Preaching
European Nazarene College

School Year: 2019-2020
Dates: 16 March 2020 – 26 June 2020
Location: Digital Campus Online [DIG1]
Course Number: MIN2205
ECTS: 5
Language(s) of Course: English
Delivery Method: Fully Online
Course Time Commitment: 11.8 hours/week

Lead Teacher: Howard Culbertson, DMin.

Course Description
This course introduces the students to the fundamentals of sermon construction and delivery, focusing especially on expository sermons.

Place in the Curriculum
Prerequisites for this course are Introduction to the Old and the New Testament, and Foundations for Biblical Studies. God's Mission and the Church and Christian Worship are preferred prerequisites.

Intended Educational Outcomes
This course contributes to reaching the following intended educational outcomes of EuNC's curriculum:

Content	*CN4: Ministry.* Students will have specific knowledge necessary for effective ministry in the different areas of the mission of the church.
Competency	*CP1: Interpretation.* Students will be able to interpret Scripture in exegetically and theologically sound ways and be able to apply it.
	CP2: Communication. Students will be able to communicate clearly to people in various ways and different settings, and be able to respectfully receive the message of others.
	CP5 Analysis. Students will be able to analyse and address current situations in church and society in a historical, theological, and biblical way.
Character	*CH3: Commitment.* Students will be committed to give him/herself as a servant to God's mission in this world, and commit to his/her specific ministries.

Context   *CT1: Relevance.* Students will be able to communicate the Gospel in relevant ways to the people in a certain context, using sound hermeneutical principles.

Course Objectives
In order to reach partially or completely the above stated intended educational outcomes, by the end of the course the student will be able to…

1. Understand and apply the basic principles of verbal communication (CN4, CP2).
2. Understand and apply the basic principles of preparing and delivering expository sermons (CN4, CP1).
3. Understand the role of preaching in its contemporary context (CT1, CP5).
4. Develop a growing appreciation of and passion for the preaching ministry (CH3).

Course Requirements
The following requirements are expected of the students:

1. *Class Attendance and Participation.* (30 hours) Faithful "attendance" and participation in online discussions is expected and deemed necessary. Be prepared to make your contribution. This will benefit both you and your fellow students. Having an attendance and participation requirement helps students accomplish course objectives 1-4.
   - In terms of attendance, s1tudents are expected to be "present" at least four days of each week either by submitting assignments or posting substantive responses to what the professor and other students have submitted. This will help keep class content foremost in students' minds. This requirement includes the obligation to read everything in the various discussion boards submitted by every other student.
   - In terms of participation, students must submit to Moodle discussion boards at least three substantive response posts each week in addition to submitting assignments.

2. *Readings.* (40 hours) The textbooks and/or other assigned materials should be read or viewed according to the class calendar. 2Students are expected to complete each week's assigned reading in the first three days of the week so they can contribute to the unfolding of that week's online discussions. After all assigned materials fo the week have been read, students are to submit to Moodle a report of at least 300 words. *Note: In this course, the word "reading" will include assigned videos as well as actual written materials.* This requirement helps students accomplish course objectives 1-4.

3. *Homiletical Homework.* (30 hours) You will be required to complete a variety of small homiletical homeworks according to the class calendar. These will include such things as evaluations of sermons to which the student has listened, interviews of preachers regarding their sermon preparation, and analysis of texts regarding potential sermons. Detailed instructions will be available in Moodle. These projects will help students accomplish course objectives 2, 3, and 4.

4. *Sermon Evaluations.* (5 hours) Evaluate two sermons using the form provided (see the Sermon Evaluation Form in Moodle). You should evaluate at least one sermon which was presented in a church setting with you present in church (for example on Sunday morning). The sermon for the second evaluation could also be a from CD, DVD, or a sermon found on the internet. (Objectives 1, 3 and 4)

5. *Preparing and Preaching a Sermon [Common Assignment]. (25 hours)* You will be required to prepare a sermon, which you will be presenting during a class session or in video format (10-15 minutes). The homiletical homework will help you prepare for the sermon. A full manuscript must be handed in to the teacher ahead of time. The student's classmates and teacher will evaluate the sermon using the sermon grading rubric in Moodle (Objectives 1-4) Note: The students are not allowed to use texts and the sermons that they have already preached.]

