I. Course Description

This course is designed to expose students to various homiletical theories and methods. This will be done by studying the writings of different authors and by listening to sermons preached by those who advocate a given perspective. Students will examine the works and preaching of Davis, Koller, Fosdick, Lowry, Craddock, Buttrick, Chapell, and Robinson, among others. This course is not a substitute for PR 601 or PR 602. Prerequisite: PR 601 is required. Although PR 602 is advisable, it is not required. Master of Theology students may enroll in this course for Th.M. credit. Th.M. students are to see the professor on the first day of class.

II. Course Relationship to the Curriculum

This course is a seminar on various preaching methodologies. It will broaden the student’s knowledge of the field of preaching, building on what has been taught in PR 601 and PR 602 and the wider curriculum. The aim of the course is help students understand and evaluate different preaching theories and methods.

III. Course Objective

As a result of this course students should (1) Gain a perspective of the development of various theologies behind a person’s preaching. (2) Be able to discern the nuances of different preaching theologies, philosophies and methodologies. (3) Understand how these theologies, philosophies and methodologies work in the practice of preaching. (4) Be able to analyze sermons with these sensitivities in mind. (5) Develop one’s own theology and practice of preaching.

IV. Course Textbooks

Required:


Harry Emerson Fosdick, “Personal Counseling and Preaching,” *Pastoral Psychology*. March 1952: 11-15. (Will be distributed by the professor.)

———. “What is the Matter with Preaching?” *College of the Bible Quarterly*. October 1952: 5-18. (Will be distributed by the professor.)


Recommended:


V. Course Requirements and Grading

1. Attendance at all lectures and exercises.

2. Read Eslinger, *A New Hearing*. Rather than read the book in a single sitting or two, you will profit more through reading it section by section as it is discussed in class.

3. Read Fosdick’s two articles and write report.


5. Read Craddock, *As One Without Authority*. Write report.


8. Read Robinson, *Biblical Preaching* (Re-read or scan.) and MacArthur/Lutzer article and write report.


10. Reading report (back page of syllabus) is due on the last day of classes for the semester.

11. All book reports are to be three to five (3-5) single-spaced pages.

VI. Course Administration

   A. Attendance Policy

      Attendance is required for the class. If a difficulty arises, please see the professor. Please make every effort to be at class on time.

   B. Due Dates and Late Penalties

      Late work will not be accepted.

   C. Assistance

      Please come to see me with your questions. I have a sign up sheet located outside my office.

VII. Course Calendar

Tuesday, 15 September: Introduction to the Course

Tuesday, 22 September: Due: Fosdick (two articles) reading report
Tuesday, 29 September: Due: Koller (pp. 9 - 120, part one) reading report
                 Kaiser: pages 7 - 40; 149 - 247

Tuesday, 6 October: No Class

12 - 16 October READING WEEK

Tuesday, 20 October: Due: Davis reading report

Tuesday, 27 October: Due: Eslinger: pages 133 - 171
                 Buttrick: pages 5 - 79

Tuesday, 3 November: Due: Craddock reading report
                 Eslinger: pages 95 - 132

9 - 13 November READING WEEK

Tuesday, 17 November: Due: Lowry reading report
                 Eslinger: pages 64 - 94

Tuesday, 24 November: Due: Chapell reading report

Tuesday, 1 December Due: Robinson: “Homiletics and Hermeneutics”
                 MacArthur: “A Response to Homiletics &
                 Hermeneutics;” Lutzer, “A Response to
                 Homiletics & Hermeneutics”

Tuesday, 8 December: Wrap-up: The Future of Homiletics

VIII. Reports on Books

For the three to five (3-5) page report (single spaced) on the books, please consider the following questions:

1. What is the main idea of the book?

2. Summarize the thrust of the author’s argument.

3. What are the distinctive elements of the author’s approach to preaching?

4. What have you learned from reading the book?

5. What will you apply to your preaching from what you have learned?
IX. Grading

As for all written assignments, I am looking for good use of grammar, interaction with the material, spelling, etc. The Student Handbook spells out the rigorous call for excellence in all grading assignments, which will be followed in the course. See below.

The Gordon-Conwell Theological Seminary Student Handbook, p., 52. states:

Grade A is given for meeting with conspicuous excellence the demands which can fairly be made in relation to the requirements of the course. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of the subject as a whole and constructive imagination.

Grade B is given for exceeding the minimum satisfactory attainment and for meeting certain aspects of the course with excellence.

Grade C is given for attaining satisfactory familiarity with the course and for demonstrating at least some ability to use this knowledge in a satisfactory manner.

Grade D is a passing mark but indicates unsatisfactory control over the material.

Grade F declares that the course has been failed.
How many class sessions did you attend? ____________ (check if) all, or ____________ (give number). 5%

Did you read the assigned Eslinger pages? ____________ (yes/no). 7%

Report on Fosdick: ____________ (grade). 8%
Report on Davis: ____________ (grade). 8%
Report on Buttrick: ____________ (grade). 8%
Report on Koller/Kaiser: ____________ (grade). 12%
Report on Craddock: ____________ (grade). 8%
Report on Lowry: ____________ (grade). 8%
Report on Chapell: ____________ (grade). 8%
Report on Robinson/MacArthur/Lutzer: ____________ (grade). 8%

Class participation ____________ (grade). 20%

Course Grade ____________

(Late work will be penalized.)