

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

Evangel University

HOM 633 — Communicating the Message II (3 credits)

Wednesdays 11:00 am—1:45 pm, Room 116

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Spring 2018
AGTS 216
Available by Appt.

COURSE SYLLABUS

COURSE DESCRIPTION

A course which focuses on the development of the verbal and nonverbal communication skills for effective preaching and oral reading of Scripture. The basic principles of voice quality and tone, expressions and gestures, and overall platform manners are examined. The student's verbal and nonverbal communication skills are evaluated through delivery critique forms and video tapes.

EVANGEL UNIVERSITY MISSION STATEMENT

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the church and society globally.

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION STATEMENT

The mission of the Assemblies of God Theological Seminary is to equip servant leaders with knowledge, skill, and passion to revitalize the Church and evangelize the world in the power of the Holy Spirit.

OBJECTIVES

1. Develop and deliver clear, cogent sermons that respect the biblical text.
2. Preach a sermon that utilizes a lens that remains sensitive to an audience to which you are not accustomed to preaching.
3. Recognize the function of a given passage in the context of the book in which it appears, as well as the metanarrative of Scripture.
4. Effectively communicate the call of all Christians to do the work of ministry.
5. Be formed as a preacher within a Pentecostal context.

TEXTBOOKS

Gorman, Michael J., ed. *Scripture and Its Interpretation: A Global Ecumenical Introduction to the Bible*. Grand Rapids: Baker Academic, 2017. ISBN: 0801098394

Greidanus, Sidney. *The Modern Preacher and the Ancient Text*. Grand Rapids: Eerdmans, 1988. ISBN: 0802803601

Johnson, Dennis E. *Him We Proclaim: Preaching Christ from All the Scriptures*. Phillipsburg, NJ: P&R Publishing, 2007. ISBN: 9781596380547

Ross, Allen P. *Creation and Blessing: A Guide to the Study and Exposition of Genesis*. Grand Rapids: Baker, 1988. ISBN: 0801021073

For information on textbook pricing, go to <http://www.bkstr.com/evangelstore/home>.

BASIC OUTLINE

The course will be divided into two primary sections: lecture/discussion and preaching. The lecture/discussion portion of the course will cover a variety of topics that will guide students through vital aspects of sermon development, including the development of exegetical and hermeneutical skills necessary for effective sermon development. The second portion of the course will provide students the opportunity both to demonstrate their mastery of the skills from the first portion of the course and to gain experience constructively critiquing their preaching and the preaching of others. Detailed information regarding the outline of the course, please refer to Appendix A.

METHODOLOGY

1. The course will utilize lectures, class discussion, student preaching, professor and peer critiques, as well as reading and writing assignments.
2. The first portion of the course will give attention to lectures and discussion on narrative preaching, weaving the sermon and the text, delivery, and preaching without notes.
3. The remainder of the course will be devoted to student sermons presented in the classroom setting. Sermons will be critiqued by the professor and the other students. The student will then receive a video recording of their sermon to review for self-critique.

COURSE REQUIREMENTS

1. Students are expected to attend and participate in all class sessions. Class participation is constituted by engaging in class discussion and raising questions significant to the topic at hand. Absences should be for extreme circumstances only. Based on the student handbook, exceeding the absence limit will be regarded as an unofficial withdrawal and result in a grade of F.
2. The student will read *all* assigned materials. On the last day of class, a signed statement must be submitted noting all assigned course material has been read.
3. Students will prepare and deliver a 12-minute expository message from a pericope from John or Acts. *Exceeding the time limit will result in a full letter grade reduction*. Details regarding assignment components appear in Appendix C.

4. Students will prepare and deliver (without notes) a 15-minute message from the book of Genesis. *Exceeding the time limit will result in a full letter grade reduction.* Details regarding assignment components appear in Appendix C.
5. Students will prepare and submit a 500-word self-critique of their sermon delivery. This critique should highlight both those things the student feels he or she did well and areas where he or she needs to improve. This assignment is due within seven days of video availability.
6. Students will complete a sermon series project in which they will produce a preaching calendar for preaching from either Acts 1–12 or John 1–9 on Sunday mornings. Assignment details appear in Appendix C.

ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes.

Cheating is defined as “intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.” It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is “intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form.” Plagiarism is “intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.” One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, an “F” on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

THE USE OF COMPUTERS IN THE CLASSROOM

The use of computers for word processing in the classroom represents a privilege given to students to enhance their learning. They may be used only for purposes related to the course. It is therefore a breach of classroom etiquette, an act of rudeness, and a distraction to other students, when computers are also used to surf the web, watch videos, play games, and send messages, etc., during class time. The professor assumes that seminarians will be persons of integrity when using computers in the classroom.

