

**HOM5511 Proclaiming the Word of God**  
**ASHLAND THEOLOGICAL SEMINARY**

Fall Semester 2020

Wednesday 1:00-4:00 pm

Hybrid Course

Ashland Campus

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## **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.

### ***Further Description***

Ashland Theological Seminary desires that each student 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 formative classroom community grounded in Christ-likeness. Specifically, a portion of class time will be committed to spiritual exercises connected to making sermons and preaching.

## **II. STUDENT LEARNING OUTCOMES**

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

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/MACM degrees found in the ATS catalog.

### III. COURSE REQUIREMENTS

#### A. Required Textbooks

Kinlaw, Dennis F. *Preaching in the Spirit*. Wilmore, Ky.: Francis Asbury Press, 1985.  
ISBN: 0-310-75091-1

McMickle, Marvin. *Living Water for Thirsty Souls: Unleashing the Power of Exegetical Preaching*. Valley Forge, Pa.: Judson Press, 2001.  
ISBN: 0-8170-1358-X

Taylor, Barbara Brown. *The Preaching Life*. Boston: Cowley Publications, 1993.  
ISBN-13: 978-1561010745

#### 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

**Book Review.** Each student will read *Preaching in the Spirit* then write a book review of it. The elements and sequence of the book review will be as follows:

**a. A Summary of the Contents of the Books.** The student should discern what the most important issues addressed in the books are and highlight them. *\*Approximately Three (3) to Four (4) pages for this section*

**b. Blessings.** The student should state the most helpful notions of the book to him/her and provide exposition of them. *\*Approximately One (1) to 1 & a half page(s) for this section*

**c. Questions/Quandaries.** Indicate any issues or assertions in the book that you may not agree with and state the basis of your perspective. Also note any issues or assertions that you do agree with, but are troubling to you because they may challenge, scare, or intimidate you.

*\*Approximately One (1) to 1 & a half pages for this section (Note: If you do not detect matters that are suitable for the “questions and quandaries” section then you are free to add to the length of the “blessings” section so that your papers may be the appropriate length.)*

**This review shall be typewritten and shall be 5-6 pages in length.**

**Barbara Brown Taylor Reflection Paper.** Each student will read *The Preaching Life* by Barbara Brown Taylor 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 Reverend Taylor’s notions on preaching and life in the church, and express how they shape and/or illuminate your own. Please bring your paper and book to class with you on the due date and be ready to engage in a free-flowing, discussion.

**McMickle Reading and Quiz over the L's Exegetical Methodology.** Each student will read the book *Living Water for Thirsty Souls* and will take a quiz over the 8 L's of McMickle's exegetical method. Each student will be asked on the quiz if they read the book in its entirety.

**Sermon Outlines: Assignment #1.** Each student will construct 2 sermon outlines—a topical and a textual outline. Detailed instructions will be given in class to guide the student in constructing the outlines.

**Expository Sermon Outline with Exegesis.** Each student will select a biblical text and engage in substantive exegesis of the text using the model presented in class. Then each student will construct a detailed sermon outline taking into consideration the fruit of their exegesis. The student will present both a paper of the exegesis and the sermon outline.

**Manuscript Sermon.** Each student will construct an expository sermon using the method taught in class and preach it in class. It will be approximately 10 pages in length. Manuscripts are due the day you are scheduled to preach. However, they may be turned in a week in advance for advice and critique.

**Preaching.** Each student will preach once toward the end of the semester. The sermon will be preached from the student's original manuscript. The duration of the sermon will be between 15 and 30 minutes. **\*\*Anyone failing to preach her/his sermon at the scheduled time will receive a 25% reduction unless he/she receives permission in advance\*\*.**

**Group Laboratory Preaching Exercise.** Each student will engage in observation, analysis, and affirmation of the preaching of classmates and will produce a written response to each of his/her classmates through the use of a guided feedback document provided by the professor during the periods devoted to student preaching. Completion of this exercise will enable the student to further develop his/her preaching skills and provide helpful feedback to her/his fellow preachers.

**Online Exercises.** Each student will complete the online exercises that correspond with the lesson of the day when the class meets online. These exercises will generally be designed to accent the course content of the day. The student will complete these exercises most often in the second half of the class. Each student will submit them to the professor as directed.

