

COS 324 Preaching
Course of Study School of Ohio
 Winter 2021: February 12-13, March 12-13
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This course focuses on preaching the gospel from the Old and New Testaments.

Course Objectives

Students will be able to:

1. Articulate a theology of proclamation.
2. Exegete a variety of biblical passages for preaching.
3. Evaluate sermons for biblical integrity, theological soundness, internal logic, and delivery, and appropriate insights gained from the evaluation of their own sermons.
4. Develop plans for ordering and delivering sermons in their congregational and communal context.

TEXTBOOK SELECTION by General Board of Higher Education and Ministry

Required Texts:

Fred Craddock, *Craddock on the Craft of Preaching*

Barbara Brown Taylor, *The Preaching Life*

*Cleophus LaRue, *The Heart of Black Preaching*

*May be borrowed from a library or other student

Reference: (recommended to build a reference library, but selected articles may be read from a library or the book borrowed from another pastor or student)

Paul Scott Wilson, ed., *The New Interpreter's Handbook of Preaching*

Supplementary: (will not be used in class, but are offered as optional resources)

Joseph Webb, *Preaching Without Notes*

Adam Hamilton, *Unleashing the Word*

ASSIGNMENTS

- *Reading assignments are expected as part of preparation for the written assignments and class work.*
- *Written assignments are due at the beginning of class or on the date listed. Electronic submission via Populi (please use Microsoft Word) is preferred for all written assignments. Please format the title of your file as follows: "Last name.assignment number," so for assignment 4, my file would be titled: "Rand.4.docx." Please turn in all parts of each assignment under this singular file name, including any preparation or evaluation forms.*
- *A word about plagiarism: Sermons and illustrations are easy to find online. They are also easy to trace. Do your own work, please. The point of this class is to help you find your own voice in preaching, not how to weave together other people's ideas. Follow the process outlined in class and it will help you find YOUR voice as you bear witness to the good news of Jesus Christ.*

WEEKEND 1: February 12-13

READ:

- Matthew 4:12-7:19. What do you notice about the Sermon on the Mount? If you could sum it up in one simple sentence, what is the good news Jesus proclaims in it?
- Taylor, chapters 1-7, and two sermons from part two.
- LaRue, chapter 4, and two sermons from the appendix.
- Craddock, chapters 1-11.
- *New Interpreter's Handbook*, Part 10: Sermon, article: "The Four Pages of the Sermon"
 - Recommended (not required but helpful): From *New Interpreter's Handbook*, Part 11: Theology, article: "Word of God"; from Part 1: Bible, "Introduction: Choosing and Delimiting a Text," and "Exegesis"; from Part 7: Social Location, articles: "Exegesis of the Congregation, Denomination," "Exegesis of Self" Part 10: Sermon, article: "Introduction: Seeking to be Heard." Part 5: Poetics, articles: "Illustration and Stories," and "Moves."

MEET on Zoom (link will be sent by COSSO):

Friday, February 12, 7:00-9:00 p.m.

Saturday, February 13, 8:30-10:30 a.m.

Saturday, February 13, 1:00-3:00 p.m.

SUBMIT (via Populi) by 7 p.m. Friday, February 12

1. Reflect on Taylor, part one and LaRue, chapter 4. Taylor writes about how her experience of God changed over time and LaRue about how image of God interacts with sociocultural experience. Write a 1 page autobiography of your God concepts, reflecting on how your image of God has changed over time. How do you interact with God? How has that changed as your relationship with God grows deeper? How have your own experiences in life impacted the way you encounter God? Conclude with a simple statement of what you wish everyone knew about God. Post to Populi by Fri. Feb. 12 (5 % of final grade).
2. Of the four sermons you read in Taylor and LaRue, choose two to analyze more fully as below. Summarize for each of the sermons, one page per sermon:
 - a. In one sentence, how would you describe the human condition addressed in each sermon? How is that related to the biblical text?
 - b. In one sentence, identify the good news in each sermon. How is the good news related to the human condition identified?
 - c. In one simple, declarative sentence, state what you perceive the message of this sermon to be.
 - d. What is the predominant image of God in each sermon?
 - e. What draws you in to the sermon? What helps you connect with God?
 - f. What gets in your way or keeps you from encountering God?
 - g. What do you notice? What do you wonder? What are you learning about the ministry of preaching as a result of this analysis?

By Friday, February 12: Post analysis to Populi.

By Tuesday, February 16, respond to at least one classmate who analyzed the same sermon as you, noting particularly something the other person helped you see,

appreciate, or understand differently. If no one else read a sermon you analyzed, respond to one other, even if you haven't read the sermon. (10% of final grade).

3. Spend time listening to God through *one* of the following from Lectionary year B, First Sunday in Lent: Genesis 9:8-17, 1 Peter 3:18-22, Mark 1:9-15. This is preparation for you to preach this text on February 21, 2021. Since this is group work, it will be most beneficial if everyone is preparing to preach from one of these three texts. *Please email me before Feb 12 if this is a problem for you.*
 - a. Pray through the text, reading it slowly and meditatively. What stands out to you? Read it again, slowly. In what ways does God reveal your life in light of this scripture? Read it again, slowly. In what ways do you see the struggles of the people around you in this scripture? Read it again, slowly. What good news might God want to share through this scripture in your context. Jot down a few notes and be prepared to use them in class small group discussion.
 - b. Ask curious questions about the text. What do you notice about it? What do you wonder about it? What do you not understand? Are there links to a twice-told story somewhere else in scripture? If so, how does that scripture give background that illuminates this one? Are there words you don't quite understand in this context, or that you have noticed in other places in scripture? Are there cultural cues that you wish you understood better? Write a list of questions that you would like to learn more about. Be prepared to share some of these questions with your small group in class.

