



Sermon Development and Delivery, BMIN5810
Fall 2017, Thursdays 8:15–10:50

Dave Bland
Syllabus

M.Div. Outcomes:

- A. **Students will demonstrate the skills required for theological reflection.**
- B. **Students will demonstrate the ability to integrate the scriptures and theological tradition with diverse contemporary cultural contexts.**
- C. **Students will demonstrate a commitment to personal spiritual formation.**
- D. **Students will demonstrate the skills associated with providing ministerial leadership for churches and communities.**
- E. **In addition, the following more specific outcomes will also be incorporated:**
 1. To develop an approach to preaching that is holistic and not simply technique oriented.
 2. To enhance moral and spiritual development and understand preaching as a spiritual discipline.
 3. To provide an opportunity for students to reflect on the central role credibility and character play in the preaching event.
 4. To introduce the student to current theories of homiletics.
 5. To wrestle with contemporary issues preachers face in the preparation and presentation of sermons.
 6. To develop and refine preaching skills and techniques.
 7. To create enthusiasm and commitment for the task of preaching.

Accessibility

HST professors are accessible to local and distance students. Please use the following to arrange appointments with me (in person or by phone):

Email: dbland@harding.edu

Office Phone Number: 901-432-7722

Credit Hour Workload

For every course credit hour, the typical student should expect to spend at least three clock hours per week of concentrated attention on course-related work, including but not limited to time attending class, as well as out-of-class time spent reading, reviewing, organizing notes, preparing for upcoming quizzes/exams, problem solving, developing and completing projects, and other activities that enhance learning. Thus, for a three-hour course, a typical student should expect to spend at least nine hours per week dedicated to the course.

Students with Disabilities

It is the policy of Harding University to accommodate students with disabilities, pursuant to federal and state law. Any student with a disability who needs accommodation should inform the instructor at the beginning of the course. Students with disabilities are also encouraged to contact Steve McLeod, the Associate Dean, at 901-761-1353.

Library Resources

If you have not taken 5990 (Advanced Theological Research) or 5770 (Research in Counseling), or took either class more than a year ago, go to the HST Web site (www.hst.edu) for information concerning library services to students. Under the "library" tab you will find a link to and instructions for searching the HST online catalog. There are also instructions for using the following databases available through the library: OCLC FirstSearch, EBSCOhost, Infotrac, PsycINFO, and Religious and Theological Abstracts. Contact the library for passwords to these databases. Also available are the research guides distributed in 5990 and 5770. These annotated bibliographies list basic tools you will find helpful in your research.

Academic Integrity

Academic dishonesty in all its forms is inconsistent with Christian faith and practice, and will result in penalties which could include a failing grade for the assignment, a failing grade for the course, dismissal from the course, and even dismissal from the school.

USE OF TECHNOLOGY

All students in this course will use **Canvas** (available at <http://elearning.harding.edu/>). Distance students will use the video platform www.Zoom.us. For new Zoom platform users, go to <https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started> for helpful video tutorials about using this platform.

Assignments in this course offer opportunities for students to demonstrate proficiency in the use of technology in the following ways:

- Use of library and electronic databases to do research
- Use of online technology for submissions and class participation

Equipment Requirements for using Zoom:

1. **Ear buds with microphone required. Apple Earbuds with mic have worked flawlessly and are required.** (Apple MD827LL/A EarPods with Remote and Mic - Standard Packaging - White) Amazon https://www.amazon.com/Apple-MD827LL-EarPods-Remote-Mic/dp/B0097BEG1C/ref=sr_1_3?ie=UTF8&qid=1490297738&sr=8-3&keywords=apple+earbuds
2. **Additional monitor for remote students required. Used monitor is okay.**

3. Laptop or tablet with camera or desktop computer with camera. On-ground students are encouraged to bring their laptops with camera to class and connect to the Zoom meeting with their computer.
4. Internet access using a latest version of a web browser such as Firefox (preferred), Google Chrome, or Microsoft Internet Explorer.
5. Latest version of Zoom software. This does change periodically without notification.

