

Houston Graduate School of Theology

PR 501 Principles of Preaching

Fall 2018, Tuesdays, 6:00-8:30 p.m.

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Houston Graduate School of Theology equips women and men to be ministers and messengers of God's mission of reconciliation through academic excellence, personal transformation, and leadership development.

I. Course Description

This course introduces the nature of preaching and of representative kinds and styles of sermons, with attention to the principles of sermon construction, preparation, and delivery, involving practice in a laboratory setting. Particular attention will be given to a structural pattern in preparing expository sermons that will become foundational for varied approaches to preaching. Three credit hours

II. Student Learning Outcomes (*Fulfills MDiv-7 Interprets and communicates the biblical narrative: Students will prepare and deliver well-crafted sermons*)

Upon completion of this course, through the preaching of two required sermons, the student will be able to:

- A. Differentiate between a didactic and narrative passage of scripture.
- B. Exegete a passage of scripture, identifying the fallen condition focus and big idea.
- C. Structure a message that effectively introduces the fallen condition focus and big idea, develops main points of a biblical text, or that follows scenes or movements of the narrative.
- D. Apply the fallen condition focus and big idea of the sermon to the lives of the listeners.
- E. Deliver a sermon with homiletical skill according to sound principles.
- F. Hear sermons of others according to homiletical criteria.

III. Textbook

Required Textbook

Chapell, Bryan. *Christ-Centered Preaching*. Baker, 2005, 400 pp., ISBN: 0801027985

McMickle, Marvin A. *Living Water for Thirsty Souls: Unleashing the Power of Exegetical Preaching*. Judson Press, 2001, 218 pp., ISBN: 081701358

IV. Course Requirements

- A. Complete two **sermon analyses** (2-3 pages each, double-spaced, **in essay format**). The instructor will assign two online sermons to be analyzed. Use the homiletical criteria learned in class and the readings to evaluate each sermon.
 - What is the “big idea” the preacher is trying to communicate? What were the main points/scenes?
 - Did the introduction capture your interest? Why or why not?
 - Did the sermon come out from the biblical text, or was it imposed on it?
 - Did the preacher illustrate the message? Did the illustrations explain, prove, or apply?
 - Did the conclusion drive home the big idea in a way that caused you to want to respond?
 - What might you do, think, or change as a result of hearing the sermon?
 - Did the delivery help or hinder the presentation? What were the strengths? Weaknesses? (10% each) - **20%**

- B. Preach a **NT expository sermon** from a didactic passage. **You may use any passage from the Pauline Epistles only.** Generally, the scripture passage should be no less than 5 verses and no more than 15 verses. This sermon should be 15-20 minutes in length. Research and study the passage making exegetical notes. Write a homiletical (preaching) outline or manuscript that clearly sets out the introduction, big idea, fallen condition focus, and main points. Submit the outline to the professor before you preach. Preach the sermon, staying within the allotted time. **35%**

Preach a **narrative sermon** from a **narrative passage from the Old Testament only.** Generally, the narrative passage should be no less than 10 verses and no more than 30 verses. This sermon should be 20 to 25 minutes in length. Research and study the passage making exegetical notes. Write a homiletical outline or manuscript that clearly sets out the introduction, fallen condition focus, movements/ scenes of the narrative, big idea, and application. Preach the sermon staying within the allotted time. **35%**

1. For each sermon turn in a copy of your **exegetical work** that includes notes such as your structural/ grammatical analysis of the text, “key word” studies, significant verbs and verb tenses, historical/ contextual background, commentary notes, and bibliographic references of 3-4 scholarly resources consulted. This should be **3-8 pages.** **Due** prior to preaching the sermon. Exegetical work is factored into the grade; failure to complete and turn in exegetical work prior to the sermon will reduce your sermon grade greatly.
 2. For each sermon write a **2- to 3-page homiletical outline**, single-spaced, or a **4- to 6-page sermon manuscript**, double-spaced. This should include title, introduction, fallen-condition-focus, big idea, and main points/ scenes. **Due** prior to preaching the sermon. If a student does not have an outline or manuscript prepared to turn in to the instructor, he or she will not be allowed to preach and will fail the assignment. If a student is not present to preach on the day scheduled, he or she will fail the assignment.
 3. Following each sermon, we will sing the “Amen Chorus.” Sermons will be evaluated in class by students and the professor. Grades are based on the application of the principles of sermon construction and delivery covered in class and the reading.
- C. **Attendance** at scheduled classes is required (from the beginning of class time) and necessary in order to achieve course objectives. You must sign the attendance list each class period. See the official attendance policy on page 3. **10%**

D. Student Workload Expectations- Total 133 hours

Class Time - 45

Reading (Chappell 144pgs-7 hrs + McMickle 147 pgs-7 hrs) - 14

Viewing Assignments for analyses - 2

Written Analyses - 12

Exegesis - 16

Written Sermons - 24

Preaching- 20

V. Grading Scale

A	95-100	C	80-83
A-	93-94	C-	78-79

B+	91-92	D+	76-77
B	88-90	D	72-73
B-	86-87	D-	70-71
C+	84-85	F	69 and below

The course grade will take into account the student's progress and improvement in preaching.