6. *Preparing and preaching a sermon in a church service*: (25 hours) You will use what you have learned in the course and the experience of preaching for the class to prepare a second sermon that you will preach in a local church. A full manuscript, a peer evaluation, and a self-evaluation (using the sermon grading rubric in appendix #3) must be turned in to the teacher. (Objectives 1-4) Though this class will be conducted in English, it is expected that the sermon will be preached in the mother tongue of the members of the church in which it is preached. A detailed description of each part of the sermon, a peer evaluation, and a self-evaluation must be submitted (evaluation forms will be available in Moodle)

Note: Additional instructions (both written and video) for each assignment as well as grading rubrics will be in Moodle.

Grade Distribution and Learning Hours

Requirements	Percentage of Final Grade	Learning Hours
Class attendance/participation	10%	30
Reading and written reflections	10%	40
Sermon evaluations	5%	5
Homiletical Homework	15%	30
Written sermon / Bible reading [Common Assignment]	30%	20
Sermon for church	30%	25
Total	*100%*	*150*

Note: All assignments will be submitted to Moodle. The Moodle gradebook serves as the official gradebook for this course.

Textbook

Fred Craddock, *Preaching.* (Nashville: Abingdon Press, 2010). [EuNC the Netherlands 251 C884. ISBN 0687336481]

Additional Resources

Resources to be read or viewed according to the calendar in Moodle:
Note: The course draws from material from a variety of denominational contexts. The use of this material should not be construed to mean agreement with all theological opinions expressed by each individual author.

Adams, Jay. "Preach! Don't construct sermons" http://www.nouthetic.org/blog/?p=6859
Anderson, Chris. "TED's secret to great public speaking" (8 min.) https://youtu.be/-FOCpMAww28
Audiopedia. "Extemporaneous preching" (2¾ min.) https://youtu.be/HLa2RVjNfdg

Beecher, Henry Ward. "Extemporaneous Preaching"
https://www.tandfonline.com/doi/abs/10.1080/00335635409381959?journalCode=rqjs20

Bortzig, Nicholas T. "Extemporaneous preaching" https://feedingonchrist.org/extemporaneous-preaching/

Craddock, Fred "How do you find your own voice?" (6½ min.) https://youtu.be/eCCo5RWxqZg

Craddock, Fred. "What to avoid in preaching? (6¾ min.) https://youtu.be/pU0f8FIKSpY

Crampton, Glory. "Release Stage Fright—Ignite Unlimited Possibilities" (12¾ min) https://youtu.be/9g9o6BPafnM?t=207

Favarin, Helder. "Can preaching still change lives?" (4½ min.) https://youtu.be/ak4MO5CMd8Q

Favarin, Helder "How can you preach to both believers and non-believers?" (5 min.) https://youtu.be/WakClfpvWgI

Favarin, Felder. "Rethinking evangelistic preaching" (14 min.) https://youtu.be/r8uP0MX6mlc

Frymire, Jeffrey. "Preaching in a Post-Christian Society" (7 min.) https://youtu.be/boennCa2cdw

Gibson, Eugene. "To close or not close" (4½ min.) https://www.youtube.com/watch?v=IexDbZYAKuI

Gibson, Eugene. "How to prepare a sermon" (5 min.) https://www.youtube.com/watch?v=JK2HtSTerGI

Kruger, Michael. "Not developing writers but preachers" https://www.michaeljkruger.com/should-you-preach-from-a-full-manuscript/

Lawson, Steven J. "How to put together an expository sermon" (8 min.) https://youtu.be/Hm8HhoexJQQ

Loveless, Charles. "15 ways to improve your preaching" https://thomrainer.com/2015/06/15-ways-to-improve-your-preaching-or-teaching/

Magruder, Jeff. "6 way to start your sermon" (5¼ min.) https://youtu.be/jpMZMk619Pw

Magruder, Jeff. "Beware these 3 Sermon Introduction Speed Bumps" (2½ min.) https://youtu.be/c4NH7CbuBDw

Mead, Peter. "How should we apply the biblical narratives to our lives?" (2½ min.) https://youtu.be/tuNnUr6LSSo

Mead, Peter. "How can we faithfully interpret Biblical stories?" (2½ min.) https://youtu.be/8BOAoYLKhiY

Mead, Peter. "What does it mean to preach with the goal of transforamtion?" (2¼ min.) https://youtu.be/ku-5DgKJkcA