**\*Late Work.** All assignments received after the scheduled due date receive an automatic 10% reduction in grade. All assignments must be received by the professor within 30 days of the original due date to be accepted for grading. (Exceptions to these rules are granted only in dire/emergency circumstances).

**\*\*A note about the sermon-outline assignments and the creation of a manuscript expository sermon for delivery in class.** Each sermon outline, as well as the manuscript expository sermon is to be an original creation 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. A model setting forth these ideals will be presented and carefully reviewed. Each sermon when preached by the student must be preached within a 15 to 30 minute time frame.

### **\*\*\*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 extended 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.

### **\*\*\*\*The Character of Online Class Sessions.**

Most of the synchronous class sessions will involve 2 parts. First, approximately 90 minutes of professor-student screen time, in real time. This time will typically consist of devotional moments, professor lecture, and whole class discussion. Second, following the lecture time the professor will typically provide the student with a corresponding asynchronous assignment where there is deeper exploration of the subject at hand. This assignment may include the reading of an article or the watching of a video plus questions to answer. The subject matter may be considered in the next class through discussion or the students may be required to turn in written responses to questions. The second half of the class time might also be utilized to take an examination or engage in reflective writing. The professor hopes to create a variety of learning experiences in the online sessions that is not simply 3 hours of lecture.

## **D. Calculation of Grade and Connection of Learning Outcomes**

<b>Assignments</b>	<b>Learning Outcomes</b>	<b>Percent of Final Grade</b>
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McMickle Reading and Quiz	1,2,	10%
Kinlaw Book Review	1,2	10%
Textual and Topical Outlines	1,4,6	5% each for 10%
Expository Outline with Exegesis	1,2,4,6	20%
BBT Reflection Paper	2	10%
Expository Manuscript Sermon	1,2,&4	20%
Sermon Delivery	1&4	10%
Group Lab Preaching Exercise	2,6	5%
Online Exercises	1,2	5%

#### IV. TENTATIVE COURSE SCHEDULE

Class #	Date	Tentative Lecture/Topic	Online Exercises/ Readings/ Assignments
1 Class	9/2	Introduction to Preaching; Toward a Definition of Preaching; Biblical and Theological Foundations	<i>Preaching in the Spirit</i> pp.7-48 due
2 Online	9/9	Preaching: Biblical and Theological Foundations (continued); The Conviction of a Divine Call; Discussion of <i>Preaching in the Spirit</i> ; Sermonic Structures for Ideas: Topical, Textual, and Expository; Instructions for Sermon Outlines	<i>Preaching in the Spirit</i> pp. 49-126 due;  DUE: Kinlaw Book Review  Online Exercise: Kinlaw Discussion Preparation
3 Class	9/16	Sermonic Structures for Ideas: Topical, Textual, and Expository Sermons; Instructions for Sermon Outlines	<i>Living Water for Thirsty Souls</i> Reading pp. xv-67 Due;
4 Online	9/23	Exegesis and Exposition: A Model for Integrating Exegesis with Preaching	<i>Living Water for Thirsty Souls</i> Reading Due pp. 68-131;  DUE: Topical and Textual Outlines  Online Exercise: Video of Sermon Review and Analysis
5 Class	9/30	Analysis of a Great Expository Preacher; Stages in Development of an Expository Sermon: Parts One and Two; L's Exegesis Model	DUE: McMickle Book Reading
6 Online	10/7	Stages in Development of an Expository Sermon: Parts Three and Four	Working toward next sermon outline and exegesis; Optional: consider reading from Eugene Peterson's <i>Eat This Book</i> (This is

