

## **DF 922 RENEWING YOUR PREACHING**

*Spring 2011*

*Ft Jackson/Columbia, SC*

**Saturdays: Feb.12, Mar. 12, Apr. 9, May 7**

**3 Semester Credit Hours**

**Professor: R.J. Gore Jr., D.Min., Ph.D.**

**Please use this address to submit all assignments by digits:**

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### **COURSE DESCRIPTION:**

This course examines key movements in intellectual history in order to understand both the background and current shape of the Postmodern world. Students consider key trends in contemporary homiletics and explore fresh, innovative ways to preach in the image-rich, digital age of the twenty-first century.

### **COURSE PURPOSE:**

To develop the student's awareness of the dynamics of postmodern patterns of learning, thinking, and processing information; to consider preaching strategies that will work in our image-based, information rich culture; to analyze the student's ministry setting to determine what adjustments in the student's own style of ministry and preaching might be needed; to consider biblical patterns and contemporary options in preaching, especially the benefits of a "third way," namely, "narrative exposition."

### **COURSE OBJECTIVES:**

The mission of Erskine Theological Seminary is to educate persons for ministry in the Christian Church. As a part of that mission, there are certain goals the Doctor of Ministry program seeks to accomplish. Among the D.Min. program goals addressed by this course are the following: to teach students how to "articulate the relation between the Bible and the contemporary contexts in which ministry takes place": to "explore the contextual dimensions which affect Christian ministry today"; and "to communicate the Bible's message, so as to make clear that its meaning is relevant for today." (Erskine Seminary Catalog, D.Min. tab) Specific objectives for this course are that, by the end of the course, students will:

1. **Identify** significant issues related to the problem of generational value groups, particularly those related to the Mosaic/Millennial generation.
2. **Understand** the nature of an image-based culture and **develop** responses to the challenges raised by this revolution in learning and thinking.
3. **Survey** biblical and contemporary patterns of preaching and apply the lessons learned to the issues raised by the "emerging church," "ancient-future faith," and the "New Faithful."
4. **Develop** an approach to preaching that is faithful to the student's theological convictions and the needs of the student's ministry setting.
5. **Apply** theological insights to preaching and contextualizing ministry in the 21<sup>st</sup> century.

### **REQUIRED:**

- Carroll, Colleen. *The New Faithful*. Chicago: Loyola, 2002. Chapters 1-4. ISBN 978-0829420425
- Gore, Jr., R.J. "Covenantal Preaching: Toward a Theology of Word and World." DMin diss., Erskine Theological Seminary, 2009. (contact Dr. Gore for purchase)
- McNeal, Reggie. *Missional Renaissance*. San Francisco: Jossey-Bass, 2009. ISBN 978-0470243442
- Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2006. ISBN 978-0801072437
- Pagitt, Doug and Tony Jones, eds. *An Emergent Manifesto of Hope*. Grand Rapids: Baker, 2007. ISBN 978-0801068072
- Sweet, Leonard. *Postmodern Pilgrims*. Nashville: Broadman and Holman, 2000. ISBN 978-0805421378

### **RECOMMENDED:**

- Carson, D. A. *The Gagging of God: Christianity Confronts Pluralism*. Grand Rapids: Zondervan, 2002.
- Erickson, Millard. *Postmodernizing the Faith*. Grand Rapids: Baker, 1998.
- Johnston, Graham. *Preaching to a Postmodern World*. Grand Rapids: Baker, 2001.
- Middleton, J. Richard and Brian J. Walsh, *Truth is Stranger Than it Used To Be*. Downers Grove: IVP, 1996.
- Smith, James K. A. *Who's Afraid of Postmodernism*. Grand Rapids: Baker, 2006.
- Wells, David. *Above All Earthly Pow'rs: Christ in a Postmodern World*. Grand Rapids: Eerdmans, 2005.

### **COURSE OBJECTIVES:**

The purpose and objectives of this course will be achieved through three learning components. The first is the **Content Component**, the student's own mastery of material, accomplished by completing the required readings. The ability to apply biblical and theological principles in effective pastoral ministry is determined largely by the student's mastery of the data of the biblical, theological, and cultural issues involved.

