The following syllabus is the teaching and learning guide for the last time this course was taught. It will give you a good idea of the descriptions of the course, how it was taught, the reading, the papers and other assignments, the intended outcomes, and the workload. By examining this syllabus and others, you will be able to form an impression of what graduate theological education at Phillips Theological Seminary requires of students.

Due to periodic curriculum revisions, course names and/or numbers may be different on this syllabus than what the name and/or number of the current offered course may be.

This syllabus is provided for your information only. The faculty reserves the right to revise the curriculum, and each professor reserves the right to decide how best to meet the learning goals of the curriculum. Therefore, the following syllabus is an historical artifact rather than a promise of how the course will be taught in the future, or that the course will be taught again.

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PR500 The Arts and Practices of Preaching (online)
Spring Term, 2015

Richard F Ward, Instructor
Fred B Craddock Professor of Homiletics and Worship
X6449
Richard.Ward@ptstulsa.edu
Richardfward51@gmail.com

Description You will receive in this course an introduction to one of the central ministries of the Christian church—the art and craft of preaching. We will concentrate on the theories, theologies, and practices that inform and enrich the ministry of preaching. It will focus on the ‘why’ of preaching and proclamation as well as ‘how’ and ‘what’. To do your best work in the course you will need to employ basic knowledge of biblical exegesis and theological interpretation.

Learning Goals At the end of this course, you should be able to:
1) Think theologically about a selected text, theme or topic for preaching
2) Exegete a biblical text for preaching
3) Imagine, develop, and implement a form or pattern for oral communication
4) Communicate through voice, thought and body two sermons in performance
5) Evaluate and assess one’s own preaching as well as that of one’s peers

Methods of Teaching The students in this class will work towards their learning goals through:
1) Attentive and critical reading of assigned texts and completion of writing exercises
2) Posting online critical reflections on the readings for review and responses to peers
3) Watching and listening to recorded sermons
4) Preaching and uploading two sermons you preach for evaluation
5) Writing 2 essays (one exegetical, one theological) for preaching

Course Format This course will make use of the Moodle system. Our course site on Moodle may be accessed through the PTS website: www.ptstulsa.edu or moodle.ptstulsa.edu. In order for you to participate effectively in the course, you must 1) have ready access to the internet; 2) secure at least one opportunity to preach to a ‘live’ audience before April 24th. One of these sermons may be prepared for an online community 3) have the capacity to download to the computer then upload and post the sermons to a secure website (vimeo.com). You must become familiar with vimeo as soon as possible. All technical questions related to the course or the moodle system should be made through ‘help’ on the Moodle menu.

Evaluation and Assessment

Students will be evaluated on their progress and achievement of learning goals by means of:
1) The traditional grading system in place at PTS
2) Feedback on preaching from the instructor and peers
3) Participation in the forums for the course, including four postings online each week

List of Assignments
I) Classwork: establishing a weekly online presence through 4 postings (online), discussion of readings, quality of feedback offered to peers 25%. 2) Two essays of 960-1040 words each addressing questions that I will provide in the syllabus and online. 50% (25% each) 3) Two sermons preached before a ‘live’ audience and uploaded to vimeo for review. As stated above, one of these sermons may be prepared for an online community (you can imagine our class as an “online community”). Each sermon will be 10-12 minutes. The two sermons together will count for 25% of your grade (which will be calculated after the second sermon is posted).

Organization of Your Work Week

1. By Wednesday AM, you should have completed the assigned readings for the week.
2. I will open the forum for the week’s topic on Monday with some of my reflections to guide you through your own reading. The forum will remain open until Friday PM. You will make two postings each week. In the first you will address issues related to the assigned readings. In the second, you will respond to one or more of your classmates’ postings.

So your week looks something like this:
Sat-Monday: reading from the assigned texts
Tuesday: additional reading from the assigned texts; taking notes for your first posting
Wednesday-Thursday: Making your first two posts (minimum of 200 words each)
Thursday-Friday: At least two responses to your classmates (75-100 words)

Preaching On Campus/Posting Recorded Sermons Online.

Each student will be required to preach twice during the course of the semester. You should make arrangements now to preach BOTH sermons and UPLOAD them by Friday April 24th. Record your sermons and upload them to my vimeo ‘group’. Vimeo accounts are free to you. When you have established an account, let me know how to contact you through vimeo. I will then ‘invite’ you to join the group I will set up for the class. This will allow you to upload your sermons more quickly. You will need to open your vimeo account (www.vimeo.com) as soon as possible.

