

**Garrett-Evangelical Theological Seminary**  
**LTRGY 500 A & B – Preaching and Proclamation**  
Spring 2022

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

**Class Hours:** A: Tuesday 1:00 p.m. – 4:00 p.m. – in person  
B: Tuesday 6:30 p.m. – 9:30 p.m. – synchronous on Zoom

**Office Hours:** By Appointment only

**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 addresses 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 call to discipleship 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 learn to...*

1. Understand good news as central to the task of preaching.
2. Formulate and communicate good news for different congregational and preaching contexts.
3. Acquire a working knowledge of several different sermon styles and the unique homiletical characteristics of each.
4. Integrate and 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 contextual 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 an element of the communal nature of preaching.

## **Course and Student Assessments**

Assessment instruments connected to the numbered course outcomes listed above include:

1. In-Class Participation, Sermon Manuscripts
2. In-Class Participation, Sermon Manuscripts
3. Preached Sermons
4. In-Class Participation, Sermon Manuscripts and Exegesis Papers
5. Preached Sermons
6. Preached Sermons, In-Class Participation
7. In-Class Participation, Peer Feedback on 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 class sessions, whether in-person or virtual synchronous, 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 instructors consider 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 participate with integrity in order to maintain a culture of respect throughout the class period. This includes engaging instructors, teaching assistants and fellow classmates as colleagues, developing and maintaining a spirit of collaboration at all times, and receiving and engaging all material with respect for the author, regardless of the position taken, whether in agreement or not with the author. Participation in group and class activities must take into account the right of every student to be heard, and avoid interrupting others or claiming an inordinate amount of time in putting forward a particular point of view thereby preventing or unnecessarily curtailing the participation of other students.
- **Virtual Participation:** Students are expected to sign-in to the virtual session on time and to participate with integrity in all class activities. 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. Unless accommodations have been granted (see below), all students are required to be visible during class sessions. If required because of a special situation, students may request and be relieved from adhering to this requirement for particular class sessions, or for a part of a virtual class session.

- **Acceptance of Diversity:** In recognition of diversity in all aspects of human identity all participants in the classroom, both students and instructors are to address all persons participating in the class –instructors, teaching assistants and students – using the particular form of identification requested. This relates specifically but is not limited to gender identity. However, all students must show consideration for class participants as they learn to accommodate the differences inherent in diverse forms of identity.
- **Moodle:** Students are expected to have a good working knowledge of Moodle in order to utilize the expanded class schedule, weekly readings and class assignments that have been provided on Moodle. While Moodle is the major source of class information, students will also 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 Usage and Access:** Since most coursework will be delivered electronically, students are permitted to use laptops in class for the work of this class only. For the virtual class, 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 virtual class sessions by phone. In such cases, both video and audio capabilities 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 that may interfere with the class session.
- **Accommodations:** Special accommodations will be reviewed and honored as much as possible within the requirements of the class. All students will be granted the accommodation of engaging the virtual medium in a manner that takes into consideration their physical wellbeing.

### Class Sessions:

The content and shape of class sessions will be as described in the schedule of class sessions in the syllabus. Weekly class sessions will be designed to include one or more of these elements:

1. **Reading assignment quizzes** may be disseminated in class or provided on Moodle for each week’s assigned readings with attention to themes relative to the topic for the day. Students will be expected to engage the entire reading assignment in responding to the quizzes, regardless of the format in which they are given.
2. **Class or group discussion** will focus on the topic for the week’s class and are inclusive of the material from the reading assignment. Statements or questions relative to the week’s material may be provided to students to help focus the discussion. Each student is required to demonstrate their knowledge of the assigned reading.
3. **Sermon development** involves teaching both theories and praxis related to the development of the sermon manuscript. Students will be instructed in several different structures or styles of sermons, and will develop their sermons using three specific styles. Sermons will be addressed to three different congregational contexts. Students will be provided with opportunities to work with the instructors in the development of their sermons.

