Syllabus

Outcomes:

A. Demonstrate advanced exegetical skills in the interpretation of scripture.
B. Be able to integrate the scriptures and theological tradition with diverse contemporary cultural contexts.
C. Evidence a love for God and others and a personal commitment to spiritual formation.
D. Be able to communicate effectively in written, oral, and multi-media forms.
E. Demonstrate knowledge and competencies associated with providing ministerial leadership for churches and communities.
F. In addition, the following more specific outcomes will also be incorporated:
   1. To encourage students to allow the texts they preach from to spiritually shape their lives.
   2. To develop and refine preaching skills and techniques.
   3. To create enthusiasm and commitment for the task of preaching.
   4. To develop an approach to preaching that is holistic and not simply technique oriented.
   5. To renew appreciation for the relevancy of the biblical message.
   6. To preach a sermon and offer constructive feedback for improvement.

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.

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.

**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.

**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

**Canvas On-line Learning System**

In addition to the live video platform Zoom.us (see below), this course uses Harding’s Canvas Online Learning System, which is accessed at http://elearning.harding.edu. If you have problems gaining access to Canvas, contact HU technical support (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.

Harding University gives each student an email address that also utilizes your username. 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.

**HST LIVE Interactive Video Education (HST LIVE) via Zoom**

In addition to Canvas (see above), this HST-Live course is supported with the video platform Zoom.us. For new Zoom platform users, go to [https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started](https://support.zoom.us/hc/en-us/categories/200101697-Getting-Started) for helpful video tutorials about using this platform. The HST Live/Zoom Meeting ID for this course is [https://zoom.us/j/9014327722](https://zoom.us/j/9014327722).

Students new to HST LIVE should attend the HST LIVE orientation session scheduled for January 9 at 6:00-8:00 p.m.

**Equipment Requirements for LIVE Sections:**
- Internet access using a latest version of a web browser such as Firefox (preferred).
- Latest version of Zoom software. This changes periodically without notification. If you already have Zoom, use that account. Basic Zoom.us is available free.
- Laptop or tablet with camera or desktop computer with camera.
- Additional monitor – **Live video conferencing is best facilitated with two monitors.**

**Required Text Books:**

**Prerequisite, if you have not had Sermon Development and have not read the following resource you must read it and submit a one page summary by January 25, 2018:** Wesley Allen. *Determining the Form*. Minneapolis: Fortress Press, 2008.

Course Requirements:

A. Online Responsibilities
   1. We will use Canvas this semester for an online resource.
      a. You are responsible for checking Canvas email regarding assignments and correspondence.
      b. As stated above, you must correspond with me through Canvas email not any other email account. This enables me to keep track of our conversations and your email will not be lost in the black hole of regular email.
   2. When notified by the professor, you will be asked to listen to lectures and sermon videos online throughout the course of the semester.
   3. On occasion, you may be called to enter into a discussion forum online. You will be given points for your participation in the discussion.

B. If you have not had Sermon Development and Delivery, they you are required to read and submit a summary paper of *Determining the Form* by O. Wesley Allen (Fortress, 2008). **Due January 25th.**

C. Three Book Reviews:
   1. Review format:
      a. Use the **IDeA** format for doing the book reviews.
      b. Devote a paragraph to **Identify** (identify the author and the context of the book), one page to **Describe** (or summarize) and two pages to **Assess** (or evaluate).
      c. Limit to no more than four pages double-spaced.
      d. **Use three other reviews on the books to aid you in your critique.**
      e. Submit these reviews on canvas.
   2. **Davis, Preaching the Luminous Word. Due Feb. 1st.**
   3. **Pemberton, Hurting with God. Due Feb. 15th.**
   4. **Fleer/Bland, Preaching Eighth Cent. Prophets. Due April 12th.**