Attendance Policy The PTS policy reads: “Class attendance and participation are important. Any student who misses 20% or more of the class contact hours for a course, for any reason, cannot pass or successfully audit that course. The intention of the policy is not to be punitive, but to recognize that students should retake courses for credit if they miss a significant number of the class contact hours” (PTS catalogue)

Online Attendance
Failure to meet the weekly assignment (four postings) will result in an absence for that week’s class.

Online ‘netiquette’ and citizenship
Preaching is, among other things, deeply personal. It also raises questions about one’s theology, method of biblical interpretation, and grasp of the principles of practices that make up one’s understanding of the art and craft of preaching. Therefore, students in the class need to be
assured of ‘safety’ in posting their reflections, critiques and in receiving reviews of their preaching. Statements of disagreement are welcomed, but disparaging personal attacks must be avoided. “Flaming” (typing words in capitals, for example) is the online equivalent of shouting and will result in a failing class grade. There will be no “anonymous’ postings. Patience, acceptance of difference, civility, and thoughtfulness are virtues to cultivate in one’s ministry and preaching life.

Disability Policy
Phillips Theological Seminary is committed to providing equal access to its programs of graduate professional education for all qualified students with learning, physical, medical, and/or psychological disabilities. The Seminary aims to provide reasonable accommodation for qualified individuals (based on clinical documentation) to ensure their access and participation in Seminary programs.

Class membership: I have found that the best way to participate in an online preaching class is as follows:

1) Quickly establish your www.vimeo.com account (free to you)
2) Notify me as soon as you do what your vimeo name and address is.
3) Accept my invitation to join my ‘group’. (This will be the place where you post your sermons for the class).
4) Read the syllabus carefully to make sure you understand the instructions. Ask questions if you don’t.
5) Begin reading the article from the “Concise Encyclopedia” (on Moodle) to get grounded in the history of the art and practice of preaching. You may consult my outline as you read if you wish.
6) Prepare your postings and respond appropriately so that we can advance our online discussion of preaching.
7) You may upload your sermons at any time during the progress of the class. When a sermon by one of your classmates is uploaded, you may respond to it as a SECOND post for that week. The most helpful responses to the sermons are those which help us all understand some aspect of what we are reading and how we put what we are reading into practice. For example, “Karla’s sermon helped me understand what I was reading in Mary Foskett’s chapter on “Bringing the Text into View” by what she did with . . . “ Or “Henry’s use of the text he chose helped me understand what theological claim the text was making. I disagree with Henry’s interpretation of the text but I can see how that the text might support his point of view”. Guidelines and questions for reflection are in the syllabus for that week. On those weeks you are working on your papers, you will not need to make additional posts, unless you choose to respond to a classmate’s sermon. I will open up a forum for those who want to discuss their papers with each other or ask questions to the whole group. You will submit the papers directly to me at richard.ward@ptstulsa.edu on or before the due date.
8) Please plan to submit an evaluation of the class when the course evaluations are available.

1 For details, see ‘Disabilities Policies and Procedures” in the Student Handbook, pp.17-18
Required Texts and Technology


Recommended Texts:

McClure, John S. *Preaching Words: 144 Key Terms in Homiletics*. WJK Press. ISBN: 978-0-664-23013-5. $20 (Cokesbury)


Tools

a reliable computer, running an up to date operating system
A word processing program compatible with Microsoft Word 2003 (no exceptions!)
Broadband internet access (strongly preferred, regardless of whether it is delivered by satellite, cable, or DSL)
Familiarity with [www.vimeo.com](http://www.vimeo.com), including a new (free) account
External speakers needed for adequate sound quality; and
1 video recorder that will provide a clear, audible recording of your sermon. (Recommended)

Outline of Topics Considered

Part 1 (January 26-March 13)

Unit I: History and Theology of Preaching
Preaching: Whose Idea was This Anyway?
Preaching: What’s God Got to Do With It?
Unit II: The Preacher’s Work Week

“Monday”—What is the Text Saying? (and not saying?)
“Tuesday”—Interpreting What the Text Means
“Wednesday”—What Experience Says
“Thursday”—What the Preacher Plans to Say
“Friday”—Finding A Way to Say It
“Saturday”—Getting Ready to Speak the Sermon

Part 2 (April 7th-May 15th)

Unit III: The Sermon in Performance

Preaching as Oral Communication
Finding the Language for Speaking
Performing the Sermon
Preaching for Weddings, Funerals, Special Occasions
Reviews and Evaluations

Schedule of Topics

Unit 1: Week One   Jan 28-Feb 1

   Topic: Preaching: Its Purposes and Its History

   Required reading

   Craddock, pp. 13-50

   (Online and on reserve)

   My “Outline of ‘History of Preaching’” (handout)

Unit 1 Week 2   Feb 2-6th

   Topic: A Theological Framework for Preaching

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2 To organize the presentations for Unit II, I am indebted to the “hermeneutical square” as proposed by Paul Scott Wilson in The Practice of Preaching (Nashville: Abingdon, 1995): 127. The ‘square’ will be provided (and posted) as a handout.

