

Garrett-Evangelical Theological Seminary
LTRGY 500 A – Preaching and Proclamation
Fall 2023

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

Class Hours: Tuesday, 6:30 p.m. – 9:30 p.m.

Format: On-line, Synchronous – All class sessions will be held virtually using Teams

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 preach three sermons in class and 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 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. Integrate and hone skills essential to 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 their 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.

Assessment instruments connected to course outcomes (above):

1. In-Class Participation, Sermon Manuscripts
2. In-Class Participation, Sermon Manuscripts
3. Preached Sermons
4. In-Class Participation, Sermon Manuscripts and Exegesis Projects
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, both in-person and on-line 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 professors 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 follow the direction of the instructor, to be in the classroom or sign-in to the on-line 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. **All participants, both students and instructors, will respect and use the chosen gender identity of each person, but all are expected to respond to errors in usage with a spirit of generosity and compassion.**
- **Commitment to Maintaining Expansive Space:** 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 consider 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:** All 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 online sessions by phone. In such cases, both video and audio capabilities should be available and utilized.
- **Interruptions:** During synchronous class sessions, students joining the course digitally are required to locate themselves in areas that facilitate participation without interruption due to outside noise, telephones or other issues. During all class sessions, whether in-person or online, students should mute their cellphones and limit outside interruptions.
- **Accommodations:** Special accommodations will be honored as appropriate while ensuring that all the elements of the course are fulfilled. Students joining the class digitally are welcome to ask for special accommodation that impacts and negatively affects their physical wellbeing.

Class Sessions:

The content and shape of class sessions, whether in-person or online synchronous, will be provided to students prior to the actual class. Sessions will be designed to include one or more of these elements:

1. **Reading assignment content quizzes** may be provided on Moodle or in class for the week's assigned readings with attention to themes particular to that week's course content. Students will respond to these quizzes either prior to or during class for the particular week. These quizzes are designed so that students are required to engage the entire reading assignment and will be an element of the total grade for the class.
2. **Class discussion** on the topic for the week's class are inclusive of the material from the reading assignment. Each student is required to demonstrate their knowledge of the assigned reading.
3. **Sermon development** involves teaching and praxis related to the development of the sermon manuscript. This includes the exegetical work that is foundational to the content of the sermon. Students will be instructed in two modes of exegesis and three different structures of sermons. For the sake of diversity, sermons will be preached to specific congregational contexts.
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 practices in rhetorical and embodiment techniques and through delivering actual sermons.
5. **Feedback** will include instructor and peer feedback to assignments in a workshop environment during class 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. Hogan, Lucy Lind. *Graceful Speech: An Invitation to Preaching*. Louisville, Kentucky: Westminster John Knox Press, 2006. ISBN-13: 9780664228774 - \$25.00
5. Hyeran Kim-Cragg. *Postcolonial Preaching*, London: Lexington Books, 2021. ISBN 978-1-7936-1709-5 - \$39.99
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. 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. 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. Lord, Jennifer L. *Finding Language and Imagery*. Minneapolis: Fortress Press, 2010. ISBN – 978-0-8006-6353-7 - \$12.00
5. Lowry, Eugene L. *How to Preach a Parable: Designs for Narrative Sermons*. Nashville: Abingdon Press, 1989. ISBN-13: 9780687179244 - \$17.83
6. Marvin A. McMickle. *The Making of a Preacher: 5 Essentials for Ministers Today*. Valley Forge, PA: Judson Press, 2018. ISBN-13: 978-0817017996 - \$17.99
7. Travis, Sarah, *Unspeakable: Preaching and Trauma-Informed Theology*. Eugene, OR: Cascade Books, 2021. ISBN – 978-1-725267985 - \$19.00
8. 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 Moodle. Class files will include digital readings and other assignments.

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.