GOAL:
This introductory course aims to help students engage with the main principles involved in preaching, by collaborating on set texts and preaching in the prayer chapel. This course is taught over four weeks (ten sessions). The class will be divided into two groups (A & B) with each group undertaking a preaching lab session on one Saturday (in order to provide enough time for all preachers). Some class time will be devoted to collaboration which is an important part of the learning process. While much of the course is classroom based to maximize participation, online assignments will be due on Moodle.

Based on the book: 360 degree Preaching: Hearing, Seeing and Living the Word, the course introduces students to aspects of culture change and communication shift in our post-modern context. Within this context, students will apply a preaching model called the “preaching swim,” working through key stages of exegesis (understanding Scripture), interpretation (understanding its message for listeners), homiletics (sermon design), delivery and evaluating the outcomes. Issues concerning theology of preaching, and the role of a preacher’s personality will receive special attention.
Each student will work collaboratively with set texts in order to prepare a sermon on Old Testament or New Testament narrative. They should begin developing habits of preaching preparation, and learn the value of small group collaboration. Through such work, students should gain a basic understanding of the nature and value of preaching as part of the practice of ministry within the life of the church today. This course should develop intellectual understanding, encourage mission zeal in communicating biblical truth, and offer practical opportunity to preach a sermon as well as its evaluate outcomes.

This course should be followed by MN383 Practice of Preaching, which gives students set texts in 1 Corinthians that enable them to preach a second sermon, building on the experience of this first course.

OBJECTIVES
While completing this course students should be able to:
1. Show evidence of reflection on three required books.
2. Identify and discuss the three most important issues from each book.
3. Engage in analysis of preaching’s contemporary context.
4. Reflect on issues raised by the theology of preaching.
5. Work collaboratively on sermons from set texts.
6. Prepare a sermon on a set text from 1 Corinthians.
7. Preach the prepared sermon (twenty minutes maximum).
8. Use the evaluation sheet when listening to other sermons in class.

EDUCATIONAL METHODOLOGY
The class will include lectures, handouts, video film, discussion, and workshop group interaction.

PLAGIARISM
The issue of plagiarism, taking someone else’s ideas or words and presenting them as your own, is a very serious one for Christian communicators. Students must avoid plagiarism in written and oral work. They should:
- Consider a variety of sources critically, not just one source.
- Use their own words and sentence structures as they discover their own style.
- Give proper credit by referring to sources adequately, especially when paraphrasing other people’s illustrations and outlines.

Should a student engage in plagiarism within any assignment, they will be receive an “F” for that piece of work.

ONLINE WORK
Students will post all their assignments on-line as directed by the syllabus.
1. Initial self-introductions by each student, briefly sharing some details with the whole class.
2. View my introduction in preparation for course content and delivery and respond to other online resources.
3. Read two books prior to the first week of term and submit online book summaries by the
first class
4. Other book analyses – at points identified during the course, students will post further assignments on required reading.
5. Provide an outline of the sermon preparation process involving personal work as well as collaboration.

Late work will be penalized by dropping two points for each week it is delayed.

REQUIRED READING:


Bible Commentary (at least one) on set sermon text.

BIBLIOGRAPHY


**For Reference**


**COURSE REQUIREMENTS:**

**For MDiv students:**

1. Attendance is mandatory. The content and group processes are too important to miss any session. Should you be unavoidably absent, notify the instructor as soon as possible.

2. Completion of required reading and submission of the book summaries.

3. Respond to other resources posted online.

4. Collaborate on the sermon preparation process in small groups

5. Prepare a sermon on a set text.

6. Preach the sermon in the prayer chapel

7. Participate fully in the evaluation process.

**For Diploma and certificate students:**

1. Attendance is mandatory. The content and group processes are too important to miss any session. Should you necessarily be unavoidably absent, notify the instructor as soon as possible.


3. Deliver a sermon in the prayer chapel.

4. Participate in the evaluation process.

5. Work collaboratively
TENTATIVE COURSE SCHEDULE (which depends greatly on total numbers attending)

PRIOR to Week 1 students should:

1) Complete reading of two books: Webb and Galli & Larson. See HELPS online.
2) Submit a summary of the three most important ideas/themes in each book by Tuesday September 25 at 7:00 pm

Week 1 Session 1 – Tuesday September 24, 2013
What human factors are essential for a Christly church?
Three circles.
Class connections
Six key words
Set sermon texts
Preaching Old Testament narrative
Preaching New Testament gospel narrative

Reading assignment
Quicke: Introduction and Chapters 1-5.

