I. COURSE DESCRIPTION

This is the foundational course on preaching. It is concerned with both the construction and delivery of sermons. It involves the important relationship that preaching has with exegesis, theology, and hermeneutics. Special attention is given to the practice of expository preaching as well as the formation of a spiritual life necessary to vitalize and sustain preaching throughout one’s ministry. The creative dimensions of sermon-making such as rhetorical device and illustration will receive attention. Each student will preach in this course.

II. STUDENT LEARNING OUTCOMES

Ashland Theological Seminary desires that each student who is a part of its community experience spiritual transformation through the curricular and co-curricular life of the seminary. Proclaiming the Word of God seeks to assist in shaping the core identity and character of the student by creating a classroom community and ethos grounded in Christ-likeness. Since preaching involves pastoral and devotional disciplines of the ministry this course will highlight and exercise disciplines that seek to draw one closer to Christ and cause one to look more and more like Christ in their everyday living.

As a result of this course, students will be able to:

1. Demonstrate critical and faithful interpretation and responsible use of Scripture in the construction and delivery of sermons.
2. Establish communal and personal disciplines that nourish Christian spiritual and moral formation particularly suited for engaging in the practices of sermon development and proclamation of the Scripture.
3. Not assessed in this course.
4. Demonstrate critical theological reflection that is biblically faithful, historically grounded, contextually relevant, and integrated in the preparation and delivery of sermons.
5. Not assessed in this course.
6. Demonstrate effective ministry skills relative to preaching.

*Note: The above student learning outcomes correspond to the student learning outcomes for the Master of Divinity/MAPT degrees found in the ATS catalog.
III. TEACHING STRATEGIES FOR STUDENT LEARNING

Each student will be exposed to a variety of homiletical voices via lectures, presentations and readings. Processing of course material will be continue during classroom discussion in addition to lectures and group reflection on the dynamics and development of sound preaching. The development of biblical sermons with peer review will integrate learnings related to contextual realities.

IV. COURSE REQUIREMENTS

A. Required Textbooks


B. Attendance

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing in excess of six class hours will be required to do additional work, receive a lower grade or withdraw from the class. This is at the discretion of the professor. This policy also included tardiness.

C. Assignments/Assessment of Student Learning

1. **Mid-Term Examination. ADMINISTERED Friday 10/16/15.** An examination will be held over all course material, and particularly content from the Allen, McClure, and McMickle texts. Special attention will be given to lecture material presented in class. Each student is advised to be diligent in note-taking in class and to preserve these notes for study of the examination.

2. **Sermon Exegesis and Outlines. DUE Saturday 10/17/15.** Students will engage the biblical text and prepare two (2) sermon outlines (one OT and one NT) according to the construction method described in lectures and with an exegetical summary of the biblical passage based on McMickle’s 8-L’s model.

3. **Reading Reflection (5-7 pages). DUE Friday 11/13/15.** Each student will engage in a critical reading of *The Burdensome Joy of Preaching* and *The Preaching Life*, then reflect on the content in light of one’s particular ministry journey and current ministry context. The elements and sequence of the book reflection will be as follows:
a. **Brief Summary of the Content.** Discern the most important issues addressed in the books and highlight them.

*Approximately Two (2) to Three (3) pages for this section.

b. **Critical Engagement.** Cite specific passages from the books and discuss their impact on your understanding of the preaching ministry today.

*Approximately One and one-half (1-1/2) to Two (2) page(s) for this section.

c. **Blessings, Questions, and Challenges.** The student should state the most helpful and most challenging perspectives of the books and explain their impact.

*Approximately One and one-half (1-1/2) to Two (2) page(s) for this section.

4. **Sermon Manuscript and Preaching. DUE Saturday 11/14/15.** Based on one of the sermon outlines prepared each student will construct an original expository sermon using the method taught in class and preach it in class. *The sermon will be approximately 8-10 written pages or presented in no more than 15-18 minutes in duration.* Anyone failing to preach her/his sermon at the scheduled time will receive a 25% overall grade reduction unless he/she receives permission in advance. Each sermon-outline assignment and the creation of a manuscript expository sermon for delivery in class are to be original creations constructed during the time frame of the course. Each student is expected to compose original sermon material that reflects the ideals of homiletics, exegesis and exposition of Ashland Theological Seminary and espoused in this course.

**D. Calculation of Grade**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Examination</td>
<td>1, 2, 3, 5, 6, 7</td>
<td>20%</td>
</tr>
<tr>
<td>Sermon Exegesis/Outline 1</td>
<td>1,2,4,6</td>
<td>15%</td>
</tr>
<tr>
<td>Sermon Exegesis/Outline 2</td>
<td>1,2,4,6</td>
<td>15%</td>
</tr>
<tr>
<td>Book Reflection</td>
<td>1,2</td>
<td>20%</td>
</tr>
<tr>
<td>Sermon Manuscript/Preaching</td>
<td>1,2,3,4</td>
<td>30%</td>
</tr>
</tbody>
</table>

**V. Course Schedule**

<table>
<thead>
<tr>
<th>Session</th>
<th>Dates</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2</td>
<td>9/25-26</td>
<td>Foundations of Sound Preaching</td>
<td>McMickle text</td>
</tr>
</tbody>
</table>
| 3,4     | 10/16-17| The Dynamics and Development of Sound Preaching | Massey, Allen, McClure texts  
Sermon Exegesis and Outlines Due  
Mid-Term Exam                       |
| 5,6     | 11/13-14| The Delivery of Sound Preaching  
Student Sermons and Critiques      | Reading Reflection Due  
Sermon Manuscripts Due             |
VI. Other Course Instructions

Additional handouts will be distributed and discussed in class regarding sermon exegetical format, sermon construction method, and sermon critique models.

* Please note: Written assignments are due at the beginning of the class period on the dates indicated. Please do not ask to negotiate due dates. Assignments submitted late will receive a grade of marginal at best and generally will not receive written comments. All papers should be single-sided typed in black 12-point type, Times New Roman font, with 1” margins, double-spaced, and with attention given to grammatical structure, spelling, appearance, and inclusive language. Include your name and date on the top of your first page. Do NOT include a cover page. If you cite any readings besides those assigned, please include a bibliography or a works cited page. When you use direct quotes or otherwise refer to ideas in any of the books, use parenthetical citations in the text of your paper following MLA Style.

VII. Recommendations for Lifelong Learning

Review selected bibliography works. Additional denominational, technological and professional resources will be shared in class.

VIII. Seminary Guidelines

A. ATS Academic Integrity Policy

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. Academic Support Services

If you need assistance with writing projects for your coursework, contact the ATS Academic Support Center. The center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities

Students with documented disabilities who require academic adjustments for this class are requested to contact me to discuss reasonable accommodations. While not required, it is in the best interest of the student to have this conversation early in the semester. In order to receive academic adjustments paperwork from Disability Services must be provided to document this need. Disability Services is located in 105 Amstutz, extension 5953 (419-289-5953).
### D. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B-</td>
<td>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>71-73</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

### IV. Selected Bibliography


Graves, Mike and David J. Schlafer, eds. What’s the Shape of Narrative Preaching? St. Louis: Chalice Press, 2008.


Proctor, Samuel D. and Garner C. Taylor. We Have This Ministry: The Heart of the Pastor’s Vocation. Valley Forge, Pa: Judson Press, 1996.