Mbewe, Conrad "Expository Preaching" (9½ min) https://youtu.be/ujcRQ5TDNcU

Pasquarello, Michael. "Great Preachers Through the Centuries" (8½ min.) https://youtu.be/cA8-uGIQjIM

Pasquarello, Michael. "John Wesley and Preaching" (7 min.) https://youtu.be/6x1MNJdo2Z0

Piper, John. "How do you prepare your sermons?" (4½ min.) https://youtu.be/zZYpj3gI2eY

Robertson, David. "What is persuasive preaching?" (1½ min.) https://youtu.be/h6RkMjriADU

Robertson, David. "What are some guiding principles for preaching persuasively?" (1½ min.) https://youtu.be/JdVqkP571h8

Robertson, David. "What are the main causes of bad preaching today?" (3½ min.) https://youtu.be/WtwC_LwWGtk

Robertson, David. "Persuasive preaching" (20½ min.) https://youtu.be/W6TmLOUs2Ss

Treasure, Julian. "How can we speak so that people will want to listen?" (10 min.) https://youtu.be/eIho2S0ZahI

Troeger, Thomas. "If you get the congregation to God, sit down!" https://www.homileticsonline.com/subscriber/interviews/troeger.asp

White, Tim. "Reduce the sermon to one sentence" https://www.drtimwhite.net/blog/2017/9/7/step-three-reduce-the-sermon-to-one-sentence

Wikipedia content. "Extemporaneous preaching" https://www.revolvy.com/page/Extemporaneous-preaching

Sources for further enrichment (though not required)

Gibson, Scott M. *Should we Use Someone Else's Sermon? Preaching in a Cut and Paste World* (Grand Rapids: Zondervan, 2008) ISBN 0310286735

"John Bunyan the Preacher" BBC Television/Gateway Films, 1981. https://youtu.be/-GT4-Q7FMBM

Mount, Catherine. "Preaching as a Woman"   https://wmresources.org/blog/preaching-as-a-woman/

Piper, John, *The Supremacy of God in Preaching* (Grand Rapids: Baker, 2004) ISBN 0801017084

Robinson, Haddon. *Biblical Preaching*, 2nd ed. (Grand Rapids: Baker, 2001) [EuNC The Netherlands 251 R661, ISBN 0801022622]

Stanley, Andy and Lane Jones. *Communicating for a Change*. (Colorado Springs, CO: Multnomah Books, 2006). ISBN 1-59052-514-0

Stott, John R.W. *Between Two Worlds* (Grand Rapids: Eerdmans, 1994) [251 S888, ISBN 0802835422]

Sunukjian, Donald R. *Invitation to Biblical Preaching: Proclaiming Truth with Clarity and Relevance* (Grand Rapids: Kregel, 2007) ISBN 0825436664

Taylor, Barbara Brown. *The Preaching Life* (Cowley Publications, 1993) ISBN 156101074X

Willhite, Keith and Scott M. Gibson, eds., *The Big Idea of Biblical Preaching: Connecting the Bible to People* (Grand Rapids: Baker, 1998) ISBN 0801091586

Wilson, Paul Scott. *The Four Pages of a Sermon: A Guide to Biblical Preaching*. (Nashville: Abingdon Press, 1999). ISBN 0687023955.

Course Calendar

Date	Course Outline	Reading / Assignments / Due dates

Week 1	"I believe in preaching!"	Thursday
		  Craddock, chap 1
		  Online article by Bortzig
		  Frymire video
		  Pasquarello video on Wesley
		Saturday
		  Homiletical homework 1

Week 2	The sermon in context	Thursday
		  Craddock, chap. 2
		  Online article by Kruger
		  Favarin video on change
		  Pasquarello video (preachers)
		Saturday
		  Homiletical homework 2

Week 3	A theology of preaching	Thursday
		  Craddock, chap. 3
		  Online quote from Beecher
		  Robertson video "What is it?"
		  Gibson video on preparing
		  Audiopedia video
		Saturday
		  Homiletical homework 3

The two weeks from 6 April through 19 April will be an Easter break for the Spring 2020 edition of this course		

Week 4	The life of study	Thursday
		  Craddock, chap. 4
		  Online article by Lawless

		Lawson video
		Craddock video on our own voice
		Saturday
		   Homiletical homework 4
		Sunday
		   Video of Bible reading due

