

COS 324 - Preaching

Satellite for the Oklahoma Indian Missionary Conference Perkins Regional Course of Study School

Perkins Regional Course of Study School provides excellent and contextualized theological education for United Methodist local pastors in a welcoming and supportive community.

The Course of Study is a program of The General Board of Higher Education and Ministry (GBHEM) of The United Methodist Church, in partnership with and administered by Perkins School of Theology. It provides a basic theological education, as prescribed by The United Methodist Book of Discipline (par. 1421.3d), to licensed United Methodist local pastors. The Basic Course of Study is a 20-course curriculum required of all licensed United Methodist local pastors who are not enrolled in a seminary degree program.

Class Schedule

Class will meet from 9:00 a.m. until 3:30 p.m., with a lunch break.
Sessions will be on designated Saturdays in September, October and November.

Curriculum

The curriculum for basic Course of Study School is set by The General Board of Higher Education and Ministry (GBHEM) of The United Methodist Church upon recommendation by the Council of Regional Course of Study Directors.

COS 324 - Preaching

Session 1

Course Description

This course will cover the basics of sermon preparation, biblical exegesis for preaching, delivery and preparing sermons for special occasions. Attention will be given to contextualizing preaching for a First American congregation.

Learning Goals

Provide the GBHEM learning goals. You may add one or two of your own.

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 and communal context.
5. Demonstrate mastery of the basic concepts of delivery of a sermon.

Required Texts

Craddock, Fred B. *On the Craft of Preaching*. St Louis: Chalice Press, 2011. ISBN 978-0-827205-37-6.
LaRue, Cleophus J. *The Heart of Black Preaching*. Louisville, KY: Westminster John Knox, 2000. ISBN 0-664-25847-6.
Taylor, Barbara Brown. *The Preaching Life*. Lanham, MD: Cowley Publications, 1993. ISBN 978-1-56101-074-5.

Supplemental Readings Copies will be provided by instructor.

Holmes, Jr., Zan W. Chapter 4 "Encountering Jesus in Preaching." In *Encountering Jesus*, by Jr., Zan W. Holmes, 46-64. Nashville: Abingdon, 1992.

Recommended Readings [optional]

Hamilton, Adam. *Unleashing the Word*. Nashville: Abingdon Press, 2003. ISBN 978-1-4267-0700-1.
Webb, Joseph M. *Preaching Without Notes*. Abingdon Press: Nashville, 2001. ISBN 978-0-687-09088-4.
Wilson, Paul Scott, ed. *The New Interpreter's Handbook of Preaching*. Nashville: Abingdon Press, 2008. ISBN 978-0-687-05556-2.

Written Work

1. Format for written work

All work should be word processed, double spaced, in 12 point font, using one inch margins.

On the top of page one, please include:

Your Name

Assignment Name and #

Date

2. Criteria for evaluation (grading) of written work

- i. Evidence of critical reflection
- ii. Use of specifics, sound reasoning and supporting detail
- iii. Well organized and easy to follow
- iv. Demonstrates self-awareness and willingness to engage in self-reflection
- v. Evidences good command of grammar and syntax
- vi. Fulfills all requirements for the assignment

3. Course Grades

Course Grade will be based on the written assignments and class participation.

Pre-Class Assignments	20%
Class Assignments	60%
Class Participation	20%

4. COSS Writing Style

All Perkins Course of Study School courses use the same style of writing, known as the

Chicago/Turabian style of writing. Basic examples of citations for written assignments are available for reference in the COSS Student Policies and on the COSS web site.

All students are encouraged to purchase the following book that is the basis for submitting written work using the required formats for citations/footnotes.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations*, Ninth Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing) Ninth Edition

ISBN-10: 022643057X

ISBN-13: 978-0226430577

Pre-Class Assignment #1

1. Pre-class Assignment #1 -- **Due by 5:00 p.m. on Wednesday, September 5 to instructor's email: teelg85@gmail.com. You will receive a reply stating that your assignment was received. If you do not receive a reply within 24 hours of emailing your assignment, please resend it and contact instructor via telephone.**

Read *The Preaching Life* by Barbara Brown Taylor, focusing particularly on Part I, pages 3-91. Using Taylor's work as an example as write your own preaching autobiography. Your autobiography should be at least three-four pages.

