

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
Evangel University
"Shaping Servant-Leaders"

<p>COURSE NUMBER and TITLE: HOM 633 Communicating the Message II CREDIT HOURS: 3 SPRING 2019 Wednesdays 11:00-1:45 Room 226</p>	<p>INSTRUCTOR: David P. Hillis, D.Min. PHONE: 1-573-712-3016 OFFICE: Veteran's Center EMAIL: hillisd@evangel.edu OFFICE HOURS: TBD</p>
<p><u>REQUIRED TEXT:</u> Green, Joel B. and Michael Pasquarello III. <i>Narrative Reading Narrative Preaching Reuniting New Testament Interpretation and Proclamation</i> Grand Rapids: Baker Academic, 2003. ISBN: 9780801027215. Bloomberg, Craig. <i>Preaching the Parable: From Responsible Interpretation to Powerful Proclamation.</i> Grand Rapids, MI: Baker, 2004. ISBN 0801027497, (Pages 256). Lowery, Eugene L. <i>How to Preach a Parable: Designs for Narrative Sermons.</i> Nashville: Abingdon Press, 1989. ISBN-13: 978-0687179244.</p>	

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY MISSION:

The purpose of Assemblies of God Theological Seminary is to train men and women to fulfill the mission of the Church as taught in Scripture—*Shaping servant leaders with knowledge, skill and passion to revitalize the Church and evangelize the world in the power of the Spirit.*

EVANGEL UNIVERSITY MISSION:

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.

COURSE DESCRIPTION:

A comprehensive course dealing with essential and creative elements in the development of narrative sermons. Attention will be given to all aspects of preparation and composition to each part of the narrative methodology of reading, sermon design, and delivery. The theology and history of narrative preaching, contemporary perspectives, methods, development of resources and narrative sermon analysis will also be considered. The course will also focus on a careful analysis of the Parables of Jesus, emphasizing the hermeneutics of biblical narrative as related to homiletical narrative methodology.

COURSE PREREQUISITES:

Completion of Communicating the Message I. (NOTE: This course assumes a working knowledge of Haddon Robinson's *Biblical Preaching*.)

COURSE PURPOSE:

This course will enhance the skills of veteran preachers while providing a solid foundation for the less experienced in the art of narrative sermon preparation and delivery.

COURSE REQUIREMENTS:

- All assignments need to be submitted Microsoft Office format.
 - MS Word file extension: .docx or .doc format
 - MS PowerPoint 2013, 2016 or Show, file extension: .pptx or .ppsx
 - The latest version of Office is available for your personal machine. It can be downloaded without charge by following the instructions at:
<https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->
- All formal papers (unless otherwise specified by the instructor) are to be formatted according to AGTS's T8-SBL2 Academic Style.¹
 1. **Readings.** The student is expected to read the required textbooks in their entirety during the course of instruction. The student will sign a statement of completion in class on the **last day of class** (week before finals). All reading must be completed by the due date to receive a passing grade.
 2. **Sermons.** The student will preach three (3) sermons in class during the semester.
 3. **Round 1 Preaching: Narrative Sermon on the Parables from the Gospel of Matthew.** Each student will prepare and deliver a 20-minute message from the Gospel of Matthew. Exceeding the time limit when preaching will result in at least a full letter grade deduction.
 - a. **Round 1 Assignments.** The following must be submitted in class:
 - i. **Exegetical, Theological, and Homiletical Outlines and Propositions.** Each student will prepare a one-page exegetical outline with proposition, a one page theological outline with proposition, and a detailed homiletical outline (carried to the third level of subordination, e.g. I.A.1.a) with proposition.
 - ii. **A full narrative manuscript** of the message (roughly six pages, double spaced). The manuscript should reflect the content of your actual delivery and read like a preached message, not like an academic research paper.
 - iii. **A sources consultation page.** This list should include at least six sources, three of which must be scholarly exegetical commentaries.

