HOM 6695 CL Preaching Practicum
ASHLAND THEOLOGICAL SEMINARY
Spring Semester 2016
Weekends: Feb 5-6; Feb 19-20; Apr 8-9
Fridays 6:00-9:00pm; Saturdays 8:00-4:00pm
Cleveland Campus
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Office: 1-419-289-5707
Cell: 1-614-546-8796

**Assignment Alert: academic work is due the first weekend of class**

**Textbook Alert: You must bring the William Willimon book with you on the first weekend of class**

I. COURSE DESCRIPTION

The follow-up course to HOM 5511 assumes all of the skills and readings that were presented there. The focus in the practicum is to build upon the exegetical, sermon delivery and other skills that students encountered in HOM 5511.

Further Description

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. Preaching Practicum 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.

Class Presence, Ministry, and Technology

A foundational component in ministry in any setting is to be truly present with those to whom one is ministering. A ministry in the name of Jesus is one in which the minister is fully present i.e. attending to others with all senses. We remember that Jesus’ ministry was characterized by being meaningfully “with” others (Matthew 1:23 “…and they will call Him Immanuel”—which means—“God with us”; John 1:14 “and He became flesh and dwelt among us”). Since Jesus is our model and guide in ministry, and since the ministry of those taking class in seminary is to be a student, then one is expected to be fully present to her/his teacher and student colleagues during class sessions.

Technological devices, such as laptop computers, ipads, and smart-phones can be useful in accomplishing important learning tasks and have potential for improving the interactions between human beings, yet they also have the potential to harm human interaction and obstruct learning. For instance, in the classroom the above mentioned devices can function as a distraction from an important presentation or conversation taking place especially when previously mentioned devices are connected to the internet. Students can become so fascinated
with the content on their computer that they fail to be fully present to the teacher and their fellow students. Each student is therefore urged to practice full presence with others in class, regarding it as a ministerial-spiritual act, as well as an act of etiquette and civility. Plainly put, it is rude to engage in prolonged fixation on the internet or other content on one’s technological device during class. Furthermore, any student observed spending prolonged time detached from the class life through the kind of technological distraction described above can expect to receive a substantial reduction in her/his course participation grade. This reduction can come without notice.

II. STUDENT LEARNING OUTCOMES
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. 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.

C. Assignments/Assessment of Student Learning
1. WILLIMON BOOK AND PAPER. Each student will read *Undone By Easter: Keeping Preaching Fresh* by William Willimon and write a 5-6 page reflection paper on its contents. Specifically the student will cite particular passages (quotes) from the book and then discuss how they impact you and your understandings of preaching ministry and a life of service to the church. For instance, you might discuss how the author’s ideas intimidate you, delight you, frighten you, embolden you, provoke you, etc. The idea of this assignment is to deeply consider Bishop Willimon’s notions on preaching and life in the church, and express how they shape and/or illuminate your own. **THIS ASSIGNMENT IS DUE ON THE FIRST WEEKEND OF THE COURSE, FEBRUARY 5-6. PLEASE BRING YOUR PAPER AND BOOK WITH YOU AND BE READY TO ENGAGE IN A DISCUSSION.**

2. CHILDERS BOOK AND PAPER. Each student will read *Performing the Word* by Jana Childers and write a 3 page paper based on the content of the book. The paper will be divided into three sections:  
   **Section 1:** Mention and briefly discuss at least 3 ideas about sermon delivery that challenged, provoked, or informed you.  
   **Section 2:** Identify and discuss the vocal and/or body factors that Dr. Childers makes known that you feel you most need to improve on. Why do you feel that you need to improve on that/those presentation element(s)? What do you plan to do to improve in that area?  
   **Section 3:** Write a paragraph of critique or affirmation (or both) about the content and approach of the book. **BRING THIS PAPER TO CLASS WITH YOU ON THE LAST WEEKEND OF THE COURSE, APRIL 1-2. BE READY TO ENGAGE IN A LIVELY DISCUSSION ABOUT ITS CONTENT.**

3. HAMILTON BOOK AND LEADERSHIP DISCUSSION ASSIGNMENT. Each student will read *Unleashing the Word* analytically especially with an eye for practical tips on preaching in the local church context. Each student will lead a 15 minute conversation in class during the second weekend of the course over a chapter of the book of their choice. The student should have command of the main ideas of the chapter and be ready to initiate and sustain a lively discussion over the chapter content as it relates to preaching.

4. SERMON MANUSCRIPTS. Each student will construct 2 original expository sermon manuscripts ready for preaching. The manuscripts will be type-written. The manuscripts will demonstrate the ability to integrate biblical exegesis with homiletical art and science. The sermon manuscript will be due on the day the student is scheduled to preach. Each student will preach on the second and third weekend of the course.

5. SERMON DELIVERY. Each student will be evaluated based on her/his preaching effectiveness. The criteria for effectiveness will be established and discussed the first day of class. Each student will deliver two sermons in class during the course of the semester.