4. **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.
5. **Feedback** will be solicited from peers following the preaching of assigned sermons and will also be provided in brief by the instructors during the class session. Additional feedback will be provided by the instructors in written form on the sermon manuscript and exegesis papers and verbally in individual review sessions.

**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. 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: Westminster John Knox, 2006. ISBN-13:978-0-664-22877-4 - \$24.95
5. Marvin A. McMickle, *The Making of a Preacher: 5 Essentials for Ministers Today*. Valley Forge, PA: Judson Press, 2018 - \$17.99
6. Lisa L. Thompson *Ingenuity: Preaching as an Outsider*, Nashville: Abingdon Press, 2018. ISBN-13:978-1501832598 - \$29.99
7. 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. Gennifer Benjamin Brooks, *Unexpected Grace: Preaching Good News from Difficult Texts*. Cleveland, Ohio: Pilgrim Press, 2012. ISBN-13: 978-0829819380 - \$20.00
2. John Holbert and Alyce McKenzie. *What Not to Say: Avoiding the Common Mistakes That Can Sink Your Sermon*. Louisville: Westminster / John Knox Press, 2011. 978-0664235109 - \$14.96
3. Eunjoo Kim, *Preaching in An Age of Globalization*. Westminster / John Knox Press, 2010. ISBN-13: 9780664233693 - \$25.00
4. Lord, Jennifer L. *Finding Language and Imagery*. Minneapolis: Fortress Press, 2010. ISBN – 978-0-8006-6353-7 - \$12.00
5. Eugene L. Lowry, *How to Preach a Parable: Designs for Narrative Sermons*. Nashville: Abingdon Press, 1989. ISBN-13: 9780687179244 - \$17.83
6. Paul Scott Wilson, *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 Moodle. Class files will include video lectures, digital readings, and other homiletical material.

**Class Assignments and Grading:**

1. **Preparation, attendance and participation:** Students are expected to be present and on time for class sessions, whether in person or virtually. Late arrival or early departure

without permission will be considered in evaluating class attendance. **Absence from 3 or more class sessions will be considered as non-attendance and students will be assigned a grade of F and will be required to repeat the class.** Participation in individual and group activities will count towards this portion of the grade. **10%**

2. **Pre-Class Assignment:** Read *Good News Preaching* by Gennifer Benjamin Brooks and respond to the following questions.
- What is your understanding of the good news as described in this text.
  - How does it match or differ from your previous understanding of good news based on sermons you have heard previously?
  - How do you understand the need and what do you see as the challenge to offer good news to every preaching context?

You are not required to prepare a formal paper, however take the time to respond to each question so that your responses can be used during class discussion and then submitted.

**10%**

3. **Reading Assignment Quizzes:** These are 2-3 minute quizzes that will be given throughout the term (but not necessarily each week). These quizzes are meant to discern whether you read the assignment and to demonstrate your preparation to engage the material connected with the topic assigned for the class. **10%**

4. **Preached Sermons:** Three sermons preached according to the specifics provided for each on the syllabus and in class – 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%**

### **Instructions for Development of Assignments:**

#### **A. Sermons:**

- As much as possible, instructorss will provide input to the sermon to be presented by workshopping sermons as part of a scheduled class session. A written manuscript must be developed and submitted for each sermon to be preached in class. A homiletical exegesis paper is requiredd for the first two sermons. The manuscript of the sermon to be preached must be tuned in to instructorss instructors by 10:00 a.m. for Section A and 2:00 p.m. for Section B, on the day that the sermon is to be preached.
- In addition to the full sermon manuscript, the following material essential to the preparation of the sermon must also be included:
  - Sermon Purpose Statement or Description**
  - Good News Statement**
  - Discipleship Message Statement**
- Include the following identifying material on the first page of each sermon manuscript and exegesis paper:
  - Student's Name**
  - Sermon Style**
  - Congregational Context (number and full description)**