C. Tests
   1. Quiz over Long’s book. **Taken March 29th.**
   2. Exams
      a. Mid Term **March 1st.**
      b. Final taken **May 10th.**
D. Preach two sermons in chapel.
   1. Students on campus must be present in chapel when a fellow student is preaching in order to offer constructive feedback. Distant students are required to watch the videos of fellow students’ sermon and give constructive written feedback. Student video sermons will be uploaded to Canvas and found on the home page in the left-hand column within Echo360.
   2. You will sign up for a time to preach in chapel. Distance students will be called upon to preach on the HST LIVE in chapel. Or you will preach in the ministry context where you work, video record the sermon, and submit it to me.
   3. These sermons will be limited to 10-11 minutes (no more!).
   4. Your video recorded sermon will be posted in Canvas on Echo360 and you will watch it and give yourself a critique.
   5. One of your two sermons must be related to our theme of the year, “The Law of the Lord.”
      a. You will preach on a specific law. Here are some suggestions:
         i. one of the Ten Commandments (it’s fine if more than one person chooses the same command).
         ii. Look to other laws in Deuteronomy and how it fleshes out the commandments.
         iii. Look to the Sermon on the Mount and how Jesus fleshes out the law, specifically Matthew 5:21–47.
         iv. Check with me if you have any questions.
   6. The other sermon you preach must be chosen from one of the Psalms or Amos, Hosea, or Micah.

Grading System:
A. Each Book Review: 75 points (total = 225)
B. On-line discussions and assignments: Undetermined points
C. Exams: 100 points (total = 200)
D. Long Quiz: 40 points
E. Sermons: 100 points each (total = 200)
F. Self-critique of sermon: 20 points each
G. Submitting feedback on others’ sermons: 5 points each
   Total = 805 + points
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 18</td>
<td>Introduction to Biblical Preaching</td>
<td></td>
</tr>
<tr>
<td>January 25</td>
<td>Future of the Sermon</td>
<td>Summary of <em>Determining the Form</em>. Due from those who have not read it before</td>
</tr>
<tr>
<td>February 1</td>
<td>Preaching the Psalms</td>
<td>Review: <em>Luminous Word</em></td>
</tr>
<tr>
<td>February 8</td>
<td>Preaching the Psalms</td>
<td>Student Preaching in Chapel Begins</td>
</tr>
<tr>
<td>February 15</td>
<td>Preaching the Psalms</td>
<td>Review of <em>Hurting With God</em></td>
</tr>
<tr>
<td>February 22</td>
<td>Preaching the Psalms</td>
<td></td>
</tr>
<tr>
<td>March 1</td>
<td>Preaching the Psalms</td>
<td>Mid Term Exam</td>
</tr>
<tr>
<td>March 5-10</td>
<td>Intensive Course Week</td>
<td>No Class</td>
</tr>
<tr>
<td>March 12-16</td>
<td>Spring Break</td>
<td>No Class</td>
</tr>
<tr>
<td>March 22</td>
<td>Preaching Amos</td>
<td></td>
</tr>
<tr>
<td>March 29</td>
<td>Preaching Amos</td>
<td>Quiz over <em>Preaching and the Literary Forms of the Bible</em></td>
</tr>
<tr>
<td>April 5</td>
<td>Preaching Amos</td>
<td></td>
</tr>
<tr>
<td>April 12</td>
<td>Preaching Hosea</td>
<td>Review of <em>Preaching Eighth Century Prophets</em></td>
</tr>
<tr>
<td>April 19</td>
<td>Preaching Hosea</td>
<td>Preaching Texts or Preaching Gospel?</td>
</tr>
<tr>
<td>April 26</td>
<td>Preaching Micah</td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td>Preaching Micah</td>
<td></td>
</tr>
</tbody>
</table>
May 10

