaching as pastoral preaching

Topical preaching, public theology, and social justice

Selecting the topic in connection with the context (Sermon Purpose)

Deconstructing the topic and constructing points for the congregational context

Reading Assignment: *Good News Preaching* 69-97; *The Journey and Promise* 57-76; *Graceful Speech* 51-85; *Topical Preaching* (file)

Week 8: 10/21 – Developing the Topical Sermon with Points

The structure, content and movement of sermon points

Unpacking the topic to create the sermon points – transitions and movement

Connecting the topic and points with scripture texts

Biblical and homiletical exegesis of a topic

Reading Assignment: *The Journey and Promise* 77-107; *Graceful Speech* 137-156

Week 9: 10/28 – Workshopping the Topical Sermon with Points

Review of SPS, GNS, DMS, and Topic for Sermon 2

Review of Topics and Points for Sermon 2

Review of Exegesis Requirements for Sermon 2 – with emphasis on Sections 3, 4, and 5

Reading Assignment: *Delivering the Sermon* 29-86; Sample Topical Sermon

Week 10: 11/4 – Preaching the Topical Sermon with points.

Topics for Selection: The Christian Life; Christian Unity; Spiritual Gifts; Christian Community; Perseverance in faith; Stewardship

Submit sermon manuscript and topical homiletic exegesis paper to professor by 10:00 a.m.

Week 11: 11/11 – Narrative Preaching

The Biblical text as story and the preacher as narrator or storyteller

Finding the narrative structure in the biblical text:

Situation, Complication, Reversal, Resolution

Deconstructing and Exegeting the biblical story

Narrative sermon styles: Running; Delaying; Suspending; Alternating the Story

Bringing the story alive through imaginative language

Reading Assignment: *The Journey and Promise* 131-144; *Graceful Speech* 173-206,

Narrative Preaching (file)

Week 12: 11/18 – Workshopping the Narrative Sermon

Review of SPS, GNS, DMS, and Topic for Sermon 3

Review of Narrative Structure for Sermon 3 texts

Situation, Complication, Reversal, Resolution

Reading Assignment: *Narrative Preaching* (file); Sample Narrative Sermon

Scripture Texts: Texts: Mark 1:1-8; Luke 1:26-38; John 1:19-28

******* 11/25 No Class – Thanksgiving Break *******

Week 13: 12/2 – Preaching the Narrative Sermon (no Exegesis paper required):

Scripture Texts: Mark 1:1-8; Luke 1:26-38; John 1:19-28

Submit sermon manuscript to professor by 10:00 a.m.

Selected Bibliography:

Allen, Donna. *Toward a Womanist Homiletic: Katie Cannon, Alice Walker, and Emancipatory Proclamation*. New York: Peter Lang, 2013.

Allen, O. Wesley Jr. *Preaching in the Era of Trump*. Saint Louis, Missouri: Chalice Press, 2017.

Cosgrove, Charles H., and Edgerton W. Dow. *In other Words Incarnational Translation for Preaching*. Grand Rapids: William B. Eerdmans, 2007.

Gilbert, Kenyatta. *A Pursued Justice: Black Preaching from the Great Migration to Civil Rights*. Grand Rapids: Baylor, 2016.

Helsel, Carolyn. *Preaching about Racism: A Guide for Faith Leaders*. St. Louis: Chalice, 2018.

Johnson, Kimberly. *The Womanist Preacher: Proclaiming Womanist Rhetoric from the Pulpit*. New York: Lexington, 2017.

Kim, Eunjoo. *Preaching in An Age of Globalization*. Westminster / John Knox Press, 2010.

LaRue, Cleophus J. *Rethinking Celebration*. Louisville: Westminster John Knox Press, 2016.

Luchetti, Lenny. *Preaching with Empathy: Crafting Sermons in a Callous Culture*. Nashville: Abingdon Press, 2018.

Moss, Otis III. *Blue Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair*. Louisville: Westminster John Knox Press, 2015.

Powery, Luke A. *Dem Dry Bones: Preaching, Death, and Hope*. Minneapolis: Fortress Press, 2012

Satterlee, Craig. *Preaching and Stewardship: Proclaiming God's Invitation to Grow*. The Alban Institute, 2011.

Schade, Leah. *Creation-Crisis Preaching: Ecology, Theology, and the Pulpit*. St. Louis: Chalice, 2015.

Thomas, Frank. *Introduction to the Practice of African American Preaching*. Nashville: Abingdon Press, 2016.

Travis, Sarah. *Metamorphosis: Preaching after Christendom*. Eugene: Cascade, 2019.

Voelz, Richard. *Preaching to Teach: Inspire People to Think and Act*. Nashville: Abingdon, 2019.

Willimon, Will. *Who Lynched Willie Earle?: Preaching to Confront Racism*. Nashville: Abingdon Press, 2017.

Wiseman, Karyn L. *I Refuse to Preach a Boring Sermon: Engaging the 21st Century Listener*. Cleveland, Ohio: Pilgrim Press, 2013.