Post a summary of these notes and questions on Populi by Feb. 12 (5% of final grade).

SUBMIT by Populi by noon on Tuesday, February 16

4. Post a final draft of your sermon preparation tool for your Feb. 21 sermon to Populi. Focus on capturing the human condition, good news, and message of your sermon in a single, simple sentence each. **Respond to at least two others before midnight.** Help one another refine and clarify these statements, paying particular attention to how the human condition arises out of the text, how the good news answers the human condition, and how concisely and clearly the message statement captures a trajectory for the intended sermon (5% of final grade).

****Be sure to respond on Feb. 16 to at least one classmate for assignment 2!**

SUBMIT by Populi by 11:59 p.m. on Sunday, February 21

5. Submit a video of a sermon preached (either in-person or online) on February 21, (First Sunday in Lent, Year B) using the text you chose in assignment 3. Along with it, submit a sermon prep tool and a manuscript, all in one file, please (20% of final grade).

SUBMIT by Populi by 11:59 p.m. on Tuesday, February 24, 2020

- 5a. Watch sermons of two classmates from your scripture study group. Post responses in Populi using the sermon response tool. If there are not two other students in your scripture group, respond to someone outside of it (5% of final grade).

WEEKEND 2: March 12-13

READ: Craddock, chapters 12-18

Recommended (not required but helpful, especially for your theology paper, assignment 9): *New Interpreter's Part 6, Preacher*, article: "Authority of the Preacher," Part 11: Theology, articles: "Anthropology," "Ecclesiology," "Missiology," "Systematic, Constructive Theology," "Theology in the Sermon."

MEET: Each student will preach live on zoom for during one of these sessions:

- Friday, March 12, 7:00-9:00 p.m.
- Saturday, March 13, 8:30-10:30 a.m.
- Saturday, March 13, 1:00-3:00 p.m.

Each student will participate not only in the zoom session in which they preach but also one other to hear and respond to classmates. Each student will have one zoom session off this weekend.

SUBMIT by Populi by 7 p.m. Friday, March 12

6. Develop a sermon based upon a lectionary text from the Fifth Sunday in Lent (B), March 21, (Jeremiah 31:31-34, Hebrews 5:5-10, John 12:20-33). Alternative texts may be used if approved in advance by the instructor. The sermon should not be more than 12 minutes long. Submit the sermon preparation tool as well as a prepared manuscript. You will preach this sermon in one of our zoom sessions, as assigned. (25% of final grade, initial grade may be revised after the submission of assignment 8).
7. With reference to Taylor, Craddock, LaRue, and relevant articles from the *New Interpreters Handbook of Preaching*, articulate in no more than 5 pages your own theology of proclamation. This is an academic paper. You must use multiple references from course resources and document citations. Prompting questions will be posted in Populi. (15% of final grade).

SUBMIT by Populi by 11:59 p.m. on Tuesday, March 23

8. Refine the sermon developed for assignment 6 based upon class feedback and preach for your congregation on March 21. Use video and congregational feedback to write up a self-evaluation according to the self-evaluation tool posted in Populi. Submit refined sermon prep form, manuscript, and self-evaluation (in one file, please) by Populi. The video does not need to be submitted. The grade for this assignment may replace the initial grade for Sermon 2 (assignment 6). You will receive the higher of the two grades. Even if you do not change anything, this assignment is required. If you do not turn in assignment 8, your grade for assignment 6 will drop a full letter grade.
9. Develop a preaching series for June 6-27, 2021 using to the tools from class. Write one paragraph articulating an overarching vision for a series and develop four sermon prep tools. Please send all of the above as one singular document. Use of the lectionary is recommended, but not required. Submit by Populi (10% of final grade).

ACADEMIC HONOR POLICY

The Course of Study School of Ohio requires that all material submitted by a student in fulfilling academic requirements must be the original work of the student.

Violations of academic honor include any action by a student indicating lack of integrity in academic ethics. Violations include, but are not limited to, cheating and plagiarism.

Cheating includes seeking, acquiring, receiving or passing on information about the content of an examination prior to its authorized release or during its administration. Cheating also includes seeking, using, giving or obtaining unauthorized assistance in any academic assignment or examination.

Plagiarism is the act of presenting the published or unpublished words or ideas of another [including online resources] as if it were one's own work. A writer's work should be regarded as his or her own property. Any person who knowingly (whether intentionally or unintentionally) uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions:

- (1) warning
- (2) probation
- (3) suspension for the remainder of the course
- (4) dismissal from the Course of Study School of Ohio
- (5) failing grade for the course.

Regardless of the outcome, a letter will be sent to the student's district superintendent and Board of Ordained Ministry.