6. COLLEGIAL PARTICIPATION. Each student is expected to be present to class, attentive to the preaching of her/his colleagues, and meaningfully engaged in giving constructive feedback
to her/his preaching colleagues. Collegial participation is a crucial dynamic to the success of this course.

7. OPTIONAL ASSIGNMENT: Each student may choose to submit a video of herself or himself preaching in their ecclesial (church) context for constructive analysis by the professor. The professor will provide either a face to face consultation with the student, a written analysis, or telephone or skype conversation to discuss the student’s preaching in context. The student may provide a hard copy dvd or a digital copy via the internet in a format such as vimeo.

A NOTE ABOUT YOUR SERMONS: First, each sermon is to be an original sermon that is constructed during the time frame of the course. You are expected to generate new sermons for this course that reflect the values of exegesis, exposition, and homiletics of Ashland Theological Seminary. Second, your sermons must conform to the model of expository preaching taught in this course. This model will be reviewed in class. Third, each sermon must be preached within a 15 to 30 minute time frame.

OUTSIDE-OF-CLASS LEARNING ENCOUNTER: PREACHING OBSERVATION AND ANALYSIS OF PREACHING MASTERS. Every 3 credit hour course which meets on weekends must either: 1) Meet over 4 weekends, 2) Have an interactive online component or 3) Have a substantial learning encounter outside of the classroom experience. In this course, we are having an outside-of-class learning encounter.

The nature of the encounter is that each student is required to view or listen to 12 sermons from a list of preaching masters assembled by the professor. Representative sermons of these preaching masters can all be found on the Youtube.com website. A simple search request, noting the preacher’s name, will reveal the preaching master sermon options. Each student is to view/listen to 12 sermons from 12 different preachers and do the following:

1. View/Listen to the sermon prayerfully and thoughtfully—with eyes, ears, heart, and mind.
2. Take notes on what you regard to be effective about the preacher’s sermon. You should pay special attention to the way the preacher engages the text under consideration and makes the distilled biblical truth available to the hearer.
3. Document your viewing/listening about the sermon in a typewritten journal. Note the following:
   a. Date and Time of Viewing
   b. Name of the preacher viewed or listened to as well as the title of the sermon.
   c. A 250-350 word synopsis of what you gained/learned from hearing this preacher with a possible mention of what you might like to incorporate in your own preaching, if there is something.

Each student will turn in their journal for review and grading by the professor on the second and third weekends of the course.

The following list is the acceptable list of preachers that students may choose to listen to for this learning encounter. Together they represent theological, denominational, racial, gender, and stylistic diversity, yet each seeks to be faithful to Christ, the Church, and the scriptures.
D. Calculation of Grade and Connection of Learning Outcomes

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willimon Reading &amp; Paper</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Childers Reading &amp; Paper</td>
<td>4,6</td>
<td>10%</td>
</tr>
<tr>
<td>Hamilton Reading &amp; Discussion Leadership</td>
<td>4,6</td>
<td>5%</td>
</tr>
<tr>
<td>Manuscript Sermons</td>
<td>1,2,4</td>
<td>30%</td>
</tr>
<tr>
<td>Sermon Delivery</td>
<td>1,6</td>
<td>20%</td>
</tr>
<tr>
<td>Collegial Participation</td>
<td>4,6</td>
<td>10%</td>
</tr>
<tr>
<td>Preaching Master Observation and Analysis</td>
<td>4</td>
<td>10%</td>
</tr>
</tbody>
</table>

IV. TENTATIVE COURSE SCHEDULE AND CALENDAR

<table>
<thead>
<tr>
<th>Weekend #</th>
<th>Dates</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Feb 5-6, 2016</td>
<td>Exegesis template and Expository Preaching; Sermon template; The Preacher and Spiritual Formation; Preaching Masters; The Two Movements of Expository Sermon-making</td>
<td>Willimon reading and paper due</td>
</tr>
<tr>
<td>2</td>
<td>Feb 19-20, 2016</td>
<td>Resources for Expository Sermon-making; Preaching Masters; Hamilton Discussion; Preaching Topics</td>
<td>Hamilton reading and discussion; Round One of Student Preaching</td>
</tr>
</tbody>
</table>
V. RECOMMENDATIONS FOR LIFELONG LEARNING
It will be important to read professional and academic preaching journals to stay current in the field of preaching throughout one’s ministry. Four leading journals that one may wish to subscribe to or consult online are: Preaching, The Preacher’s Magazine, The African-American Pulpit, and The Living Pulpit.

Periodically attending a conference or symposium on preaching is an essential element of professional development and spiritual renewal for the preacher. One of the foremost preaching conferences in the country is The Festival of Homiletics. It typically features a constellation of some of the best preachers and homiletical thinkers on the American scene. It is usually held each year in the month of May. Information can easily be secured by entering a keyword search on the worldwide web.

VI. 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 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, and 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
A student who has a specific physical, psychological, or learning disability and requires accommodations is encouraged to inform the instructor during the first days of the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services located in the Center for Academic Support, Library Seventh
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>
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<tr>
<td>D-</td>
<td>65-67</td>
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<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>
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IX. Selected Bibliography or References