### **Scripture Text (complete passage with verse numbers)**

- 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 outlined represents 2 minutes of preaching time. In the interest of ecology, please do not leave large spaces on pages. Check spelling, grammar and punctuation before submitting your work, and please number all pages for ease of reference.
- **Utilize Microsoft Word for all sermon manuscripts submitted** so that instructors can provide feedback in the sermon manuscript or by means of the Review function of Microsoft Word. Sermons sent in any other format will be returned for resubmission.
- **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.”*
- **Individual review of sermons one and two** will be done with the instructors following the preaching by students on the scheduled dates. In these individual sessions, instructors will provide a detailed assessment of both the sermon and the homiletical exegesis. Following that review, students will be given approximately one week to revise and resubmit their sermon and/or homiletical exegesis paper. The grade for each of these two sermon assignments will be recorded only after the revised work has been reviewed by instructors.
- **For sermon three** only peer and instructor feedback in class and written feedback on the sermon manuscript will be provided. There will be no individual review sessions and no opportunity for students to correct and re-submit the sermon after it has been preached.

### **B. 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 provided.
- All responses must be in sentence form. Short paragraphs are generally expected for the responses to most questions. One-word answers are not acceptable.
- Ensure that a space line separates all responses so that they are readily understood.
- **Utilize Microsoft Word for all exegesis papers submitted** so that instructors can provide feedback within the body or be able to utilize the review function of Microsoft Word. Sermons sent in any other format will not be accepted.
- 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, spelling and punctuation and number all pages for ease of reference before submitting your work.
- Students will be allowed one revision of their exegesis paper after the sermon is preached.

## **Schedule of Class Sessions**

### **2/1 – Week 1: Introduction to Preaching and the Sermon as Good News**

Introductions – instructors and students

Review of class syllabus, requirements, outcomes, and sermon rubrics

Understanding the Sermon:

- The Sermon as kerygma, didache, pastoral.
- The Sermon as the proclamation of Good News.

Understanding preaching and the preacher:

- What is preaching and why we preach.
- Who is the preacher and what the preacher bring into the space.
- Theological, social and ethical lenses that impact preaching.
- The preacher as the bearer of good news

Understanding the sermon as good news: Discussion of Pre-class Assignment:

- What is your understanding of the good news as described in this text.
- How does it match or differ from your previous understanding of good news based on sermons you have heard previously?
- How do you understand the need and what do you see as the challenge to contextualize the sermon and especially the good news as described in the text?

Understanding the basic structure and key components of the sermon

- Introduction, Body, and Conclusion
- Exegesis, Exposition, Theological Analysis, Application

**Reading Assignment:** *Good News Preaching (whole book)*

### **2/8 – Week 2: Interpreting the Biblical Text for Preaching**

Biblical interpretation for preaching

Selecting and engaging Bible commentaries and other interpretative tools

Questions for theological engagement of a biblical text

Connecting the biblical text to the congregational context

Integrating homiletical exegesis into a sermon

Employing imaginative techniques

Naming the good news and the call to discipleship action

Preparing to preach: Shaping the voice for good news preaching

**Reading Assignment:** *Graceful Speech 3-14, Delivering the Sermon, 5-14; Ingenuity 1-12, 63-106*

### **2/15 – Week 3: Developing the Puritan Plain Style Sermon**

The Puritan Plain Style sermon as foundational to all sermon development:

- Exegesis
- Theological Analysis vs Exposition of the text
- Application of text to context

Developing the Good News and the Discipleship Message statements

Embodying and performing the sermon

- Exploring the Physical Voice

- Understanding Movement and Posture
  - Pulpit Protocols and Eye Contact
- Understanding the Preacher's Voice: Trivocal Preaching
- Prophet
  - Priest
  - Sage

**Reading Assignment:** Biblical Expository Sermons (file); *Graceful Speech*, 87-120; *The Journey and Promise*, 1-18, 57-76, *Delivering the Sermon* 15-28

