

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

Spring Semester, January 6-May 1, 2025

Thursday 1-4 pm Hybrid

Marvin A. McMickle, PhD

Professor Emeritus

mmcmickle@ashland.edu

Cell: 216-973-8230

I. COURSE DESCRIPTION

This is the foundational course on preaching. It is concerned with both the design 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

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.

III. COURSE REQUIREMENTS

A. Required Textbooks

Teresa Fry Brown, *Delivering the Sermon*, Fortress Press, 9-780-8006-0447-9

Graham Johnson, *Preaching to a Post-Modern World*, Baker Books, 9-780801-06367-1

Marvin A. McMickle, *Living Water for Thirsty Souls: Unleashing the Power of Exegetical*

Preaching, Valley Forge, Pa. Judson Press, 2001. ISBN: 0-8170-1358-5

Shaping the Claim, Fortress Press, 975-0800-604295

The Making of a Preacher, Judson Press, 978-8170-1799-6

The Star Book on Preaching, Judson Press, 978-0-8170-1492-6

*Students must read a total of 1200-1500 pages of Homiletics material, including the course texts. Thus, students must complete an additional 500 pages of Homiletics-related reading (books, journal articles, etc.) of the student's choosing in addition to the above texts. See the selected bibliography at the end of the syllabus.

B. Assignments/Assessment of Student Learning

- 1. McMickle Book Reviews.** Each student will read each of the books required by the professor and write a 5-8 page book review of each one.. The elements and sequence of the book review are as follows:
 - **A Summary of the Content of the Book:** Highlight and expound upon the most important issues addressed. (3-4 pages)
 - **What was helpful:** What are the most helpful notions of the book and expound upon them (1-2 pages)
 - **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. (1-2 pages)

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 “What was helpful” section so that your paper may be the appropriate length.)

4. 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 on the exegesis and the sermon outline.

5. Additional Sermon Outlines: Each student will construct 2 sermon outlines—a topical and a textual outline. All outlines must be the student's original creation. Detailed instructions will be given in class to guide the students in constructing the outlines.

6. Preaching & Manuscript. Each student will preach at least one expository sermon using the method taught in class. The sermon will be preached from the student's original manuscript which will be approximately 5-6 pages in length double-spaced. Manuscripts are due the day you are scheduled to preach. 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**.**

7. 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.

8. *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).

*****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. 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. Please utilize your electronic devices accordingly.

D. Calculation of Grade and Connection of Learning Outcomes

Assignments	Learning Outcomes	Percent of Final Grade
Book Reviews	1, 2	30%
Textual and topical outlines	1,2	10%
Exegesis of sermonic text	1,2,	10%
Sermon manuscript	1,4,6	10%
Sermon delivery	1,2,4,6	20%
In-class participation	2&6	20%

IV. TENTATIVE COURSE SCHEDULE

The first four class sessions will be held online from 1-4 PM (January 9-30). All classes in February-May 1 will be held on campus from 1-4 PM.

Class #	Date	Tentative Lecture/Topic	Exercises/ Readings/ Assignments
1	1/9	Introduction to Preaching; Toward a Definition of Preaching; Biblical and Theological Foundations	Read <i>The Making of a Preacher</i> , chapters 1-4
2	1/16	Preaching: Biblical and Theological Foundations (continued); The Conviction of a Divine Call; Sermonic Structures for Ideas: Topical, Textual, and Expository; Instructions for Sermon Outlines	Read <i>The Making of a Preacher</i> , chapters 5-10
3	1/23	NO CLASS	Read <i>Shaping the Claim</i> , Book Review Due on Making of the Preacher

4	1/30	Exegesis and Exposition: A Model for Integrating Exegesis with Preaching	<i>Read Chapters 1- 4 of Living Water for Thirsty Souls</i> , chapters 1-4 DUE: Topical and Textual Outlines
5	2/6	Stages in Development of an Expository Sermon:	<i>Read Living Water for Thirsty Souls</i> , chapters 5-7
6	2/13	Sermon delivery types and techniques	Read, <i>Delivering the Sermon</i>
7	2/20	The Eight Es of Expository Preaching	<i>Living Water for Thirsty Souls</i> chapters 8&9 Book Review Due on Teresa Fry Brown
8	2/27	Preaching through the Christian Year	Read The Star Book chapters 1-4
	3/6	No Class - Spring Break	Read <i>The Star Book on Preaching</i> , chapters 5
9	3/13	Preaching through the National Year	Read Star Book on Preaching , chapter 6-7
10	3/20	Developing a sermon series	Working on texts, Read Star Book chapter 7
11	3/27	In class preaching and evaluation begins	Opportunities for Coaching conversations, Read <i>Shaping the Claim</i>
12	4/3	In class preaching continues	Opportunities for Coaching conversations
13	4/10	In class preaching conversation	Opportunities for coaching and conversation
14	4/17	Preaching in a Post-Modern World	Read Graham Johnson, Book review of <i>Star Book</i>
15	4/24	Preaching on controversial topics in the 21 st century	Student and Professor Conversation Book review of <i>Shaping the Claim</i>

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. Six 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*, *Homileticonline.com*, *The Living Pulpit*, 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. Selected Bibliography or References