NON-DISCRIMINATORY LANGUAGE

Students should use non-discriminatory language in all written and spoken communication in this class. For specific guidelines, see the Student Handbook at <https://www.evangel.edu/wp-content/uploads/2012/01/Student-Handbook-2017-18.pdf>

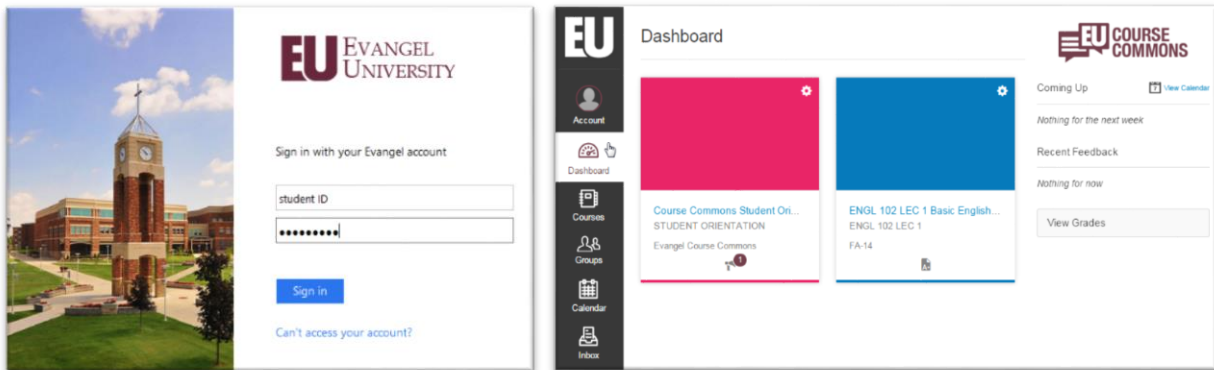
DISABILITY ACCOMMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE COMMONS

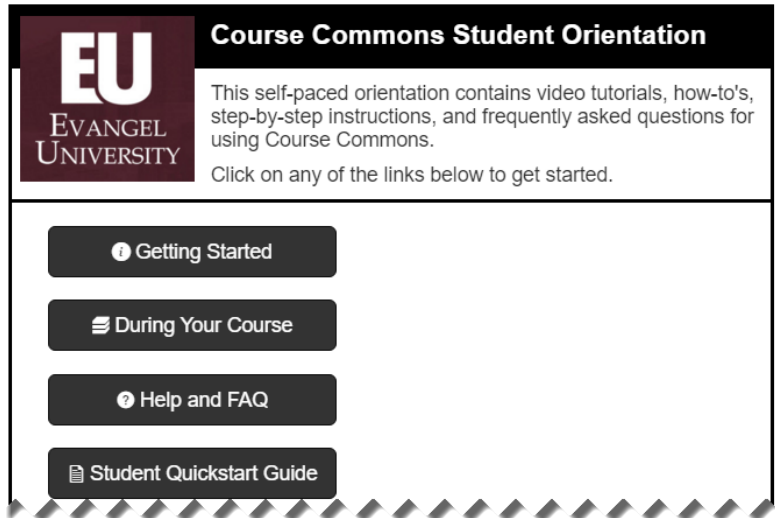
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

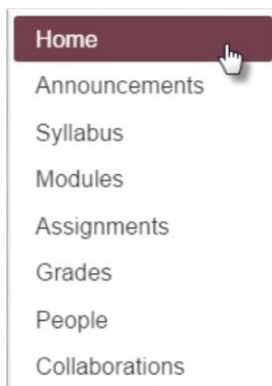
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

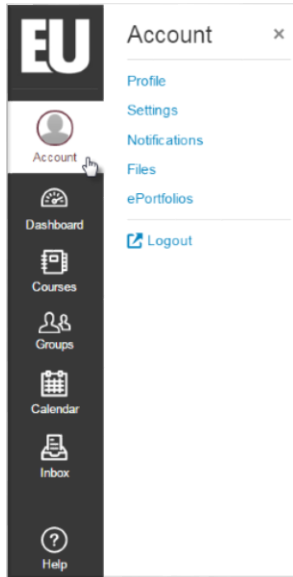


You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

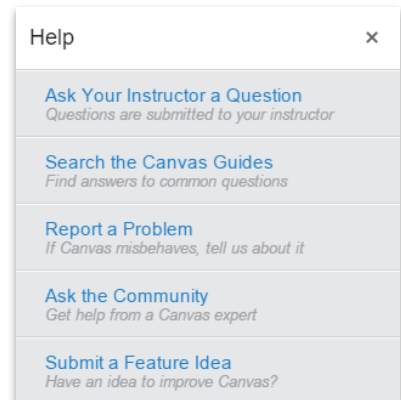
How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link: <https://community.canvaslms.com/community/answers/guides/>.



Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Help icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), helpdesk@evangel.edu (email), or help.evangel.edu.

GRADING PROCEDURE

All assignments are to be electronically submitted via Course Commons as a PDF no later than the beginning of class on the due date. Any assignments received after that time, if not accompanied with an acceptable reason for tardiness, shall result in a reduction of the student's score on that assignment at a daily rate of 3%. Given the request for electronic submission, weekends count in that daily reduction. If the assignment has not been submitted after 10 days, the student shall receive a grade of F for the assignment. Details regarding the contribution of each assignment to the course grade appear in Appendix B. Details regarding assignments appear in Appendix C.

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form: <http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

SELECTED BIBLIOGRAPHY

Abbey, Merrill R. *The Word Interprets Us*. Nashville: Abingdon Press, 1967.

Barth, Karl. *Homiletics*. Trans. G.W. Bromiley and Donald E. Daniels. Louisville, KY: Westminster/John Knox Press, 1991.

Baumann, J. Daniel. *An Introduction to Contemporary Preaching*. Grand Rapids: Baker Book House, 1972.

Berkley, James D., ed. *Leadership Handbook of Preaching and Worship*. Grand Rapids: Baker, 1992.

Bodey, Richard Allen (ed.). *Inside the Sermon: Thirteen Preachers Discuss their Methods of Preparing Messages*. Grand Rapids: Baker, 1990.

Brilioth, Yngve. *A Brief History of Preaching*. Trans. Karl E. Mattson. Philadelphia: Fortress Press, 1965.

Buttrick, David. *Homiletic: Moves and Structure*. Philadelphia: Fortress Press, 1987.

Carson, D. A., ed. *Telling the Truth: Evangelizing Post-Moderns*. Grand Rapids: Zondervan, 2000.

Chapell, Bryan. *Using Illustrations to Preach with Power*. Grand Rapids: Zondervan Publishing House, 1992.

Craddock, Fred B. *Preaching*. Nashville: Abingdon, 1985.

- Dargan, Edwin Charles. *A History of Preaching*. Reprint. [Volume III by Ralph G. Turnbull (Baker, 1974)] Grand Rapids: Baker Book House, 1970.
- Davis, Henry Grady. *Design for Preaching*. Philadelphia: Fortress Press, 1958.
- Duduit, Michael (ed.). *Contemporary Preaching*. Nashville: Broadman Press, 1992.
- Fant, Clyde E. *Preaching for Today*. New York: Harper & Row, 1975.
- Flynn, Leslie B. *Come Alive with Illustrations: How to Find, Use, and File Good Stories for Sermons and Speeches*. Grand Rapids: Baker Book House, 1988.
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- Kaiser, Walter C., Jr. *The Old Testament in Contemporary Preaching*. Grand Rapids: Baker Book House, 1973.
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- Kinlaw, Dennis F. *Preaching in the Spirit*. Grand Rapids: Francis Asbury Press, 1985.
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- Quicke, Michael J. *360 Degree Preaching: Hearing, Speaking, and Living the Word*. Grand Rapids: Baker Academic, 2003.
- Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 2d ed. Grand Rapids: Baker Book House, 2001.
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- Sweazey, George E. *Preaching the Good News*. Englewood Cliffs, NJ: Prentice-Hall, 1976
- Williamson, Lamar, Jr. *Preaching the Gospel of John: Proclaiming the Living Word*. Louisville: Westminster John Knox, 2004.
- Wilson, Paul Scott. *A Concise History of Preaching*. Nashville: Abingdon, 1992.

SPECIFIC DATA

Prepared by Daniel I. Morrison, October 2017.