Week 5	The listeners	Thursday
		   Craddock, chap. 5
		   Favarin video on believers / unbelievers
		   Mead video on transformation
		   Mbe video
		Saturday
		   Homiletical homework 5

Week 6	Selecting and interpreting a text	Thursday
		   Craddock, chap. 6
		   Online article from Wikipedia
		   Mead video on narratives
		   Mead video on interpreting
		Saturday
		   Written sermon transcript

Week 7	The preacher as interpreter	Thursday
		   Craddock, chap. 7
		   Online article by Adams
		   Magruder video
		   Robertson video on principles
		Saturday
		   Homiletical homework 6

Week 8	Qualities of good sermons	Thursday
		   Craddock, chap. 8
		   Online article by White
		   Robertson video on bad preaching
		   Craddock video on what to avoid
		Saturday
		   Homiletical homework 7

Week 9	Formation of the sermon	Thursday
		   Craddock, chap. 9
		   Piper video
		   Gibson video on closing

Week 10	Enriching the sermon	Thursday
		   Craddock, chap. 10
		   Magruder video on speed bumps

Week 11	Preaching the sermon	Thursday
		   Craddock, chap. 11
		   Crampton video
		   Treasure video

Week 12	Pulling it all together	Thursday
		   Online article by Troeger
		   Favarin video on rethinking
		Sunday
		   Video of preached sermon

Week 13	Debriefing time	Thursday Anderson video Robertson video on persuasion Saturday Evaluations of other students preaching

The teacher has the right to make changes in the course calendar, assignments, due dates if necessary. Such changes will be announced via the LMS system Moodle rather than through a revised syllabus.

Academic Integrity

"Honesty in all academic endeavours is vital as an expression of the Christian life. It is required that students at European Nazarene College will not participate in cheating, plagiarism (using someone else's words and ideas without giving credit to the original source), fabrication, or other forms of academic dishonesty (for example, working in groups when individual work is required).

It is the student's responsibility to learn the appropriate methods of citing the sources they have used. Guidelines will be provided in ACP1000 EuNC Orientation.

Any student who knowingly assists another student in dishonest behaviour is equally responsible.

Academic dishonesty is a serious ethical violation of academic integrity. The **minimum** penalty for academic dishonesty will be failure of the assignment. At the discretion of the teacher and the LC Committee, more stringent measures may be applied, including failure of the course, academic probation, or academic suspension" (EuNC Academic Catalogue).

Language Proficiency and Academic Style

"As a general rule, 10% of the grade for all written assignments (papers, reviews, and so on) is based upon language use: proficiency in grammar and spelling, as well as the ability to communicate clearly" (EuNC Academic Catalogue).

It is expected that students will follow the academic style adopted by their Learning Centre (please, review ACP1000 EuNC Orientation) as they complete written assignments. The following website may be of help for citations and the bibliography: www.easybib.com (MLA 7).

Class Attendance

"For online/hybrid courses, specific participation rules will be specified in the syllabus. The LC Committee, based upon a written petition submitted by the student, may grant exceptions to the attendance policy" (EuNC Academic Catalogue).

In this course students must be "present" at least four days each week through submitting assignments and posting substantive response posts. Such regular "attendance" will help keep course material on the students' minds throughout the week rather than it being relegated to a jam-packed timeslot on one day alone.

Policy for Handing in Work Late

All work must be sent to Moodle before the final date and time. For the job that is submitted late, 10% of the possible vote will be deducted for each day it is in delay. Due to working hours, family obligations and so on, some people study late at night. Therefore, any work sent to Moodle by three or even four in the morning will be considered as having been submitted the previous day.

"The teacher has the freedom to give students extensions if they approach the teacher in time with valid reasons." (EuNC Academic Catalogue).

Intellectual Property

"All teacher created syllabi and the course materials are the property of EuNC. Other institutions may use material and components of this course after permission has been asked of the Rector of EuNC, and with acknowledging EuNC and the course." (EuNC Academic Catalogue)

Course Evaluations

"Part of the requirements for every course is that students complete the student course evaluation. This is important for ongoing assessment done by EuNC. For some Learning Centres, students who have not filled out their course evaluations will not be able to see their final grade in Sonis" (EuNC Academic Catalogue).