¹ This is the official, agreed-upon set of options of AGTS's faculty based on the 8th ed. of Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, and superseded by any differences from T8 in the *Society for Biblical Literature Guide for Contributors*, 2nd ed. Full details are found in COURSE COMMONS, the AGTS website, and The Write Place.

- b. **The student is to provide each member of the class with the homiletical outline of the sermon on the day it is preached.**
 - c. Each student will review the video of the sermon posted on the student portal and submit to the professor in class a **one-two page (double spaced)** self-critique one week after sermon delivery.
 - d. The student is required to preach in class on the dates assigned. Failure to do so will result in at least a full letter grade penalty for that assignment, barring emergencies or a pre-arranged change in the schedule approved by the instructor.
4. **Round II Sermons: Narrative Sermon on the Parables from the Gospel of Luke.** Utilizing the historical setting to recreate the setting of the context in which the text was originally written. Each student will prepare and deliver a 20-minute message (**without notes**) utilizing the historical setting to recreate the context of the text found in one of the parables. (There are two primary reasons for learning to preach narrative sermons without notes. First, preaching without notes demands a higher level of internalization, focus, and clarity [unity, order, progress of thought, and precision with words]. Second, speaking without notes promotes a stronger connection with the listeners, which in turn maximizes the goal of preaching which is life change and growth in following Christ. Focus on mastering content rather than reciting the script.
- a. **Round II Assignments Due.** The following must be submitted in class:
 - i. **Homiletical Outline/Proposition.** Each student will prepare a detailed homiletical outline (with homiletical proposition) of the entire (all the verses) of the parable that the student chooses in the Gospel of Luke. The student will base the homiletical outline and proposition on _____ exegetical and expositional outlines in his book, _____.
 - ii. **A full narrative manuscript** of the message (roughly six pages, double spaced). The manuscript should reflect the content of your actual delivery, and read like a preached message, not like an academic research paper.
 - iii. **A sources consultation page.** This list should include at least six sources, three of which must be scholarly exegetical commentaries.
 - b. **The student is to provide each member of the class with the homiletical outline of the sermon on the day it is preached.**
 - c. Each student will review the video of the sermon posted on the student portal and submit to the professor a hard copy of a **two-page (double-spaced)** self-critique one week after sermon delivery.
 - d. The student is required to preach in class on the dates assigned. Failure to do so will result in at least a full letter grade penalty for that assignment, barring emergencies or a pre-arranged change in the schedule approved by the instructor.
5. **Round III Sermons: Narrative Sermon from the Old Testament** in relationship to the story of God's relationship with His people and salvation history. Each student will prepare and deliver a 20-25-minute message from a story as recorded in the Old Testament. (There are two primary reasons for learning to preach narrative sermons with a one-page outline. First, preaching with minimal notes demands a higher level of internalization, focus, and clarity [unity, order, progress of thought, and precision with words]. Second, speaking with minimal notes promotes a stronger connection with the

listeners, which in turn maximizes the goal of preaching which is life change and growth in following Christ. Focus on mastering content rather than reciting the script.

- a. **Round III Assignments Due.** The following must be submitted in class:
 - i. **Homiletical Outline/Proposition.** Each student will prepare a detailed homiletical outline (with homiletical proposition) of the entire (all the verses) of the Old Testament Narrative Reading the student chooses in _____. The student will base the homiletical outline and proposition on _____ exegetical and expositional outlines in his book, _____.
 - ii. **A full narrative manuscript** of the message (roughly six pages, double spaced). The manuscript should reflect the content of your actual delivery, and read like a preached message, not like an academic research paper.
 - iii. **A sources consultation page.** This list should include at least six sources, three of which must be scholarly exegetical commentaries.
 - b. **The student is to provide each member of the class with the homiletical outline of the sermon on the day it is preached.**
 - c. Each student will review the video of the sermon posted on the student portal and submit to the professor a hard copy of a **two-page (double-spaced)** self-critique one week after sermon delivery.
 - d. The student is required to preach in class on the dates assigned. Failure to do so will result in at least a full letter grade penalty for that assignment, barring emergencies or a pre-arranged change in the schedule approved by the instructor.
6. **hard copy** of all work must be submitted **in class** on the date due. *Updated and revised work is not accepted after due date. Late work will be accepted on a case by case basis determined by the instructor.*
7. **Participation.** Each student is expected to prepare for the class by attending regularly, arriving promptly, treating colleagues considerately, completing reading assignments, participating in peer evaluations, preaching and submitting sermons on schedule, assisting with logistics, and entering into discussions. The professor reserves the right to adjust the total grade on the basis of class participation.