- Brown, Teresa L. Fry, *Weary Throats and New Songs: Black Women Proclaiming God's Word*, Abingdon Press, 2003
- Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 2nd ed. Grand Rapids: Baker Academic, 2005
- Childers, Jana. *Performing the Word: Preaching as Theatre*. Nashville: Abingdon Press, 1998.
- Farris, Stephen. *Exegesis of the Congregation*, and *Exegesis of Self*. In *The New Interpreter's Handbook of Preaching*, edited by Paul Scott Wilson, 266-269. Nashville, Abingdon, 2008.
- Hamilton, Adam. *Unleashing the Word: Preaching with Relevance, Purpose, and Passion*. Nashville: Abingdon Press, 2003.
- Jones, Kirk Byron. *The Jazz of Preaching: How to Preach with Great Freedom and Joy*. Nashville: Abingdon Press, 2004
- Kim, Eunjoo Mary, *Women Preaching: Theology and Practice Through the Ages*, Wipf and Stock, 2009
- Koller, Charles W. *How to Preach Without Notes*. Grand Rapids: Baker Books, 2001
- Larue, Cleophus J. *The Heart of Black Preaching*. Louisville, KY: Westminster John Know Press, 2000
- Long, Thomas. *Preaching and the Literary Forms of the Bible*. Philadelphia: Fortress Press, 1989.
- _____. ed. *Preaching in Season and Out of Season*. Louisville, KY: Westminster John Know Press, 1990
- Lowry, Eugene L. *The Homiletical Plot: The Sermon as Narrative Art Form*. Louisville, KY: Westminster John Know Press, 2001

- Massey, James Earl. *The Burdensome Joy of Preaching*. Nashville: Abingdon Press, 1998
- McMickle, Marvin A. *Be My Witness: The Great Commission for Preachers*, Judson Press, 2016
- Preaching to the Black Middle Class*: Judson Press, 2000
- Where Have All the Prophets Gone: Reclaiming Prophetic Preaching in America*, The Pilgrim Press, 2006
- Mitchell, Henry H. *Black Preaching: The Recovery of a Powerful Art*. Nashville: Abingdon Press, 1990
- Pagitt, Doug. *Preaching Re-Imagined: The Role of the Sermon in Communities of Faith*. Grand Rapids: Zondervan, 2005.
- Philpot, William M. ed. *Best Black Sermons*. Valley Forge: Judson Press, 1992
- Rice, Charles L. *The Embodied Word: Preaching as Art and Liturgy*. Minneapolis: Fortress Press, 1991.
- Swears, Thomas R. *Preaching to Head and Heart*. Nashville: Abingdon Press, 2000
- Thomas, Frank A. *How to Preach a Dangerous Sermon*. Nashville: Abingdon Press, 2018
- Tisdale, Leonora Tubbs, *Prophetic Preaching: A Pastoral Approach*, Westminster/John Knox Press, 2010
- Tizon, Al. *Missional Preaching: Engage, Embrace, Transform*. Valley Forge: Judson Press, 2012
- 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.
- Willimon, William and Richard Lischer, editors of *Concise Encyclopedia of Preaching*, Westminster/John Knox Press, 1995.
- Wilson, Paul Scott, Jana Childers, Cleophus Larue editors, *The New Interpreter's Handbook on Preaching*, Abingdon Press, 2008

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 to 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. 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.

C. Attendance

Attendance for the entirety of every class session (whether in-person or online) and full engagement in learning activities is required, except in the case of an emergency or with prior approval from the instructor. Attendance in online courses includes full participation in all assignments, such as viewing videos and posting in forums. Any work missed due to an excused absence must be made up by the student (quizzes, tests, papers, etc.). All work missed due to an unexcused absence may not be made up. Missing more than 13% of the class (e.g., equivalent to 6 hours of participation for a 3 credit course) will result in the course changing to audit. Any student missing more than 33% of a course (e.g. the equivalent of 5 weeks) will be dropped from the course or may choose to audit the course. Failure to follow the class assignment timetable can also result in penalties. Appropriate childcare must be arranged to allow for full class attendance, whether in-person or online. Legal and safety issues prevent students from bringing children to campus/class.

D. Attendance Reporting:

Students are required to participate in a course related activity in the first and third weeks of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

E. 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 at [419-289-5904](tel:419-289-5904), or send an email to au-sac@ashland.edu.

The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

F. ATS Library

The Ashland Theological Librarians are available to help with your research project or assignment in-person or online. How? Schedule an appointment, email Sarah Thomas or Daniel O'Brien at ats-library@ashland.edu, or call at 419-289-5169.

G. Writing and Communication Center (WCC)

The Writing and Communication Center (WCC) can help you brainstorm, draft, and revise your writing and communication assignments in your graduate classes. All graduate consultants have a graduate degree and extensive experience with writing center theory and practice and can advise you online or in person. The aim of our service is to support and mentor students as they explore ways to improve their graduate-level academic writing and communication skills.

- Receive one-on-one feedback from an WCC graduate consultant on any project that involves communication— essays, speeches, group presentations, lab reports, poster presentations, video productions, and much more!
- Our default type of appointment for graduate students is conducted asynchronously via email. In other words, after you make an appointment through our online scheduler (WOnline), you attach a draft to the appointment. Then, within 48 hours of the scheduled appointment, one of our consultants reviews your paper and emails you feedback. We also offer synchronous (live) appointments via Zoom upon request.
- To schedule an asynchronous appointment, go to www.ashland.mywconline.com (you will need to create an account the first time you use the scheduler).
- To schedule a synchronous (live) Zoom appointment, please email us at wcc@ashland.edu.

Visit our homepage for more information: www.ashland.edu/wcc