Appendix 1 – Sample Written Sermon Evaluation Form

NOTE: The actual form to be used will be available in Moodle

Course: Preaching

Student's Name: _____

Sermon preached by: _____

Sermon Text: _____

Sermon Title: _____

Format (audio/video, internet, written, live delivery):

If you found the sermon on the Internet, please provide the web link:

1. Summarize the main theme or idea of the sermon in one sentence.

2. What were the main doctrine, need, image, and mission?

3. What was the structure of the sermon?

3. Was there a specific introduction? How did the preacher start and how did the sermon gain your attention?

4. How did the preacher use the Bible in the sermon, and would you say the message was a good explanation (interpretation/exegesis) of the Scripture passage used?

5. How did the preacher use illustrations and examples and how did they help you to understand the message? Was the sermon relevant to life?

6. How did the sermon conclude, and was this conclusion effective?

8. How did you personally feel about the sermon? Did God speak to you through it?

10. Mention one thing about the construction and presentation of sermons that you learned from this sermon and one thing you would do differently.

Appendix 2 - Preaching assignment: Sermon Grading Rubric

NOTE: The actual form to be used will be available in Moodle

Date: _____

Student's Name: _____

Biblical Text: _____

Length of the Sermon: _____

Evaluate the student's performance according to the following criteria with the understanding that (1) = Poor, (2) = Fair, (3) = Average, (4) = Good, and (5) = Excellent.

1. The sermon has a strong and gripping introduction.
                               1   2   3   4   5
2. The sermon has a clearly defined theme and purpose.
                               1   2   3   4   5
3. The sermon is based on a sound exposition of the selected biblical text.
                               1   2   3   4   5
4. The sermon discusses the meaning of the selected biblical text in its literary and historical context.
                               1   2   3   4   5
5. The sermon is characterized by theological accuracy and integrity.
                               1   2   3   4   5
6. The sermon has a clearly defined and easy-to-follow outline.
                               1   2   3   4   5
7. The sermon uses effective transitions between its major points and parts.
                               1   2   3   4   5
8. The sermon contains interesting and relevant illustrations.
                               1   2   3   4   5
9. The sermon has an application that is useful and related to real-life situations.
                               1   2   3   4   5
10. The sermon has a powerful and memorable conclusion.
                               1   2   3   4   5
11. The sermon is perceived as a unity.
                               1   2   3   4   5
12. The sermon employs a holistic approach and addresses both the mind as well as the heart of the listeners.
                               1   2   3   4   5
13. The sermon is presented in a confident and positive manner.
                               1   2   3   4   5
14. The sermon is able to maintain the attention of the audience.
                               1   2   3   4   5
15. The preacher successfully establishes eye-contact with the audience.
                               1   2   3   4   5
16. The preacher uses his or her voice effectively and can be clearly understood.
                               1   2   3   4   5
17. The preacher uses appropriate and accurate wording.
                               1   2   3   4   5

18. The preacher uses appropriate forms of non-verbal communication (body language).

                                                            1   2   3   4   5

19. The preacher uses creativity both in the content as well as in the delivery of the sermon.

                                                            1   2   3   4   5

20. The sermon seemed generally effective and had an impact on the listeners.

                                                            1   2   3   4   5

Comments: _____

_____

_____

_____

_____

_____

Appendix 3 – Generic grading rubric for assignments

This is a sample grading rubric. It is a generic one. Moodle will contain customized grading rubrics specific to each assignment.

1. Does the assignment submission meet minimum length called for in the instructions?
2. Was it posted or uploaded on time?
3. Were all instructions carefully followed?
4. Is there documentation of sources used in working on the assignment?
5. Are direct quotations from other sources properly identified as such?
6. Does the submission show interaction with actual course material (as opposed to being something which could have been written long before this course began?
7. Does the submission move beyond surface-level, "off-the-cuff" thinking to demonstrating critical thinking skills (conceptualizing, applying, analyzing, synthesizing, and evaluating)?
8. Is the submission acceptable reflective writing expected of EuNC students?
9. Is the writing consistently and clearly focused and organized?
10. Are ideas and concepts coherent and properly developed without sounding pompous?
11. Is the assignment submission relatively free of proof-reading, grammatical and syntax errors?
12. In terms of achieving assignment goals, is the assignment submission exceptional, excellent, good, acceptable, minimal or inadequate?