APPENDIX A—COURSE SCHEDULE

<u>Date</u>	<u>Class Session</u>
Jan. 10	The Narrative Genre Narratology and Theology
Jan. 17	New Testament Narrative Old Testament Narrative <i>Passage Selection Day</i>
Jan. 24	Pentecostalism and the Power of Story Preaching the Narrative
Jan. 31	Interpreting the Narrative: One Text, Multiple Interpretations Using Academic Articles in Sermon Research and Development <i>Library Research</i>
Feb. 07	Internalization vs. Memorization Preaching without Notes
Feb. 14	The Preaching Calendar The Lectionary and the Liturgical Calendar <i>Sermon Workshop During Second Half of Class</i>
Feb. 21	Preaching Christ Preaching in the Post-Modern Context <i>Sermon Workshop During Second Half of Class</i>
Feb. 28	The Narrative Sermon The First-Person Narrative Sermon
Mar. 07	Library/Reading/Research Day – This day should be used in order for students to catch up or move ahead in the course. <i>Roll will be taken.</i>
Mar. 14	Spring Study Week (NO CLASS)
Mar. 21	Sermons (Round 1—Week 1)
Mar. 28	Sermons (Round 1—Week 2)
Apr. 04	Sermons (Round 2—Week 1)
Apr. 11	Sermons (Round 2—Week 2)
Apr. 18	Class Discussion on Preaching from Different Perspectives Class Discussion on the Experience of Preaching without Notes
Apr. 25	<i>Reading Verification Forms (available on Course Commons) due today</i> <i>Sermon Series/Preaching Calendar Project due</i>

APPENDIX B—ASSIGNMENT WEIGHT

Round 1 of Preaching Assignments	35%
Outline and proposition	10%
Sermon manuscript	15%
Sermon delivery	10%
Round 1 Preaching Self-Critique	5%
Round 2 of Preaching Assignments	35%
Outline and proposition	10%
Sermon manuscript	15%
Sermon delivery	10%
Round 2 Preaching Self-Critique	5%
Sermon Series Project	15%
Reading	5%
Total	100%

APPENDIX C—ASSIGNMENT DETAILS

PREACHING (ROUND 1)

Students will prepare homiletical outlines and propositions from John or Acts. The homiletical outline should be carried to the third level of subordination (e.g., I. A. 1. a.). This assignment is due two weeks prior to sermon delivery.

Due Date: _____

Students will prepare a manuscript of the sermon written in prose style. The manuscript should reflect the content of your actual delivery, and read like a preached message—not an academic paper. Though the work should not be written as an academic paper, students must include a sources consulted page consisting of at least seven sources. Three of these sources will be scholarly exegetical commentaries and at least one will be a scholarly article from a peer-reviewed journal. This is due one (1) week before sermon delivery.

Due Date: _____

Students will provide each member of the class a copy of their homiletical outline of the sermon. This will be brought to the class for distribution on the day of sermon delivery.

Due Date: _____

PREACHING (ROUND 2)

Students will prepare homiletical outlines and propositions from John or Acts. This sermon will be based on the same passage as was previously preached, but will utilize one of the interpretive methods included in the required reading. The homiletical outline should be carried to the third level of subordination (e.g., I. A. 1. a.). This assignment is due two weeks prior to sermon delivery.

Due Date: _____

Students will prepare a manuscript of the sermon written in prose style. The manuscript should reflect the content of your actual delivery, and read like a preached message—not an academic paper. Though the work should not be written as an academic paper, students must include a sources consulted page consisting of at least seven sources. Three of these sources will be scholarly exegetical commentaries and at least one will be a scholarly article from a peer-reviewed journal. This is due one (1) week before sermon delivery.

Due Date: _____

Students will provide each member of the class a copy of their homiletical outline of the sermon. This will be brought to the class for distribution on the day of sermon delivery.

Due Date: _____

SERMON SERIES/PREACHING CALENDAR PROJECT

Students will develop a sermon series/preaching calendar from either Acts 1–12 or John 1–9. When developing this series, students must delineate all passages, provide titles for each sermon, the big idea for each sermon, and present the life-change goal for each sermon preached.

Due Date: _____

APPENDIX D—OBJECTIVES AND OUTCOMES

<u>Objectives</u>	<u>Outcomes</u>						
	<u>EU20</u>	<u>MDIV</u>	<u>MATS</u>	<u>MAIS</u>	<u>MACM</u>	<u>MPL</u>	<u>FWE</u>
1. Develop and deliver clear, cogent sermons that respect the biblical text.	G1	8			2		
2. Preach a sermon that utilizes a lens that remains sensitive to an audience to which you are not accustomed to preaching.	C3	9			3		
3. Recognize the function of a given passage in the context of the book in which it appears, as well as the metanarrative of Scripture.		1			4		
4. Effectively communicate the call of all Christians to do the work of ministry.	C1	7			1		1
5. Be formed as a preacher within a Pentecostal context.	C2						
6.							
7.							
8.							