Week 1 Session 2 – Friday September 27, 2013
Some necessary theology
180 degree and 360-degree preaching
Four models of preaching
Significance of culture shift
The Preaching Swim
Triggers for preaching relevance
SWIM: Stage 1 - Immerse into Scripture.
Sermon video: Haddon Robinson 2 Sam 11 ff.

Reading assignments
Quicke: Chapters 6 to end.

Online assignment
Summary of three most important issues in Quicke due by 7.00 pm October 1

Week 2 Session 3 – Tuesday, October 1, 2013
Hermeneutical Key
Demonstration with class text
The hermeneutical surprise
SWIM: Stage 2. Interpret for today.
Listen now and sharpen the main impact.
The role of the Holy Spirit
Throw in possibilities

Reading assignments
Bible Commentary (at least one) on set text.
Week 2 Session 4 – Friday, October 4, 2013
Class collaboration
  SWIM: Stage 3. Design.
  Key elements affecting design
  Choose sermon form
  Throw out possibilities
  Write a stereo draft
  Test for sound

On-line assignment
Outline your sermon preparation as you applied the steps involved in Stages 1 and 2 of the preaching swim to your set text. Summarize your work and conclude with your draft ‘main impact’. Make sure you include reference to at least one commentary and to the value of class collaboration.

Post your sermon preparation outline by October 8th

Week 3 Session 5 – Tuesday October 8, 2013
Class collaboration
SWIM: Stage 4. Delivery.
Deliver with Voice
Deliver with Body

SWIM: Stage 5. Experience the Outcomes
Evaluating sermons

Week 3 Session 6 – Friday October 11, 2013
Prayer Chapel – student sermons
  Online sermon drafts of these sermons due on the day of preaching.

Week 3 Session 7 (GROUP A) - Saturday October 12, 2013
Prayer Chapel – student sermons
  Online sermon drafts of these sermons due on the day of preaching.

Week 4 Session 8 – Tuesday October 15, 2013
Prayer Chapel – student sermons
  Online sermon drafts of these sermons due on the day of preaching.

Week 4 Session 9 – Friday October 18, 2013
Prayer Chapel – student sermons
  Online sermon drafts of these sermons due on the day of preaching.

Week 4 Session 10 (GROUP B) - Saturday October 19, 2013
Prayer Chapel – student sermons
  Online sermon drafts of these sermons due on the day of preaching.
STUDENT EVALUATION
Please look for clear details online regarding these assignments.

For MDiv students:

1. Three summaries of the three most important points from each of the three books will be presented online (maximum 1000 words each summary). Each summary accounts for 8% grade. Total 24%

2. Outline of sermon preparation: exegesis 10%, interpretation 10%, commentary 4% Total 24%

3. Sermon stereo draft (to be preached in 15-20 minutes) 25%

4. Delivery 20%

5. Participation in peer evaluation 7%

As mentioned above: unexcused lateness in postings will result in reduction of grades.

For Diploma and certificate students:

1. One summary of Quicke book and submission online 40%.

2. Preach a sermon in the prayer chapel 40%.

3. Participate in evaluation process 10%.

4. Work collaboratively 10%

Grading Scale

A = 100-95  A- = 94-90
B+ = 89-87  B = 86-83
B- = 82-80  C+ = 79-77
C = 76-73  C- = 72-70
D+ = 69-67  D = 66-63
D- = 62-60  F = 59 and below

POLICIES FOR ALL MASTERS CLASSES

NOTE: All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person
to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.

**Class Attendance Policy**
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

**Class Tardiness Policy**
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

**Late Work Policy**
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

**Turabian Format**
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 8th ed., 2013.

**Plagiarism**
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

**Electronic Format**
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

**Technology Use in the Classroom**
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

**Course Evaluation in Moodle**
Students must complete an online course evaluation using the seminary Moodle system at [http://moodle.seminary.edu](http://moodle.seminary.edu) in order to receive a final grade for the course. The evaluation will be open for one week starting the last day of the term. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to ithelpdesk@seminary.edu.