ATTENDANCE:

*Class attendance is extremely important to your success as a student. Building a habit of good attendance will translate into your professional responsibilities in your future career and make you a more valuable member of a professional team. Absences should be for extreme circumstances only! If you are absent from class, you will be responsible for collecting information you missed. Attendance is taken at the beginning of class. You are expected to be present and on time. Three tardies will count as one absence. **Upon your third absence, your enrollment will be withdrawn from the course.***

COURSE OUTCOMES²:

Course Learning Outcomes: Upon completion of this course, the student will be able to:	Program Learning Outcomes	EU20	FWE Integration
1. Understand and gain the ability to explain the central themes of biblical theology through an extensive study of the Parables of Jesus and how they affect sermon preparation.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6
2. Gain knowledge of and evaluate the components of preaching and their contributions to effective gospel communication.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6
3. Gain an awareness of the role of the Holy Spirit in sermon preparation and delivery.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6
4. Be formed as a preacher within a Spirit-filled context.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6
5. Develop clearly organized, relevant messages that reflect biblical accuracy.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6
6. Constructively critique and analyze the narrative preaching of others.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6
7. Constructively critique and analyze one's own narrative methodology of preaching.	MDIV 2, 4,6,8,9 MLM 2,4 MPL 2	C3,E2,I1, G1,G4	Outcomes 1,3,4,6

COURSE ASSIGNMENTS:

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

² All AGTS Program Learning Outcomes, the EU 20, and the Faith, Work, and Economic outcomes are found on the website: <https://agts.edu/current-students/academic-policies/>.

from the first portion of the course and to gain experience constructively critiquing their preaching and the preaching of others. 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. **For more detailed information regarding the outline of the course, please refer to Course Schedule section below.**

ASSESSMENT: All assignments will be assessed using the grading and weighting scales noted below.

GRADING SCALE: COURSE COMMONS DEFAULT GRADING SCALE PROVIDED BELOW

A	94 to 100%	C	74 to 76%
A-	90 to 93%	C-	70 to 73%
B+	87 to 90%	D+	67 to 70%
B	84 to 86%	D	64 to 66%
B-	80 to 83%	D-	60 to 63%
C+	77 to 80%	F	0 to 59%

GRADING POLICY

<u>Assignment</u>	<u>Points</u>	<u>Percentage</u>
Round 1 of Preaching Assignments	<u>150</u>	<u>25%</u>
Round 2 of Preaching Assignments	<u>150</u>	<u>25%</u>
Round 1 Preaching Self-Critique	<u>50</u>	<u>5%</u>
Round 2 Preaching Self-Critique	<u>50</u>	<u>5%</u>
Round 3 Preaching Assignments	<u>150</u>	<u>25%</u>
Round 3 Preaching Self-Critique	<u>50</u>	<u>5%</u>
Class Participation	<u>50</u>	<u>5%</u>
Reading Assignments	<u>50</u>	<u>5%</u>
Totals	<u>700</u>	<u>100%</u>

Students should retain a copy of all work submitted, until they have received a grade for that assignment. Students are expected to complete all course work in a timely fashion as specified in this syllabus or as instructed by the professor. 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 the new term if carrying more than two IP or I grades.

COURSE OUTLINE:

This is a tentative course outline. Course outline may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through COURSE COMMONS announcements.