Final Exam
Tom Long Study Guide Questions

1. What does L understand the relationship to be between historical, literary and rhetorical approaches? How does the historical approach fit into his scheme?
2. What does L mean by the rhetorical function of a genre?
3. What controls are there for interpreting a text? (See especially pp. 29 and 36)
4. How does L describe how a rhetorical perspective might aid in interpreting and preaching Philippians 2:5-11?
5. How does L respond to the criticism that a literary/rhetorical approach is more speculative than an historical approach?
6. What is the interpretive sequence that L uses or goes through on each of the genres?
7. What is the primary rhetorical function of Psalms?
8. How does L suggest a proverb could be preached?
9. What is the rhetorical function of narrative?
10. What literary devices do the psalms use to achieve their rhetorical effect?
11. Be prepared to respond to a question about how a sermon from a specific genre that L devotes a chapter to may do or accomplish the same thing a text does in its setting.
12. What are some possibilities for allowing the force of a biblical text to inform the sermon and its development?
13. What are the three major images used in the interpretation of parables to describe their rhetorical function?
14. How does the genre of letter in the NT function rhetorically?
15. How does L suggest one preach from I Corinthians 13?
16. What is meant by "Philophronesis"?
17. How do letters function dialogically?
<table>
<thead>
<tr>
<th>ELEVEN CATEGORIES</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sermon Focus</td>
<td>Every part of the sermon contributed to a single clear focus of the sermon</td>
<td>Most parts of the sermon were related to the sermon focus</td>
<td>It was difficult to see how some parts of the sermon were related to the theme</td>
<td>Many parts of the sermon seemed disconnected. The sermon was difficult to follow</td>
</tr>
<tr>
<td>Significance of the Subject, Theologically and Culturally</td>
<td>The subject chosen was theologically significant and culturally relevant</td>
<td>The subject was to some degree theologically significant and culturally relevant</td>
<td>Subject was theologically significant but cultural relevance was not developed. Or the subject was relevant but not theologically grounded</td>
<td>Subject was neither theologically significant nor culturally relevant</td>
</tr>
<tr>
<td>Experiencing the Text and the Message</td>
<td>An emotional component and realistic experiences were integrated throughout the sermon enabling hearers to easily identify with sermon</td>
<td>For the most part, listeners could identify with the message of the text and the theme developed</td>
<td>It was difficult to identify with the message of the text and the theme developed</td>
<td>The sermon lacked reality. Listeners could not identify with the message being communicated</td>
</tr>
<tr>
<td>Handling of the Biblical Text</td>
<td>Text was understood and handled appropriately</td>
<td>Text was mostly understood and handled appropriately</td>
<td>There is some question about how the text was understood and handled</td>
<td>Text was not understood and was mishandled</td>
</tr>
<tr>
<td>Introduction and Conclusion</td>
<td>Both the introduction and the conclusion of the sermon were well crafted and fit the purpose and mood of the sermon</td>
<td>The introduction and conclusion were moderately effective</td>
<td>Either the introduction or the conclusion was not as effective as it could have been</td>
<td>Neither the introduction nor the conclusion were effective in accomplishing their intended purpose</td>
</tr>
<tr>
<td>Movement of the Sermon</td>
<td>The movement of the sermon was easy to track, sustained interest to the end, and moved toward a climax</td>
<td>The movement sustained interest throughout most of the sermon and ended with a fairly clear climax</td>
<td>There were parts of the sermon where the movement bogged down and some interest was lost</td>
<td>The sermon lacked movement and direction. It remained at the same level of intensity from beginning to end. Lacked tension. Lacked a climax</td>
</tr>
<tr>
<td>Transitions</td>
<td>Clear, natural, easy to follow but not mechanical</td>
<td>Mostly clear and easy to follow</td>
<td>Clear but too mechanical. Lacked creativity</td>
<td>Not clear at all. Hard to follow when shifting from one thought or part of the sermon to another</td>
</tr>
<tr>
<td>Images, Examples, Illustrations</td>
<td>Fit the focus of the sermon, made the message concrete, created a healthy emotional component, and advanced the sermon movement</td>
<td>Most were appropriate and contributed to the effectiveness of the sermon</td>
<td>Some seemed out of place or were used only to evoke emotion or were canned or unrealistic</td>
<td>Needed more. Or most all seemed unrealistic, uncreative, or overused</td>
</tr>
<tr>
<td>Delivery: Familiarity with the Material</td>
<td>Delivery was smooth and knew material well. If notes were used, they did not interfere with delivery but used effectively</td>
<td>Delivery was fairly smooth. For the most part knew the material. Handled notes fairly well</td>
<td>A number of pauses and too many uses of &quot;um&quot;. Awkward handling of notes. Too dependent on notes</td>
<td>Delivery was halting. Notes handled awkwardly. Did not know material well. Read the sermon with no feeling</td>
</tr>
<tr>
<td>Delivery: Conviction</td>
<td>A strong level of personal conviction about the subject. The student embodied the message</td>
<td>Evidence of some level of conviction</td>
<td>Seemed a little detached from the message at certain points in the sermon</td>
<td>Lacked a vested interested in the message</td>
</tr>
<tr>
<td>Time-Limit</td>
<td>Sermon is 10-11 minutes long.</td>
<td>Sermon is over 11 minutes or under 8 minutes long.</td>
<td>Sermon is over 13 minutes long.</td>
<td>Sermon is over 15 minutes long.</td>
</tr>
</tbody>
</table>

**Make Comments**

| Total Score percentage |  |  |  |  |
Select Bibliography on the Eighth Century Prophets


### Homiletical Sources


Select Bibliography for Preaching on Psalms


