

Perkins Course of Study School
324-Preaching
Syllabus

Instructor: Rev. Charles L. Aaron, Jr., Ph.D.
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Course Objectives:

This course focuses on preaching the gospel from the Old and New Testaments.

Students will be able to:

1. Articulate a theology of proclamation.
2. Exegete a variety of biblical passages for preaching.
3. Evaluate sermons for biblical integrity, theological soundness, internal logic, and delivery, and appropriate insights gained from the evaluation of their own sermons.
4. Develop plans for ordering and delivering sermons in their congregational settings (or equivalent).

Required and Supplementary Texts:

Required Texts:

Thomas G. Long, The Witness of Preaching (WP) Third Edition.

Cleophus LaRue, Power in the Pulpit: How America's Most Effective Black Preachers Prepare Their Sermons. (PIP)

Barbara Brown Taylor, The Preaching Life (PL)

John C. Holbert and Alyce M. McKenzie, What Not to Say (WNTS)

Supplementary:

Fred B. Craddock, Craddock on the Craft of Preaching

Alyce McKenzie and Charles Aaron, Parental Guidance Advised: Adult Preaching from the Old Testament

Pre-Class Assignments:

1. Write a brief description of Long's process for sermon writing: exegesis, focus and function statement, determination of form, effective communication. Compare his process with the way you write sermons now. What did you learn about the sermon writing process from this book? (Witness of Preaching assignment, four pages, double-spaced).
2. **Part A** (2 pages, double-spaced) Briefly describe the two images for preaching that Taylor uses (a tightrope walker—p. 76—and Cyrano de Bergerac—p. 78). Compare them to the metaphors Long uses. Which metaphor (from Long or Taylor) best helps you to think about what preaching means? How do these metaphors help you understand the role of the preacher and God's role in the ministry of proclamation by the church? **Part B** (2 pages, double-spaced) Comment on Taylor's description of how she begins the sermon writing process (starting on page 80). In which one of the sermons from the book do you see most clearly how her sermon writing process works well? How do you see her process working in that sermon? (The Preaching Life assignment, four pages total for the book, double-spaced).
3. Briefly describe the preaching method of three of the preachers that LaRue includes in his book. In what ways do these three preachers help you understand the sermon writing process? How do they help you understand the role of the preacher and God's role in the ministry of proclamation by the church? Comment on the use of the Bible, the internal logic, theological integrity, and insights about life from the sermons in the chapters. (Power in the Pulpit assignment, four pages, double-spaced).

Assignments and grades

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| 1. Preaching in Class | 50% |
| 2. Pre-class assignments | 25% |
| 3. Class participation | 25% |

I serve on the intern faculty at Perkins. I have taught preaching courses at Union Presbyterian Seminary, Austin Seminary, Duke Divinity School and Perkins. I have 35 service years as a United Methodist clergy. I received my Ph.D. in biblical studies from Union Presbyterian Seminary.

Course Objectives:

By the end of this course, the candidates will be able to:

Objective 1. Articulate a theology of proclamation

Objective 2: Exegete a variety of biblical passages for preaching

Objective 3: Evaluation sermons for biblical integrity, theological soundness, internal logic and delivery, and appropriate insights gained from the evaluation of their own sermons.

Objective 4. Develop plans for ordering and delivering sermons in their congregational settings (or equivalent).

Module 1 Pre-class assignments

Before class begins, read the assignments and submit them.

The following books are suggested, but not required. They will be on reserve.

William H. Willimon, Richard Lischer, *Concise Encyclopedia of Preaching* WJK, 1995. (Abbreviated CEP)

Paul Scott Wilson, *The New Interpreter's Handbook of Preaching*, Abingdon, 2008. (Abbreviated HP)