Class Date	Class Topics/Activities	Assignments	Due Dates	Points
Jan 9, WE	Introduction to the Narrative Genre & Narrative Preaching Methodology			
Jan 16, WE	Old/New Testament Narrative Genre Overview			
Jan 23, WE	The Power of Story: The Parables of Jesus			
Jan 30, WE	Narrative Preaching the Parables of Jesus			
Feb 6, WE	Narrative Preaching the Parables of Jesus: How to Preach the Parables			
Feb 13, WE	Narrative Preaching from the Old Testament			
Feb 20, WE	Sermons (Round 1—Week 1) *Half of the class will preach each week	Sermon schedule TBA in class		150
Feb 27, WE	Sermons (Round 1—Week 2) *Half of the class will preach each week	Sermon schedule TBA in class		150
	*Self critiques are due after delivery of sermon			50
Mar 6, WE	Sermons (Round 2—Week 1) *Half of the class will preach each week	Sermon schedule TBA in class		
Mar 13, WE	No Class---Spring study week			150
Mar 20, WE	Sermons (Round 2—Week 2) *Half of the class will preach each week	Sermon schedule TBA in class		150
	*Self critiques are due after delivery of sermon			50
Mar 27, WE	Sermons (Round 3-----Week 1) *Half of the class will preach each week			150
Apr 3, WE	Sermons (Round 3-----Week 2) *Half of the class will preach each week			150
	*Self critiques are due after delivery of sermon			50

Apr 10, WE	Class discussion on preaching from different perspectives, traditions, methodologies, styles, and delivery			
Apr 17, WE	Library/Reading/Research Day			
Apr 24, WED	Reading Verification Forms Due			50

ACADEMIC INTEGRITY:

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

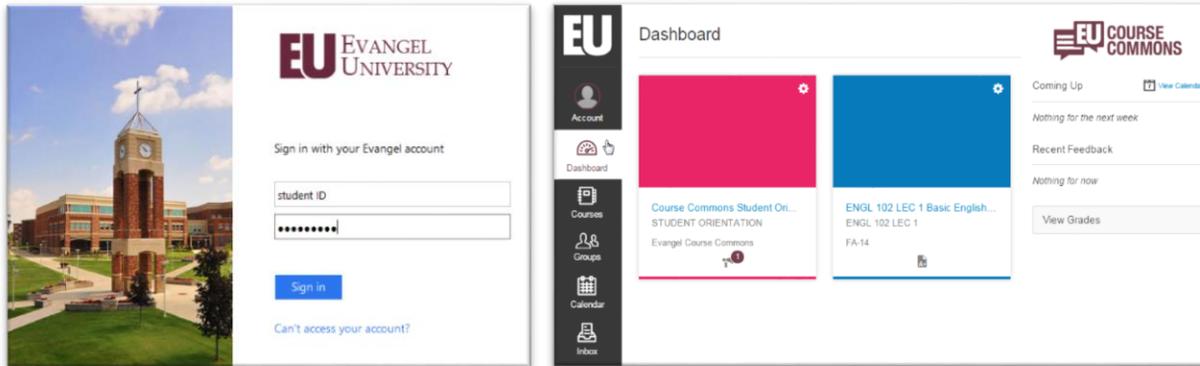
ELECTRONIC DEVICES IN THE CLASSROOM:

- *It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.*
- *Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.*

DISABILITY ACCOMMODATIONS:

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 by Evangel University 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 me 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 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.

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/>.