Canvas can be accessed at <http://elearning.harding.edu/>. If you have problems gaining access to the Canvas system, contact technical support for students by calling (501) 279-4545. You will need your HST username and your password to log into Harding Pipeline. These are the same credentials you use to register for classes via Pipeline.

When you need to contact your professor via email about a class related issue, always use the email system contained in the Canvas learning management system. This provides a secure convenient means of tracking communication between you and your professor. Of course, there are many email providers, and many students and professors hold more than one email address. To promote timely and secure communication about class related issues, students and professors will only use Canvas email.

Harding University gives each student an email address that also utilizes your user name. Many students use other email addresses as their preferred address. You can set your Harding G-mail account to forward messages to an alternative email address if you want; however, **it is your responsibility to check your Harding email account regularly because this is the official Harding email address to which all Harding-related email will be sent.**

REQUIRED TEXTBOOKS:

Textbooks can now be ordered through a link on the HST website. The Textbooks tab can be viewed on the navigation bar on any page of the website. Check the book list provided under the Textbooks tab (<http://hst.edu/students/textbook-services/>) for correct ISBN's and editions to insure correct ordering. A link provided there will take you to Amazon where you will only need to enter the ISBN to order your books. By going through our website, HST will receive some credit from the order. Thanks for your support.

Allen, O. Wesley. *Determining the Form*. Minneapolis: Fortress Press, 2008.
ISBN: 978-0-8006-0444-8. **Review due September 7th.**

Overdorf, Daniel. *One Year to Better Preaching: 52 Exercises to Hone Your Skills*. Grand Rapids: Kregel, 2013. ISBN: 978-0-8254-3910-0. **Review due September 21st**.

Long, Tom. *The Witness of Preaching*. Louisville: Westminster John Knox Press, 2005. ISBN: 978-0-664-22943-3. **Exam on Oct 5th**.

Reid, Robert and Lucy Hogan. *The Six Deadly Sins of Preaching: Becoming Responsible for the Faith We Proclaim*. Nashville: Abingdon Press, 2012. ISBN: 978-1-4267-3539-4. **Review due Oct 26th**.

Course Requirements:

A. Required Reading:

1. Three book reviews on books by Allen, Reid, and Overdorf.
 - a. Use the IDeA format for doing reviews. Here's a brief summary of the format I'd like you to use in the book reviews. Devote a paragraph to **Identify** (identify the author, other related books the author has written, and whether the book is part of a series), one page to **Describe** (summarize) and two pages to **Assess** (i.e. evaluate; use three other reviews of the book to assist you).
 - b. Limit the review to no more than four pages double-spaced. Submit online in Canvas
 - c. Allen review is due **September 7th**.
 - d. Overdorf, **Sept 21st**.
 - e. Reid, *Deadly Sins*, **Oct 26th**.
2. Exam over Tom Long's *Witness* **Oct 5th** (See Study Guide Below).
3. Assigned articles and essays for the class. These will be available on Canvas
 - a. Grading is based on the student's quality of on-line discussion in Canvas about the articles. Each week's discussion is assigned a certain number of points (usually but not always 10 pts) based on the degree of work the instructor feels is demanded from the student to adequately respond to the questions.
 - b. Articles include the following. You can access them on the internet in canvas:

Bland, Dave. "Deductive," in *The New Interpreter's Handbook of Preaching*, Nashville: Abingdon Press (2008): 375-377.

Butler, Trent. "Ending at the Beginning: Amos 8:4-9:15," in *Reclaiming the Imagination: The Exodus as Paradigmatic Narrative*

for *Preaching*, eds. David Fleer & Dave Bland (St. Louis: Chalice Press, 2009): 68-74.

Eslinger, Richard. " 'FWD., FWD., FWD.': Mega-Story in the Untaught Homiletic." *Journal of Theology* (2002): 3-22.

Florence, Anna Carter. "The Preaching Imagination." in Thomas G. Long, Leonora Tubbs Tisdale, eds. *Teaching Preaching as a Christian Practice: A New Approach to Homiletical Pedagogy* (Louisville: WJKP, 2008): 116-133.

Long, Thomas G. "Pawn to King Four: Sermon Introductions and Communicational Design" *Reformed Review*, 40 no. 1 (Autumn 1986): 27-35.