**2/22 – Week 4: Developing Sermon 1 – The Puritan Plain Style Sermon**

**PLEASE NOTE: CLASS WILL NOT MEET.**

**Students will spend the class time working independently on their sermon outline, the Good News and Discipleship Message Statements, and the draft of Sections 3, 4, and 5 of the exegetical material.**

**These must be turned in for review by the instructors no later than midnight on February 22<sup>nd</sup> and will be returned by end of day on February 24<sup>th</sup>.**

**Students will participate in an individual session with the instructors for further review of the material submitted. A schedule of available times will be provided on 2/15.**

**Scripture Texts: Jeremiah 17: 5-10; Genesis 45: 3-11, 15; Exodus 34: 29-35**

**Reading Assignment:** *Delivering the Sermon*, 29-86; *Graceful Speech*, 137-156

**3/1 – Week 5: Preaching Puritan Plain Style with biblical homiletical exegesis paper**

**Scripture Texts: Jeremiah 17: 5-10; Genesis 45: 3-11, 15; Exodus 34: 29-35**

**Submit final sermon manuscript and homiletical exegesis paper per time schedule in the syllabus for each class.**

**3/8 – Week 6: Topical Preaching**

Topical preaching as pastoral and prophetic

Topical preaching, public theology, and social justice

Understanding topics for preaching good news

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

Methods of deconstructing the topic

Naming points that connect the topic with the preaching context

**Reading Assignment:** Topical Preaching (file); *Ingenuity*, 107-172; *The Journey and Promise*, 109-129

**3/15 – Week 7: Developing the Topical Sermon with Points**

Connecting the topic with the context

Structuring the topical sermon with points

Transitions and movement between points

Identifying scripture texts that relate to the topic

Connecting the points with specific scripture texts  
Biblical and homiletical exegesis of a topic

**Reading Assignment:** *The Journey and Promise*, 77-108, *Graceful Speech* 191-204

### **3/22 – SPRING BREAK**

### **3/29 – Week 8: Developing Sermon 2: The Topical Sermon with Points**

**PLEASE NOTE: CLASS WILL NOT MEET.**

**Students will spend the class time working independently on finalizing their sermon topic, the points connected to the topic that signify the sermon purpose, the Good News and Discipleship Message Statements, and the draft of Sections 3, 4, and 5 of the exegetical material.**

**These must be turned in for review by the instructors no later than midnight on March 29<sup>th</sup> and will be returned by end of day on March 31<sup>st</sup>.**

**Students will participate in an individual session with the instructors for further review of the material submitted. A schedule of available times will be provided on 3/22.**

**Scripture Texts: Jeremiah 17: 5-10; Genesis 45: 3-11, 15; Exodus 34: 29-35**

**Reading Assignment:** Review: *Good News Preaching*, 69-97; *The Journey and Promise*, 57-76

### **4/5 – Week 9: Preaching the Topical Sermon with points with topical exegesis paper**

**Submit final sermon manuscript and topical exegesis paper per time schedule in the syllabus for each class.**

### **4/12 – Week 10: Special Occasions in Preaching and Introduction to Narrative Preaching**

Exegeting the occasion and the context

Preaching for special occasions in the congregation

Preaching simultaneously to multiple congregations

Preaching in the dark: Preaching to an unseen congregation

Preaching beyond the pulpit

The Biblical text as narrated story

Deconstructing the biblical text to unearth the relevant story

Finding the narrative structure in the biblical text:

Situation, Complication, Reversal, Resolution

**Reading Assignment:** *Graceful Speech*, 157-172; *The Journey and Promise*, 109-130; Preaching for Special Occasions (file); *The Making of a Preacher* (secondary text), Focus on pgs.140-195

### **4/19 – Week 11: Narrative Preaching**

Deconstructing and the biblical story

Finding the narrative structure in the biblical text:

Situation, Complication, Reversal, Resolution  
Exegeting the biblical story  
Relating the biblical story in context:  
Applying the biblical story to the people's story  
Selecting the style of Narrative sermon:  
Running; Delaying; Suspending; Alternating the Story

