

Garrett-Evangelical Theological Seminary
LTRGY 500 A – Preaching and Proclamation
Spring 2024

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TA: Styberg Teaching Fellow
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Office Hours: By appointment. Students may schedule times to meet with the instructor.

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

Format: In Person and On-line, Synchronous

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 the course of the term during and outside of 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 and the challenge of offering good news in every sermon regardless of the circumstances.
2. Formulate and communicate good news in varied sermon styles, in varied contexts, and at varied liturgical events or pastoral situations.
3. Acquire a working knowledge of varied sermon styles and the unique homiletical characteristics of each.
4. Engage skills essential to critical interpretation of scripture, theological analysis, and pastoral/socio-cultural/congregational interpretation and integrate learned skills in preparing and delivering good news sermons.
5. Embody the sermon in a way that is sensitive and responsive to diversity both locally and globally.
6. Recognize the personal requirements for effective preaching and develop their authentic preaching “voice” as a combination of their personality, physical ability, and life experience.
7. Critically engage the preaching of others as well as their 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:** Since all class sessions are held in a synchronous on-line format, students are required to locate themselves in an area that facilitates participation without interruption that may be caused by outside noise, telephones or other issues.
- **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.
- **Engagement of Instructors:** All communications must be addressed to Dr. Brooks and may include a copy to the TA/Teaching Fellow – Seyeom Kim. Please do not communicate directly with or only to the TA as you will not receive a response.

Class Sessions:

The content of class sessions will follow the schedule provided in the course syllabus. Sessions will be designed to include one or more of these elements:

1. **Reading assignment content quizzes** may be provided either on Moodle or during class sessions and will focus on 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 and group discussions and exercises** will focus on the topic to be addressed in the week's class and will be 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, each sermon will be preached to a different congregational context.
4. **Performance praxis** is a critical element in learning how to embody and deliver the sermon effectively. 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 positive workshop environment during class sessions and with the instructors in individual review sessions with the professor and TA following Sermons 1 and 2.
6. **Online Protocols** require that all students download the **Teams** app and sign into the Teams session at least 3 minutes before class begins. Please select a location that enables your participation without interruption. Please ensure that you have a sufficiently strong internet signal for class participation. You are expected to be a visible presence during class. If accommodation is needed for the whole or any part of the class, please be in touch with Dr. Brooks ahead of that 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 Moodle. 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 and the Teaching Fellow by 2:00 p.m. on the day sermons are to be preached.
- 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
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. Gennifer Benjamin Brooks. *Good News Preaching: Offering the Gospel in Every Sermon.* Cleveland, Ohio: Pilgrim Press, 2009. ISBN-13: 9780829818222 - \$20.00 (**DO NOT PURCHASE**)****
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. Frank A. Thomas, *How to Preach a Dangerous Sermon,* (Nashville: Abingdon Press, 2018) ISBN-13: 978-1-5018-5683-9 - \$17.99
7. Lisa L. Thompson *Ingenuity: Preaching as an Outsider,* Nashville: Abingdon Press, 2018. ISBN-13:978-1501832598 - \$29.99 (**DO NOT PURCHASE**)****

8. 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.**

****** Students will be gifted with a copy of these two books. They will be available from Dr. Brooks between January 6 and 10, 2024.**

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. 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
8. Travis, Sarah, *Unspeakable: Preaching and Trauma-Informed Theology*. Eugene, OR: Cascade Books, 2021. ISBN – 978-1-725267985 - \$19.00
9. 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.

Pre-class Requirements

1. Read *Preaching in an Age of Distraction*, and a prepare 2-page reflection on how it relates to your particular situation including key or other major distractions that impact your task of proclamation of the gospel.
2. Read as much of *Good News Preaching* as possible.

Schedule of Class Sessions: TBD

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: <ul style="list-style-type: none"> • 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 - 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	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	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)	discipleship message (DMS)	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
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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.