		<b>General Principles Regarding Preaching</b>	<b>an aid in combining devotional reading with exegetical reading)</b>
		<b>Special Content: Preaching and politics in an Election Year</b>	<b>Online Exercise: McMickle “L’s” Quiz</b>
<b>7 Class</b>	<b>10/14</b>	<b>Stages in the Development of an Expository Sermon: Parts Three through Six</b>	<b>Nothing Due</b>
<b>8 Online</b>	<b>10/21</b>	<b>Stages in the Development of an Expository Sermon: Parts Seven and Eight</b>	<b>Working on next sermon outline and exegesis</b>  <b>Online Exercise: Viewing the Introduction of an expository preacher and engaging in analysis or laboratory work on student sermon texts</b>
<b>9 Class</b>	<b>10/28</b>	<b>Stages in the Development of an Expository Sermon: Part Eight</b>	<b>DUE: Expository sermon and exegesis; Working on text to preach from-manuscript</b>
<b>10 Online</b>	<b>11/4</b>	<b>Stages in the Development of a Sermon: Part Eight (continued)</b>	<b>Working on text to preach from—manuscript</b>  <b>Online Exercise: The conclusion</b>
<b>11 Class</b>	<b>11/11</b>	<b>Conversations on <i>The Preaching Life</i> and Viewing Sermon Masters</b>	<b>Opportunities for Coaching conversations</b>  <b>Due: <i>The Preaching Life</i> Paper and Conversation</b>
<b>12 Online</b>	<b>11/18</b>	<b>Preaching Content TBD in conversation with the class</b>	<b>Opportunities for Coaching conversations</b>
<b>13 Class</b>	<b>12/2</b>	<b>Student Preaching and Class Conversation</b>	<b>DUE: Manuscripts and Preaching ; Preaching in Class</b>
<b>14 Class</b>	<b>12/9</b>	<b>Barbara Brown Taylor Book Discussion</b>	<b>DUE: <i>The Preaching Life</i> Reflection Paper-come with your paper and book to class and be ready for a conversation</b>
<b>15 Online</b>	<b>12/16</b>	<b>Personal Sermon Conversations and Coaching sessions</b>	<b>Student and Professor Conversation</b>

**Note: The above content schedule is tentative and may be adjusted in service of the aims of the course. Student preaching may need to be extended by an additional week, or the start of preaching postponed by a week or two depending on the size of the class.**

## **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. Five leading journals that one may wish to subscribe to or consult online are: *Preaching (and the online version Preaching.com)*, *The Preacher's Magazine (Preaching.org)*, *The African-AmericanLectionary.com*, *Homileticsonline.com*, and *The Preacher*.

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 internet.

## **VI. SEMINARY GUIDELINES**

### **A. ATS Academic Integrity Policy**

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

### **B. Ashland Multiliteracy Center**

The Ashland Multiliteracy Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment**, visit [Ashland Multiliteracy Center](#) and select "Online and Graduate" from the schedule menu.

### **C. Accessibility Resources and Accommodations**

It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center office **419- 289-5904** or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

## D. ATS Grading Scale

Grade	Quality	Percent	Description
A	4.0	97-100	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.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

## VII. Selected Bibliography or References

Childers, Jana. *Performing the Word: Preaching as Theatre*. Nashville: Abingdon Press, 1998.

Dargan, Edwin Charles. *A History of Preaching, Vol. I*. New York: Hodder and Stoughton, 1905.

Hamilton, Adam. *Unleashing the Word: Preaching with Relevance, Purpose, and Passion*. Nashville: Abingdon Press, 2003.

Johnston, Graham. *Preaching to a Postmodern World: A Guide to Reaching Twenty-first Century Listeners*. Grand Rapids: Baker Book House, 2001.

Long, Thomas. *Preaching and the Literary Forms of the Bible*. Philadelphia: Fortress Press, 1989.

Pagitt, Doug. *Preaching Re-Imagined: The Role of the Sermon in Communities Of Faith*. Grand Rapids: Zondervan, 2005.

Peterson, Eugene. *The Contemplative Pastor: Returning to the Art of Spiritual Direction*. Eerdmans, 1989.

\_\_\_\_\_. *Eat This Book: A Conversation in the Art of Spiritual Reading*. Grand Rapids: Eerdmans, 2006.

Postman, Neil. *Amusing Ourselves to Death: Public Discourse in the Age of Show*

**Business.** New York: Penguin Books, 1985.

\_\_\_\_\_. *Technopoly: the Surrender of Culture to Technology.* New York: Albert A. Knopf, 1992.

Rice, Charles L. *The Embodied Word: Preaching as Art and Liturgy.* Minneapolis: Fortress Press, 1991.

Willimon, William H. *Undone By Easter: Keeping Preaching Fresh.* Nashville: Abingdon Press, 2009.

\_\_\_\_\_. *The Intrusive Word: Preaching to the Unbaptized.* Grand Rapids: Eerdmans Publishing Co., 1994.