The second is the **Reflection Component**. Each student will complete the brief **Applied Projects** prior to class meetings. The **Applied Projects** provide the student opportunity to interact with the readings, evaluate the issues, and begin to develop a personal response to the issues raised by the Postmodern world.

The third is the **Discussion Component**. Each class will incorporate discussion and lecture. A vital exchange of ideas is essential to the process of exploration. Students will build on their classroom preparation (the Content Component) and outside preparation (Reflection Component) by participating, in a seminar format, in the discussion of issues raised.

The fourth is the **Integration Component** which will be a work in progress after the student has throughout the semester. This project, a manuscript sermon, will provide the student an opportunity to employ all the lessons learned and skills developed during this course. The purpose of this assignment is to integrate the content of the course, intentionally, in a sermon that is designed specifically for a postmodern congregation. The student will draw on experience, philosophy, Scripture, theology, church tradition, etc. to present a sermon designed to convey the intended message to a postmodern audience. These four learning components will provide a well-rounded learning experience for the thoughtful student.

## **COURSE REQUIREMENTS:**

**Requirement One:** All students will read the required volumes prior to their due dates. **(Note that only the first four chapters of Carroll are required)** The readings will be due at the beginning of the class period and all classroom discussion will assume familiarity with these texts. Additional materials may be used by the student as needed. Carroll and Gore should be read to provide the background necessary to work through the material in this course. Gore should be read in its entirety prior to the first day of class; Carroll chapters 1-4 should be read prior to the first day of class.

**Requirement Two:** All Students will complete a series of Reflection Papers prior to the due date. The Reflection Papers are to be single-spaced (Times New Roman 11,12 font). **NO FOOTNOTES. If you refer to the text, do so by placing the page numbers in parenthesis in the body of your paper.** The student is to address the following issues from the textbooks, explain briefly what is involved, and how that issue has stretched the student's own thinking about Renewing Your Preaching.

### **February Class:**

Required Reading- Sweet, Gore chapters 1,2

Reflection Paper Topic: "How has Sweet" s discussion of 'EPIC' changed the way you think about ministry in general and preaching in particular?" 400-500 words

### **March Class:**

Required Reading- Pagitt and Jones, Gore chapters 3,4

Reflection Paper Topic: "What have I learned about the Emerging Church and the issues they represent? Identify three changes the Church must make in ministry in general and preaching in particular." 400-500 words

### **April Class:**

Required Reading- McNeal, Gore chapter 5

Reflection Paper Topic: "What have I learned about the Missional Church and the issues it represents? Identify three changes the Church must make in ministry in general and preaching in particular." 400-500 words

### **May Class:**

Required Reading- Miller, Gore chapter 6

Reflection Paper Topic: "Miller says the world has changed. Why does he believe that 'narrative preaching' is the way to address that change?" 400-500 words

**Requirement Three:** Attend class regularly and participate in the discussions. There are no excused absences.

**Requirement Four:** Students will complete an **Integrative Project**, a sermon with eight to ten pages of SERMON TEXT, double-spaced, 11-12 Times New Roman font. The sermon should capture the student's intentional approach to addressing a postmodern audience. In addition to the sermon text, the student will, through the use of the "Track Changed Function," identify and explain components of the sermon that have been crafted to address a postmodern audience. This is not a research paper, though the student may choose to reference other sources. The student is to follow the scholarly apparatus presented in Kate Turabian, *A Manual for Writers*, 7<sup>th</sup>

edition if using any borrowed material. The purpose of this sermon is to draw from all the various sources of learning and experience to demonstrate the student's mastery of the subject matter. The paper will be forwarded to the professor by e-mail attachment NLT than 10 May 2011.

### **GRADING CRITERIA:**

- The Reflection Papers each will count 15% of the course. (4 x 15%=60%).
- The Integrative Project (sermon) will count 40% of the course grade.