Write a preaching autobiography in which you:

- (1) Briefly describe your experience with preaching beginning with your first sermon.
 - (2) Define your process of preparing sermons and discuss how it has evolved and changed in your journey as a preacher.
 - (3) Describe your preaching delivery style (notes, manuscript, etc.).
 - (4) Describe the preaching mode you tend to use most often and why it appeals to you. (expository—going verse by verse explaining scripture passages; topical—drawing out a theme for several scripture passages; narrative—telling a story, using Biblical story and/or real-life stories or textual—focusing closely on the theme of one scripture passage in detail.)
 - (5) Describe your speaking style is it more conversational, dialogic, monologic, authoritative, didactic (instructional), etc.?
 - (6) Briefly describe the best preaching experience you have had and the worst preaching experience you have had.
 - (7) Briefly define a goal for improving your preaching.
2. Pre-Class Assignment #2--Read the copy provided of Chapter Four Encountering Jesus in Preaching from *Encountering Jesus* by Zan W. Holmes, Jr. **Due by 5:00 p.m. on Wednesday, September 5 to instructor's email: teelg85@gmail.com. You will receive a reply stating that your assignment was received. If you do not receive a reply within 24 hours of emailing your assignment, please resend it and contact instructor via telephone.**

Part I—Find a video online of one of your favorite preachers and watch the video.

Use the following questions to evaluate the content of this sermon:

- a) What does this sermon tell us about God, Jesus, Holy Spirit?
- b) What does this sermon tell us about humans?
- c) How does this sermon connect with the everyday life of the congregation?
- d) What does this sermon tell you about the preacher?

Use the following questions to evaluate the delivery of this sermon:

- a) Which mode of sermon is this? Give examples to support your choice of mode.
- b) Do you believe this mode was the most effective choice for the message of this sermon? Why or why not?
(Modes of sermons: Expository—going verse by verse explaining scripture passages; Topical—drawing out a theme for several scripture passages; Narrative—telling a story, using Biblical story and/or real-life stories, or Textual—focusing closely on the theme of one scripture passage in detail.)
- c) Which style of delivery did the preacher use (manuscript, notes, extemporaneous, impromptu)? Give examples to support your identification of style. Was this style effective for this sermon? Why or why not?
- d) What was the length of the sermon? Was it too long, too short? Did it hold interest throughout?
- e) What were the strengths of the delivery of this sermon? Give specific examples.
- f) What were the weaknesses of the delivery of this sermon? Give specific examples.
- g) Using Holmes' criteria of encountering Jesus in the sermon, write a brief description of how this sermon helped the congregation to encounter Jesus.

Part II—Choose one of your own sermons and answer the evaluation questions above for your sermon.

What does your evaluation tell you about your preaching style, your strength and you areas for improvement?

Pre-class assignment completion policy

Instructors have the discretion to lower a student's grade for the pre-class assignments and their overall course grade for late submission of pre-class assignments. Submission of all pre-class assignments by the first day of class is required to attend the class. Students who do not have preclass assignments completed by the first day of class will be required to withdraw from the course without a refund.

Students are encouraged to contact their instructor if they have any questions about the pre-class assignments for their courses. They should also contact their instructor if they expect to submit their pre-class assignments following the submission deadline.

Class Assignments

1. **Class Assignment #1 Due by 9:00 a.m. on Saturday, September 13 either printed copy or electronic copy sent to instructor's email: teelg85@gmail.com.**

Read Pages 1-127 of *The Heart of Black Preaching* by Cleophus J. LaRue. Using the hermeneutic structure LaRue discusses in chapter one, focusing particularly on the five domains of experience he identifies on pages 20-27, write a paper comparing and contrasting the concerns he defines from African-American culture with concerns that are prevalent in Native American culture. Discuss similarities and differences between African-American experience and concerns and Native American experience and concerns.

Apply the insights that you have gained from this comparison/contrast to your own task in preaching for a Native American congregation. Identify areas that are important to consider and address in preparing and preaching sermons within Native American culture.

Include a paragraph which discusses how a Native American hermeneutic can benefit you in interpreting scripture and preaching.

This assignment should be at least 3-4 pages.

2. **Class Assignment #2 Due by 9:00 a.m. on Saturday, October either printed copy or electronic copy sent to instructor's email: teelg85@gmail.com.**

Read *The Craft of Preaching* by Fred B. Craddock, focusing specifically on chapters 7-11, pages 65-115.

Part 1--Write a brief summary of what Craddock tells us about how we do biblical exegesis and interpretation in our preaching. Define specific areas that you believe are critical in working with scripture for preaching purposes. Include a short discussion of how preaching scripture is different from teaching a Bible study or Sunday School class. This should be no more than two paragraphs.