**Reading Assignment:** *How to Preach a Parable*, 42-170 (file); *The Journey and Promise*, 131-152; *Ingenuity* 11-22, 174-176

**4/26 – Week 12: Developing the Narrative Sermon**

**PLEASE NOTE: CLASS WILL NOT MEET.**

**Students will spend the class time working independently on their sermon outline, the Good News and Discipleship Message Statements.**

**These must be turned in for review by the instructors no later than midnight on April 26<sup>th</sup> and will be returned by end of day on April 28<sup>th</sup>.**

**Students will participate in an individual session with the instructors for further review of the material submitted. A schedule of available times will be provided on 4/19.**

**Scripture Texts: Luke 19: 28-40; Luke 24: 1-12, John 20: 19-31**

**Reading Assignment:** *How to Preach a Parable*, 42-170 (file)

**5/2 – Week 13: Preaching Assignment – Sermon 3 – Narrative Sermon (no Exegesis paper required)**

**Scripture Texts: Luke 19: 28-40; Luke 24: 1-12, John 20: 19-31**

**Submit final sermon manuscript per time schedule in the syllabus for each class.**

**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.
- Brown, Sally and Luke Powery. *Ways of the Word: Learning to Preach for Your Time and Place*. Minneapolis: Fortress Press, 2016.
- Florence, Anna Carter. *Preaching as Testimony*. Louisville, Kentucky: Westminster/John Knox Press, 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.
- LaRue, Cleophus J. *Rethinking Celebration*. Louisville: Westminster John Knox Press, 2016.

- McMickle, Marvin A. *Where Have All the Prophets Gone? Reclaiming Prophetic Preaching in America*. Cleveland, Ohio: The Pilgrim Press, 2006.
- 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.
- Thompson, Lisa. *Preaching the Headlines: Possibilities and Pitfalls*. Minneapolis: Fortress Press, 2021.
- 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
<b>Sermon Statements:</b> <ul style="list-style-type: none"> <li>• Sermon Purpose (SPS)</li> <li>• Good News (GNS)</li> <li>• Discipleship Message (DMS)</li> </ul>	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.
<b>Structure:</b> <ul style="list-style-type: none"> <li>• Style</li> <li>• Balance</li> </ul>	Clearly evidences all major sections and sub-sections of the stated sermon	Evidences all major sections and most sub-sections of the stated sermon style keeping	Evidences some major sections and sub-sections of the stated sermon style	Evidences some major sections or sub-sections of the stated sermon style	Major sections and/or sub-sections of the sermon

	style, keeping each distinct and of appropriate length.	each somewhat distinct and of appropriate length.	sermon but fails to be distinct or of appropriate length.	sermon but they are neither distinct or of appropriate length.	style are unclear.
<b>Structure:</b> • 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.
<b>Content:</b> • 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.
<b>Content:</b> • Body  <b>Puritan Plain Style:</b> - Exegesis - Theological Analysis - Application  <b>Topical with Points:</b> - Point 1 - Point 2 - Point 3  <b>Narrative:</b> - Situation - Complication - Reversal - Resolution	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 message (DMS)	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 message (DMS)	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 (GNS), and the discipleship message (DMS)	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 (GNS), and the discipleship message (DMS)	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 (GNS), and the discipleship message (DMS)

<b>Content Conclusion</b>	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 without 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.
<b>Delivery</b>	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	<b>Exceptional Ability</b>	<b>Strong Ability</b>	<b>Adequate Ability</b>	<b>Marginal Ability</b>	<b>Fails to Demonstrate Ability</b>
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<b>Accuracy:</b>	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.
<b>Precision:</b>	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 significant unclear, vague and/or imprecise information, thus hindering proper interpretation.	Answers are generally unclear, vague and/or imprecise, thus hindering proper interpretation.
<b>Thoroughness</b>	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.
<b>Presentation</b>	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.