### **ERSKINE SEMINARY POLICIES:**

**Drop/Add and Course Withdrawal** Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract, and billing will be based on this registration. If the student decides not to take this class, he/she must complete a "drop/add" form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in the student's receiving a grade of "F" for the course, and full tuition charges will apply. No exceptions will be made to this policy.

### **Office Hours**

My normal office hours are printed in this syllabus. However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment.

### **Required Textbooks**

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors (CBD, Amazon, B&N, and Books-A-Million) and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

### **Language about God and Humanity**

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

### **Conduct in Theological Discussions**

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

### **Incompletes**

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an

incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

### **Official Seminary Class Attendance Policy**

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed up to three hours of unexcused absence without penalty. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course.

### **Policy Regarding Absences**

Students are required to attend all class sessions. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course. Students who cannot attend the first course meeting should not register for the course or, if already registered, should drop the course and complete the drop/add form. (If the drop/add form is not completed and turned in to the Registrar, the student will still be charged for the course and will receive an "F" grade.) If students have to be absent for part or

all of another class meeting day, they are still responsible for all work missed and all work due. A student who misses as much as one full class day or its equivalent in late arrival or early departure should consult with the professor to see whether it is still possible to pass the course.

### **Style and Bibliographical Formatting Requirements**

Final Sermons must be typed/processed (12-point type, double-spaced, one-inch margins) and fully documented, following the standards in the "Style and Form Standards" (Erskine Seminary).

### **Exegesis Credit Policy for Bible Elective/Exegesis Course Syllabi**

Students intending to use this course to fulfill their Old or New Testament exegesis requirement, must choose a passage and do a thorough exegetical study, using the exegetical procedure taught in the Principles of Exegesis course. Such students, then, must have successfully completed BI 502 Principles of Exegesis and, for those who began in Fall 2008 or after, BI 503 Introduction to the Biblical Languages prior to taking any course for exegesis credit. Additionally, students who are required to take the Biblical languages (Hebrew and Greek) must, in place of BI 503 Introduction to the Biblical Languages, successfully complete the respective language courses (Hebrew I & II for Old Testament courses; Greek I & II for New Testament courses) prior to taking any Bible course for exegesis credit. Students taking Bible electives without having met the exegesis and language course prerequisites may only count those courses as general Bible electives, and cannot receive exegesis credit for them.

### **Chapel Attendance Policy (FOR TUESDAY-THURSDAY ON-CAMPUS CLASSES)**

All morning and afternoon on-campus classes (except for Friday and Saturday courses) carry a chapel attendance requirement. Consult the catalog for the specifics of the chapel attendance policy. There is a per chapel fee if you attend fewer chapels than required.

### **Portfolio Requirements**

If your course contains a paper or project required as a portfolio submission, star or highlight the project and inform students it is their responsibility to submit the graded and polished document to the appropriate administrative person for filing in their portfolio.

## **Plagiarism**

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and the integrity of the Christian community:

*Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.*

*Plagiarism creates an atmosphere of falsehood in the community's discernment and cultivation of gifts, both within the Christian community and in God's larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.*

*On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.*

*1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.*

*2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.*

*3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.*

*4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.*

*In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:*

*1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.*

*2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.*

*3. Submission of work done by someone else, either with or without that person's knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary's provisions for "due process" apply in cases of alleged plagiarism.*

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from "Princeton University Rights, Rules and Responsibilities," 1990 Edition. Princeton University, Princeton, New Jersey.]

For details refer to the Erskine Seminary Handbook under the Honor Code.

**NOTE:** Under no circumstances will the professor accept a paper containing others' work, either downloaded from Internet sites or used from other students' papers. (In other words, the purpose of the

assignment is for the student to reflect critically on the topic at hand and to articulate those reflections in writing.) If the student turns in such a paper to the professor, the grade is an automatic “F” or “0”. As in scholarly writing, the student may quote from a reference work using proper citations. The student may also reference others’ work in the student’s own wording but must give proper credit by citing the original source. (See Turabian for instructions on footnotes, parenthetical references, citations, reference lists, and bibliographies.)

If the student is a published author and chooses to cite from his/her copyrighted material, proper citations must be made as well. Not to do so is considered plagiarism.