RUBRIC FOR SERMONS

Exceptional Ability: 100 – 95; Strong Ability: 94 – 85; Adequate Ability: 84 – 75
 Marginal Ability: 74 – 65; Fails to Demonstrate Ability <65

Areas of Assessment	Exceptional Ability	Strong Ability	Adequate Ability	Marginal Ability	Fails to Demonstrate Ability
Sermon Statements: • Sermon Purpose (SPS) • Good News (GNS) • Discipleship Message (DMS)	All statements properly formatted, connected to text and context, appropriately connected to each other and suitably placed in the sermon.	Statements properly formatted, connected to text and context, and suitably placed in the sermon.	At least two statements properly formatted, connected to text or context, and suitably placed in the sermon.	At least one statement properly formatted, connected to text or context, and appearing in the sermon.	Statements are not properly formatted, and either incorrectly placed or do not appear in the sermon.

Structure: <ul style="list-style-type: none"> • Style • Balance 	Clearly evidences all major sections and sub-sections of the stated sermon style, keeping each distinct and of appropriate length.	Evidences all major sections and most sub-sections of the stated sermon style keeping each somewhat distinct and of appropriate length.	Evidences some major sections and sub-sections of the stated sermon style but fails to be distinct or of appropriate length.	Evidences some major sections or sub-sections of the stated sermon style but they are neither distinct nor of appropriate length.	Major sections and/or sub-sections of the sermon style are unclear.
Structure: <ul style="list-style-type: none"> • Transitions 	All major sections and sub-sections are connected by clear and appropriate transitions.	All major sections and most sub-sections are connected by clear transitions.	Some major sections and most sub-sections are connected by clear transitions.	Some major sections or some sub-sections are connected by clear transitions.	No sections are connected by clear transitions.
Content: <ul style="list-style-type: none"> • Introduction 	Clearly amplifies the focus of the sermon and functions to draw listeners into the body of the sermon.	Serves the focus of the sermon and functions tangentially to draw listeners into the body of the sermon.	Somewhat connected to the focus of the sermon but does not function to draw listeners into the body of the sermon.	Somewhat disconnected from the focus of the sermon and does not function to draw listeners into the body of the sermon.	No connection to the focus of the sermon and does not function to draw listeners into the body of the sermon.
Content: <ul style="list-style-type: none"> • Body Puritan Plain Style: <ul style="list-style-type: none"> - Exegesis - Theological Analysis - Application Topical with Points: <ul style="list-style-type: none"> - Point 1 - Point 2 - Point 3 Narrative: <ul style="list-style-type: none"> - Situation - Complication - Reversal 	Complete inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship	General inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news (GNS), and the discipleship	Partial inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news	Incomplete inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news	Lacking inclusion of the material associated with the particular style and application of the text or topic to the congregational context specific to the sermon purpose (SPS), the good news

- Resolution	message (DMS)	message (DMS)	(GNS), and the discipleship message (DMS)	(GNS), and the discipleship message (DMS)	(GNS), and the discipleship message (DMS)
Content Conclusion	Closes sermon in a manner that amplifies the focus of the sermon and clearly presents the discipleship message (DMS).	Closes sermon in a manner that references the focus of the sermon but no clear discipleship message (DMS).	Closes sermon in a manner that distracts from the focus of the sermon but with a discipleship message (DMS).	Closes sermon in a manner that distracts from focus of the sermon.	Closes sermon in a manner that is not connected to the focus of the sermon.
Delivery	General embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) and handling and use of manuscript vividly amplify the purpose and focus of the sermon for the congregation.	General embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) amplify the purpose and focus of the sermon but handling and use of the manuscript is somewhat distracting.	Some aspects of embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) are inappropriate to the purpose and focus of the sermon and handling or use of the manuscript is distracting.	Inappropriate embodiment (eye contact; voice tone, modulation emphasis, variety of expression, pace, posture, gestures, facial expression, energy) of the sermon and poor handling and use of the manuscript.	Use of body, voice, facial expression, and relationship to manuscript are not connected to and distract from the purpose and focus of the sermon.

RUBRIC FOR HOMILETICAL EXEGESIS PAPERS

Exceptional Ability: 100 – 95; Strong Ability: 94 – 85; Adequate Ability: 84 – 75

Marginal Ability: 74 – 65; Fails to Demonstrate Ability <65

Areas of Assessment	Exceptional Ability	Strong Ability	Adequate Ability	Marginal Ability	Fails to Demonstrate Ability
Accuracy:	Expansively and accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities.	Accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities.	Accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities with few inconsistencies and errors.	Accurately reflects engagement with contemporary critical biblical scholarship, theological perspectives, and contextual realities with numerous inconsistencies and errors.	Contains significant inconsistencies and errors with respect to contemporary critical biblical scholarship, theological perspectives, and contextual realities.
Precision:	Answers are extensive, exact and expresses depth in interpretation.	Answers are exact and expressed in clearly interpretable ways.	Answers are appropriate and interpretable with few unclear, vague, and imprecise information.	Answers are generally appropriate but with serious unclear, vague and/or imprecise information, preventing proper interpretation.	Answers are generally unclear, vague and/or imprecise, thus hindering proper interpretation.
Thoroughness	Answered all questions and layers within questions with precision and depth.	Answered all questions and most layers within questions.	Answered almost all questions and most layers within questions.	Missed some questions and/or some layers within questions.	Missed significant questions and/or layers within questions.
Presentation	Responses meet rigorous academic writing standards with no spelling or grammatical errors.	Responses meet writing standards with no spelling or grammatical errors.	Responses use complete sentences with few spelling or grammatical errors.	Responses use complete sentences but with spelling and/or grammatical errors.	Responses are not in complete sentences and there are spelling and/or grammatical errors.