Part 2—Using the Revised Common Lectionary, Year C, text for the Twentieth Sunday After Pentecost (Oct. 26, 2025), write your own brief exegesis of the four scripture passages for this week. Draw on what you have learned from LaRue about a cultural hermeneutic and what Craddock suggests about the “twice-told tale” in approaching your exegesis of these texts. This should be at least one paragraph per scripture lesson.

Proper 25 - October 26, 2025

Joel 2:23-32

Psalms 65

2 Timothy 4:6-8, 16-18

Luke 18:9-14

Include in your exegesis:

What does this scripture tell us about God?

What does this scripture tell us about humans?

How does this scripture connect with everyday life in 2025?

What does your reading of this scripture tell you about yourself?

3. **Class Assignment #3 Due by 9:00 a.m. on Saturday, November 15, either printed copy or electronic copy sent to instructor's email: teelg85@gmail.com.**

Prepare a sermon using the scripture lessons from Class Assignment #2 as your text. The sermon should be no longer than 20 minutes. Use whichever mode and style of delivery you choose. Be prepared to preach this sermon in class.

Hand in a printed copy of your written preparation for this sermon (notes, manuscripts, research, exegesis—whatever writing you did in preparing and delivering the sermon.

Class Attendance

The following is the attendance policy from *Course of Study Guidelines and Policies 2017*. General Board of Higher Education and Ministry (GBHEM):

“A student is expected to attend every class session. Unexcused absences may be cause for loss of credit or dismissal from the school. A student missing twenty percent (20%) or more of the class room work shall not receive credit for those classes. Online work shall be included in the attendance policy.”

(Source: “Policies and Guidelines for Course of Study Schools 2017,” General Board of Higher Education and Ministry). For a basic course of study course, students who are absent four (4) or more hours of classroom work will not receive credit for the course, whether or not the absence is excused.

In addition to the above GBHEM policy, which is applicable to all regional Course of Study schools, Perkins COSS has the following additional attendance policy:

The instructor will inform the COSS office if the student misses two classes.

Faculty shall keep an accurate record of student attendance, reporting such attendance on the Attendance Sheet provided in your faculty packet. Attendance Sheets are to be turned in with Grade Sheets to the Course of Study School office at the end each session.

Faculty shall inform the Assistant Director of the names of students absent from the first day of class for each session.

Grade Policy

The following is the grading and evaluation policy from *Course of Study Guidelines and Policies 2017*. General Board of Higher Education and Ministry (GBHEM):

"Course of Study Schools will use letter grades A, B, C, D, or F (+ or – are optional). If, for personal or family reasons, a student has to drop out of a course before completing it, an “Administrative Withdrawal” may be given."

"Grade reports will be sent to the Division of Ordained Ministry, the annual conference, and (in the case of the extension schools) the Regional COS Director. The deadline for grades will be 60 days after the completion of class sessions. Grade reports from the extension schools will indicate whether the student is a part-time or a full-time local pastor. Incomplete grades that are not resolved within 60 days will be recorded as an F. An F or Administrative Withdrawal grade will remain on the transcript even if the course is retaken and passed."

"Students who wish to have grade reports sent to undergraduate schools for purposes of receiving external degree credit may request them by writing to the Division of Ordained Ministry, COS Registrar."

Credit for the course is given for attainment of a grade of D or higher, however some annual conferences do not accept a D as a passing grade. Each student should know what their annual conference expects. Perkins Course of Study School does not grant academic credit towards seminary courses at Perkins School of Theology.

A	Excellent scholarship, exceeding all expectations
A-	Excellent scholarship
B+	Very good scholarship
B	Good scholarship
B-	Overall good scholarship, with some weaknesses
C+	Fair scholarship, with some strengths
C	Fair scholarship
C-	Fair scholarship, with some weaknesses
D	Poor Scholarship
F	Failure
I	Incomplete (grade will change to F by September 14 if work remains incomplete)
NC	No credit received
W	Withdrew
X	No grade received in Course of Study office

Incomplete work during session

1. Students who will not complete their work and receive a grade at the end of the session must obtain permission from the instructor to receive an Incomplete grade.
2. Students and instructors must agree on a due date for work to be completed (suggested due date of two or three weeks after the last day of class). The student will send the required work to the instructor so that the instructor can submit a grade to the Course of Study School office by September 13.
3. If a grade change has not been received to replace an Incomplete by September 13, the grade becomes an F and the student must take the course over again.

Actions Taken for Academic Dishonesty

When an instructor determines a student has committed an act of academic dishonesty on a course assignment, the instructor will normally (a) assign a grade penalty for the offense and (b) notify the COSS director of the incident in writing, (c) require that the student meet with the academic services coordinator.