3 I use the word ‘performance’ as follows: it is not the same as ‘entertainment’ ‘artifice’, or ‘theatricality’. Performance connotes the completion of thought through enactment and the use of the voice and body to communicate the sermon. I believe ‘performance’ to be a fuller description of what happens in preaching than ‘delivery’, a more familiar term for matters of style and oral communication.
Craddock, pp. 51-65

Read the following articles from NIBHOP:
“Christology”, p.444ff
“Holy Spirit and Preaching”, p. 460
“Systematic, Constructive Theology”, p. 486ff
“Theology in the Sermon”, p. 489ff
“Theology of Proclamation”, p. 493ff

Troeger/Tisdale, pp. 84—88

Recommended: McClure, pp.136-140
Parks, pp. 55-64

Unit II: Week 3 The Preacher’s Work Week February 9-13

Topic: “Monday”: Reading the Text for Preaching

Craddock, pp. 69-83; 84-98
Foskett, pp. 1-12

Choose from the following: (From the New Interpreter’s Handbook for Preaching):
“Introduction: Literary Forms”, p. 65ff
“African American Biblical Interpretation”, p. 3ff
“Exegesis”, p. 17ff
“Historical Criticism”, p. 37ff
“Liberation Criticism”, p. 45ff
“Literary Criticism”, p. 51
“Feminist Criticism”, p. 149ff
“Womanist Criticism”, p.170ff

Troeger/Tisdale, pp. 49-55

Recommended: Parks, pp. 1-11
McClure: “feminist preaching”, “gender”, “multicultural preaching”

Unit II: Week 4 The Preacher’s Work Week Feb 16-20

Topic: “Tuesday”: Finding What the Text Means

Craddock, pp. 99-124
Foskett, pp. 13-53

Required Reading from NIBHOP:
“Four Senses of Scripture”, p. 28ff
Unit II Week 5 The Preacher’s Work Week February 23-February 27

Topic: “Wednesday”: What Experience Has to Say

Craddock, pp. 125-150
Foskett, pp. 55-72

Required Reading: At least 5 of the following
“Introduction: Preaching in a Diverse World”, p.291
“Emergent Church Preaching”, p. 298
“Testimonial”, p. 423
“Bridging Then and Now”, p. 179
“Concerns of the Text and Sermon”, p. 181

Troeger/Tisdale, pp. 38-42


Unit II Week 6 The Preacher’s Work Week Mar 2-6

There will be no additional readings or required postings for this week. You will be working on your first paper assignment to be turned in by Monday March 9th

Paper 1: In your first paper we will be focusing on Mary Foskett’s suggestion of Matthew 4:1-11 as a text our work (pp. 73-76). You will follow her guidelines as outlined in her book. This is how to work on your paper:

1) Do a ‘close reading’ of Matthew 4:1-11 following the steps outlined by Foskett.
2) Take notes as you do so.
3) Using those notes begin to write a coherent essay that addresses the following questions
   a. What is the most important aspect of this text for preaching and why?
   b. What might be problematic about preaching this text and why?
   c. Where do you anticipate resistance from your congregation to what this text claims to be true?
   d. What is the ‘good news’ in this text?
4) As in any good writing, your paper must have a clear thesis, flow of argument and development, and be resourced by the ‘close reading’ research that Foskett proposes
5) The paper should be no shorter than 960 words and no longer than 1040. It should be doubled spaced and have no more than 3 footnotes (I want to have as much of your opinion as possible!)

6) Attach your essay to an email addressed to me richard.ward@ptstulsa.edu. In your subject line include “Last name, first initial, text, paper1”

7) Congratulate yourself! You have just written an ‘exegesis for preaching’ paper!