Long, Thomas, G. "Shaping Sermons by Plotting the Text's Claim Upon Us," in *Preaching Biblically*, ed. Don Wardlaw (Philadelphia: Westminster Press, 1983): 84-100.

Long, Thomas, G. "Nasty Suspicions . . . Return of Gnosticism" in *Preaching from Memory to Hope* (Louisville: WJKP, 2009): 55-78.

Murphy, Debra Dean, "PowerPointless," *The Christian Century* 123 no 15 (July 25, 2006): 10-11.

Shore, Mary Hinkle. "Leave Them Wanting More: Humor in Preaching." *Word and World* 34, no 2 (2012): 124-131.

B. Weekly responsibilities:

1. **You will submit book reviews on-line and take exams on-line in Canvas.**
2. Each week you will spend time **on-line in Canvas with the "Meditation Moment" segment reflecting on your own spiritual walk.**
3. Other than the "Meditation Moments" **you do not have to watch any of the video lectures in Canvas, unless I otherwise direct you to do so.**

C. Preaching Assignments

1. Students will plan on preaching at least twice during the course of the semester. You will sign up for a time to preach in chapel. Distance students will be called upon to preach on the HST LIVE Zoom venue.
 - a. These sermons will be limited to 10-11 minutes (no more!).
 - b. Your sermon will be video recorded. It will be posted in Canvas and you will watch it and give yourself a critique.

2. One of your two sermons needs to be related to our theme of the year, "The Law of the Lord."
- F. Exams
1. Mid Term taken online **October 12th**.
 2. Final Exam taken online **December 7th**.

Grading:

Online "Meditation Moments:" total points to be determined

Online Articles: to be determined

Three Book Reviews: 225 (75 pts each)

Tom Long Exam: 100 pts

Two Sermon: 200 (100 pts each)

Mid Term Exam: about 100 pts

Final Exam: about 100 pts

SEE SERMON DEVELOPMENT CANVAS PAGE
FOR WEEKLY SCHEDULE

Study Guide

Tom Long, *The Witness of Preaching*, 2005

(The exam consists of 40 multiple choice questions and 3 short answer essays)

October 5th, 2017

1. What image emphasizes the preacher's relationship to the congregation?
2. What image deemphasizes the personality of the preacher?
3. What image tends to turn church into a hospital?
4. Which image is the best at integrating the virtues of the others and holding their strengths in creative tension?
5. Which image runs the risk of basing religion primarily on experience?
6. Instead of "exegeting a congregation" as though they were an object or a stranger, what does Long suggest preachers should do?
7. What is meant by a catalytic reading of a biblical text?
8. What is Long's perspective on doing exegesis for preaching?
9. What is the meaning of *lectio continua*?
10. What is one limitation of using a lectionary?
11. At what point in the exegetical process should the preacher address the issues of the congregation?
12. What was one of the central debates that Fred Craddock's homiletic theory generated?
13. Theologically where do preachers come from?
14. What is Long's perspective on using PowerPoint in the sermon?
15. When should preachers initially consult commentaries in the process of exegesis?
16. What is one important component of an effective sermon for Lowry?
17. How did early 20th century homiletics view the illustration?
18. What is the primary purpose of practicing the sermon out loud?
19. What analogy does Long use to describe the transitions in a sermon?
20. According to Long, what role do the hearers play in listening to sermons?
21. What terms are related to the purpose of the focus statement?
22. What is the limitation of a preacher choosing a biblical text every week?
23. What is Long's view of "stockroom" forms of sermons?
24. What element does the herald image emphasize?
25. What does Long mean by a sermon being a system of communication?
26. How would Long respond to the question, "Can preaching really be learned?"
27. What critique does Long level against David Buttrick?
28. Compare the differences between the three types of illustrations: simile, synecdoche, and metaphor.
29. What is the limitation of Eugene Lowry's "problem solving" approach to sermon form?
30. What are four purposes of the introduction?

31. What is the relationship between preacher, text and congregation?
32. What is Long's criticism of the "roundtable" sermon of McClure?