The normal penalty for the first offense is a zero on the assignment, though in the case of a particularly flagrant offense a more severe penalty, up to failure in the course, can be assessed. A second offense can be grounds for dismissal and will be reported to the student's conference officials. The instructor and the COSS director may require the student to meet with them to discuss the incident. Instructors shall copy the COSS Director for all communication between them and the student regarding academic dishonesty.

Students have been provided a definition of academic dishonesty and plagiarism and how to avoid plagiarism in the current online Course of Study School Catalogue and in each of their Canvas course syllabi.

Statement on Sexual Harassment from Perkins School of Theology

Sexual harassment, sexual assault, rape, and sexual misconduct are problems which affect the religious community, including seminaries, as well as secular society. Southern Methodist University expressly forbids sexual harassment of any kind, whether involving students, faculty, or staff. Perkins School of Theology regards sexual harassment as a serious violation of the God-given integrity of individuals and as inhibiting the moral and educational mission of the school.

The Course of Study School is committed by Christian faith to justice for all persons and does not tolerate any behavior, verbal or physical, by any person associated with the School, which constitutes sexual harassment against any other person associated with the school. Any person of the Course of Study School community who believes that he or she has been subjected to sexual harassment should immediately report the situation to the Director of the Course of Study School.

What Is Sexual Harassment?

Behavior is defined as sexual harassment from the recipient's perspective, using the reasonable person standard, not through the actor's intent. Sexual harassment includes but is not limited to such behavior as unwelcome sexual advances, requests for sexual favors, verbal or physical conduct of a sexual nature directed towards a student, member of the faculty or staff, or an applicant seeking to join the University community, particularly when any of the following circumstances are present:

1. Tolerance of sexual harassment is made an explicit or implicit term or condition of: status in a course, program, activity; academic evaluation or admission; employment, hiring, promotion, job evaluation.
2. Submission to or rejection of sexual harassment is used as a basis for academic evaluation, or an employment decision affecting such individuals.
3. The behavior described has the purpose or effect of creating an intimidating, hostile or offensive environment for work or learning, or unduly interfering with an individual's work performance. For purposes of this policy, "undue interference" is defined as improper, unreasonable or unjustifiable behavior going beyond what is appropriate, warranted or natural.

In addition, relationships that begin as consensual have the potential to evolve into sexual harassment – particularly when the persons involved are in unequal positions of power or authority. This potentiality is an inherent risk in faculty/student and staff/student relationships, as well as in supervisor/subordinate relationships involving faculty and staff, and justifies the prohibitions and warnings contained elsewhere in this Policy (2010-2012 Perkins Student Handbook).

Examples of Sexual Harassment

Sexual harassment **may** encompass any sexual attention that is unwanted. For purposes of further clarification, and in order to provide some guidance as to what specific behavior constitutes sexual harassment as defined above, examples of the verbal or physical conduct prohibited by this policy include, but are not limited to:

1. physical assault;
2. direct statements or threats that submission to sexual advances will be a condition of admission, employment, work status, promotion, grades or recommendation;
3. direct proposition of a sexual nature.

In addition, the following examples are intended to illustrate other behavior that may constitute verbal or physical conduct prohibited by this policy. These examples require a more subjective judgment than the foregoing examples and are further qualified by the assumption that the recipient of the conduct described is a reasonable adult, free of hypersensitivities:

1. implied statements or threats that submission to sexual advances will be a condition of admission, employment, work status, promotion, grades or recommendation;
2. subtle pressure for sexual activity, an element of which may be conduct such as repeated and unwanted staring;
3. a pattern of conduct (not legitimately related to the subject matter of an academic course, if one is involved, or to a workplace discussion, if that is the case) intended to discomfort or humiliate, or both, that includes one or more of the following:
 - (a) comments of a sexual nature; or
 - (b) sexually explicit statements, questions, jokes, anecdotes or gestures.
4. a pattern of conduct that would discomfort or humiliate, or both, a reasonable person to whom the conduct is directed, that includes one or more of the following:
 - (a) unnecessary touching, patting, hugging or brushing against a person's body;
 - (b) remarks of a sexual nature about a person's clothing or body; or
 - (c) remarks about sexual activity or speculations about previous sexual experience.

Questions about the policy, procedure, or its application may be addressed to the SMU Director, Office of Institutional Access and Equity. <http://smu.edu/aao/>.

Nondiscrimination Policy – SMU

Southern Methodist University will not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Office of Institutional Access and Equity has been designated to handle inquiries regarding the nondiscrimination policies and may be contacted at Southern Methodist University, Dallas TX 75275; 214.768.3601 or accessequity@smu.edu. The website for this office is smu.edu/aao.