VI. Policies

- A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. The following guidelines have been approved for inclusion in all HGST syllabi and reflect standards for all courses:
- Fall/Spring semester 15-session course – 3-absence maximum
 - Summer term 8-session course – 1-absence maximum (equals 4 hours).
 - 6-session hybrid – 1-absence maximum
 - 4-session hybrid – 0-absence maximum
- If a student reaches the designated number of absences, the student will no longer be allowed to stay in the class. The student does have the opportunity to appeal to the Academic Dean and should assume responsibility for scheduling that meeting as soon as possible.
- B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers.
- C. Turnitin.com
1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
 2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
 3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.
- D. Electronic Equipment Usage in Classrooms
- It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.
- E. *Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.*

VII. Notes for Writing Assignments

- A. Writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition. This includes matters of style and format.
- B. The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except for the first page of the paper (not counting the title page). Margins should be one inch on all four sides, except where major headings require a two-inch top margin.

- C. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
- D. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
 2. Never use contractions.
 3. Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
 4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
 5. Spellcheck! Spellcheck! Spellcheck! The instructor does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
 6. Grammar check works as well!
 7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
 8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule

Week 1 – August 21

- **Chapell** Chap. 1
- **McMickle** Chap. 1

Week 2- August 28

- **Chapell** Chap. 2
- **Chapell** Chap. 3, The Priority of the Text, 59-82
- **McMickle** Chap. 2

Week 3- September 4

- **Chapell** Chap. 4, Components of Exposition, 83-101
- **Chapell** Chap. 5, The Process of Explanation, 103-129
- **McMickle** pp 41-47; 68-78

Week 4 – September 11

- **Chapell** Chap. 6, Outlining and Structure, 128-174
- **Chapell** Chap. 7, The Pattern of Illustration, 175-208

Week 5 – September 18

- **Chapell** Chap. 8, The Practice of Application, 209-236
- **Chapell** Chap. 9, Introductions, Conclusions, and Transitions, 237-268

Week 6 – September 25

- **Chapell** Chap. 10, A Redemptive Approach to Preaching, 269-296
- **Chapell** Chap. 11, Developing Redemptive Sermons, 297-328

Week 7 – October 2 Sermon Analyses Due

- Appendix, Reading Scripture, 372-374

Week 8 – October 9

- **Chapell** Appendices, 329-343; 344-371
- **Chapell** Appendices, 375-386

Week 9 – October 16

Student Sermons: NT Expository

Week 10 – October 23

Student Sermons: NT Expository

Week 11 – October 30

Student Sermons: NT Expository

**Week 12 – November 6 Preaching the Narrative Sermon- Lecture
McMickle**

Week 13 – November 13

Student Sermons: Narrative

November 20 - No Class - Thanksgiving Break

Week 14 – November 27

Student Sermons: Narrative

Week 15 – December 4

Student Sermons: Narrative

IX. Bibliography

- Allen, Ronald J. *Preaching: An Essential Guide*. Abingdon Press, 2005.
- Craddock, Fred B. *Preaching*.
- Hamilton, Adam. *Unleashing the Word: Preaching with Relevance, Purpose, & Passion*. Abingdon Press, 2003.
- Long, Thomas G. *The Witness of Preaching, 2nd Ed.* Westminster John Knox Press, 2005.

Sermon Critique

Date: _____ Preacher: _____ Text: _____

Title: _____ Evaluated by: _____

Start time: _____ End time: _____

Sermon Structure

Fallen Condition Focus: _____

Homiletical "Big Idea": _____

Main Points/ Movements/ Scenes:

Scale: 1=unsatisfactory 2=substandard 3=satisfactory 4=good 5=superior

Introduction Grabbed attention? Introduced FCF?	1	2	3	4	5
Fallen Condition Focus Identified? Relevant?	1	2	3	4	5
Homiletical "Big Idea" Clear? Memorable? Preachable?	1	2	3	4	5
Transitions Smooth? Logical?	1	2	3	4	5
Main Points/ Movements/ Scenes Clear? Logical? Creative?	1	2	3	4	5
Exegesis/ Explanation Accurate? Evidence of preparation?	1	2	3	4	5
Proofs/ Illustrations Clarifying? Illuminated points?	1	2	3	4	5
Application Exhortative? Specific?	1	2	3	4	5
Emotional Outline Engaging? Built to a climax?	1	2	3	4	5
Conclusion Reinforced "Big Idea"? Finished well?	1	2	3	4	5

Sermon Delivery

Eye Contact Fixated briefly on individuals? In all areas?	1	2	3	4	5
Voice Variety in volume, pace, and tone?	1	2	3	4	5
Gestures Helpful? No distractions?	1	2	3	4	5
Movement Purposeful?	1	2	3	4	5
Presentation Sincere? Warm? Comfortable?	1	2	3	4	5

Three strengths:

One constructive criticism:

Explanation of Scale Sermon Critique

1=unsatisfactory	The student's work was unacceptable, failing to meet course requirements and/or class instructions.
2=substandard	The student's work while making some progress fell short of the passing standard or average for the course requirements and/or instructions.
3=satisfactory	The student's work was acceptable, meeting the standard or average expectations of course requirements and/or instructions.
4=good	The student's work was above average, exceeding the standard expectations of course requirements and/ or instructions though not superior or perfect.
5=superior	The student's work well exceeded the standard of course requirements and/or instructions, attaining to a level of outstanding or prefect.