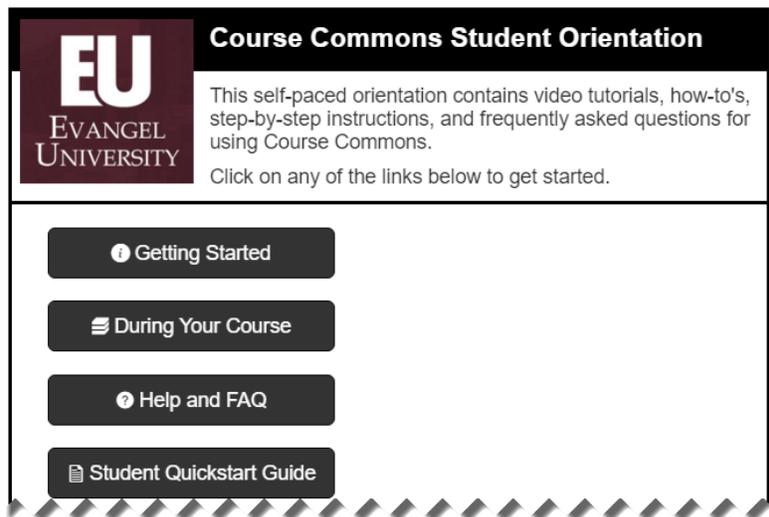


**Use your
Evangel**

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.

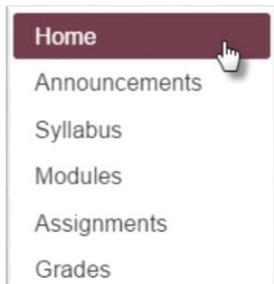
To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

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.

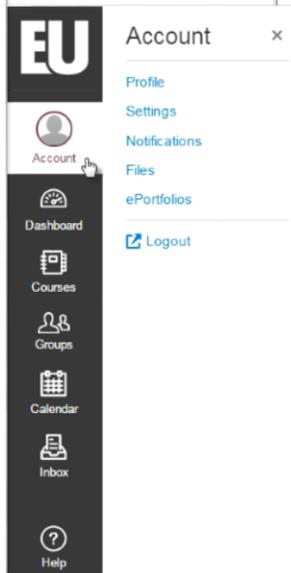
ACCESSING COURSE CONTENT IN COURSE COMMONS

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. 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](#).

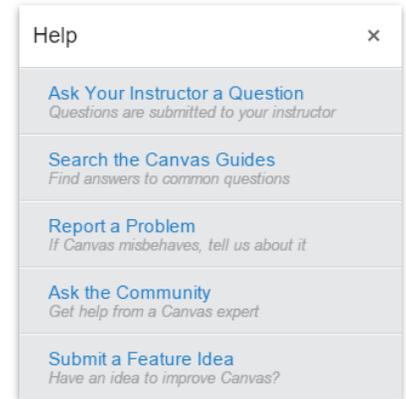
HOW TO GET HELP WITH COURSE COMMONS

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

SPECIFIC DATA

Prepared by David P. Hillis, ThM, DMin, Fall 2018.

APPENDIX A—SERMON PREPARATION INSTRUCTIONS

PREACHING (ROUND 1)

In preparation for the first round of preaching, students will prepare a 1-page (single-spaced) summary explaining/defending his or her exegetical observations and conclusions. An initial (rough draft) exegetical outline and exegetical proposition should be submitted two weeks prior to sermon delivery.

Due Date: _____

The homiletical outlines should possess three main points: Problem, Solution, and Application. These main points should be expressed in complete sentences. The outline should be carried to the third level of subordination (e.g., I. A. 1. a.). A sample PSA outline WILL BE PROVIDED IN CLASS. This outline is due one (1) week before 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. This is due one (1) week before sermon delivery.

Due Date: _____

PREACHING (ROUND 2)

In preparation for the second round of preaching, students will prepare a 1-page (single-spaced) summary explaining/defending his or her exegetical observations and conclusions. An initial (rough draft) and exegetical outline and exegetical proposition should be submitted two weeks prior to sermon delivery.

Due Date: _____

The homiletical outlines should possess three main points: Exegetical Proposition, Theological Proposition, and Homiletical Proposition. NOTE: These are three distinct outlines combined into one. These main points should be expressed in complete sentences. The outline should be carried to the third level of subordination (e.g., I. A. 1. a.). A sample outline WILL BE PROVIDED IN CLASS. This outline is due one (1) week before 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. This is due one (1) week before sermon delivery.

Due Date: _____