Unit II Week 7 March 9-13

Topic: “Thursday”: What the Preacher Plans to Say

Craddock, pp. 170-193

Read ALL of the following from NIBHOP and watch the Craddock videos On Moodle:

Required Reading:
“Focus and Function Statements”, p.187ff
“Introduction: Seeking to be Heard”, p.369ff
“Deductive”, p.375
“Inductive”, p.390
“The Big Idea”, p. 424
“Theme Sentence” p. 207
“Conclusions” p. 372

Online resources
“Getting Into the Text”
“Getting out of the Text”
“Arriving at a Message” Fred Craddock (moodle)


Use the Break to Upload at Least One Your Sermons, both if possible
We can start our reviews after the break if we haven’t already

Week 8 March 16-20 Concentrated Course Week 1
Week 9 March 23-27 Concentrated Course Week 2 (March 27th, last day for course withdrawal)
Week 10 Holy Week Recess
Monday April 6th Easter Recess

Unit II Week 11 The Preacher’s Work Week Apr 7-13

Topic: “Friday”: Finding a Way to Say It

Craddock, pp.153-169; 194-209
Watch video—“Designing the Sermon”

Read All of the following from NIBHOP:

Required Reading:
“The Four Pages of a Sermon”, p. 384ff
“Point Form”, p. 401ff
“Narrative Form”, p. 396ff
“Puritan Plain Style”, p. 410ff

Troeger/Tisdale, pp.71-82

All sermons can be found in your e-resources folder on Moodle:
(These sermons illustrate the above)
Paul Scott Wilson, pp. 80-86 (Four Pages)
R. Scott Colglazier, pp. 22-28 (Point Form)
Eugene Lowry, pp. 93-97 (Narrative Form)
Tom Long, pp. 7ff (Puritan Plain Style)

Recommended: Parks, pp. 43-54
McClure, “design”, “development”, “Lowry loop”, “narrative preaching”, “teaching sermon”

Unit III: Preaching as Oral Communication
Week 12 April 13-17

Topic: Finding the Right Words to Say

Read the following from NIBHOP:
“Imagination/Creativity” p.191
“Metaphors and Figures of Speech” p.193
“Illustrations and Stories” p. 189

Troeger/Tisdale, pp. 43-47; 89-92

Recommended: Parks: pp. 21-31

Start posting sermon responses and reviews (if you haven’t already)

Week 13 April 20-24

ALL SERMONS MUST BE POSTED BY THIS DATE UNLESS OTHER ARRANGEMENTS HAVE BEEN MADE!

Topic: “Saturdays Work: Getting Read to Say It”
Read all of the following from NIBHOP:

Craddock, pp. 210-222

Required Readings:
“Oral/Aural Communication”, p. 356ff
“Manuscript”, p. 394ff
“Performing the Manuscript”, p. 236
“Performative Language”, p. 234
“Without Notes”, p. 429

Troeger/Tisdale, pp. 109-112


**Week 14 April 27-May 1**

Read: Troeger/Tisdale, pp. 115-168
Pay particular attention to the form for the “Oral Manuscript” on pp. 116-117.
I will be asking you to practice using this form for the exercises I will assign from the book.

**Week 15 May 4-8**

Read the following from NIBHOP:

“Seeker Messages” p. 411
“Sermon Series” p. 416
“Special Occasion” p. 419
“Wedding” p. 426
“Funeral” p. 385

Recommended: Parks, pp. 77-104
McClure: “wedding homily”, “funeral sermon”, “occasional preaching”

**Paper Due: Friday, May 15th**

**Write an essay on ONE of the following four texts for Pentecost Yr B (May 24th)**

Acts 2:1-21 or Ezekiel 37:1-14
Psalm 104:24-34, 35b
Romans 8:22-27 or Acts 2:1-21
John 15:26-27; 16:4b-15
After you have selected your text from the list and followed the steps of ‘close reading’ recommended by Foskett, shape your essay around questions like these:

- What is the theological claim this text is making about God? Church? Human struggles? Life of faith? Which of these (if any) are receiving emphasis in this text?
- What does Christian community look like as imagined in this text?
- What uses has the church made of this text, positively or negatively?
- Is there a prophetic dimension to this text?
- What does this text do or seek to do in the life of a community?
- What is this text dreaming of?

As before your essay should be no less than 960 words and no greater than 1040 words. Attach your essay to an email addressed to me richard.ward@ptstulsa.edu. In your subject line include “Last name, first initial, text, paper2”

Congratulations! You have just written a theological essay for preaching!

Week 17 May 11-15

This week I will be one of the featured preachers and presenters at the Festival of Homiletics in Denver, Colorado. That means you will not be required to do any readings or postings but will have the week to complete your second and final paper for the course. It also means that if you have not had a chance to respond to one or more of your peers’ sermons, you may do so.

Please fill out an evaluation for the course once they become available! Have a great summer!