I. Course Description
This course is designed to enable the doctoral student in homiletics to develop skills in teaching a basic course in preaching. This course is designed to provide the student with educational theory, curriculum design, pedagogical tools and practice in sharpening one’s teaching skills for the teaching of preaching.

II. Course Goal and Objectives
Goal: To enable students to develop a pedagogical framework for the teaching of a basic course in homiletics.

Objectives: As a result of this course students should be able to develop a pedagogical framework for the teaching of basic homiletics. In order to accomplish this, the student will: (A) Understand the basics of teaching. (B) Understand the elements of learning. (C) Understand behavioral objectives. (D) Understand curriculum design. (E) Be able to write behavioral objectives for preaching. (F) Appreciate the steps in teaching a skill. (G) Develop two lessons to teach to the class. (H) Be evaluated on the presentation of two lessons. (I) Reflect on what was learned by the lesson presentations. (J) Be able to develop a semester long curriculum for a basic preaching course.

III. Course Textbooks
Required:


**Recommended:**


**IV. Course Requirements and Grading**

Class/Group Participation

Attendance is required. As a courtesy, be punctual and do not leave early unless necessary. If unable to attend, please notify the professors. Since the seminary is a community of learners, you are expected to share in the critical assessment of class presentations. Be constructive, edifying, encouraging and honest.
Critical Reflection #1: Role of the Teacher
Compare and contrast the texts of Bain and Palmer in a four page (single-spaced) paper. Identify at least two principles and/or practices from each book and explain how you expect to integrate them into your teaching. Due: May 16.

Critical Reflection #2: Curriculum
In a six page (single-spaced) paper, reflect on the writings of Tyler, Slattery and Pazmino. (Tyler provides much of the foundation for modern curriculum theory Slattery leads us into the realm of postmodern thought, while Pazmino offers insights from a biblical worldview.) This paper is to demonstrate you have grappled with the implications of their writings.

In addition, prepare three stimulating (provocative!) questions that substantively reflect their perspectives. Questions will be used in an open-ended class discussion. Due: May 17.

Critical Reflection #3: Syllabus Analysis
Extensively analyze the syllabus of a homiletics course from another theological institution. In your critique, seek to identify the assumptions and foundational issues of the professor. What strengths and weaknesses are evident? If given the opportunity, how might you redesign the syllabus? In a 15 minute presentation, explain your assessment and offer recommendations. Due: May 19.

Class Presentation
Select one aspect of the homiletical process and prepare a 45 minute class presentation on one of the following topics: exegetical ideas, homiletical ideas, purpose statements, illustrations, applications, introductions, conclusions, transitions, and delivery. As soon as possible, select a topic and contact the professors. Due: May 20.

Final Project
Develop a curriculum for a semester long Bible College or seminary-level basic course in homiletics including aims, goals and objectives, texts, lesson plans, etc. Due: August 12.

V. Style
All papers must be typed, double-spaced, flush left, using a 12 point Times New Roman font on 8½ x 11 inch white paper. Margins must be set at one inch with page numbers at the bottom right corner of the page. Papers must have a cover page indicating the title of the course, name, date, and box number. No plastic folders, please. A staple in the upper left corner will suffice. Final projects should be emailed to both professors.

VI. Plagiarism
In an academic context, integrity implies assignments reflect personal research and creativity. Using another person’s materials and presenting them as your own work will not be tolerated.
VII. Grading
As a 3 credit course, expect to spend 6-9 hours in preparation outside of class. The professor recognizes scheduled demands and unexpected emergencies may occur during the semester. Nevertheless, seek to devote this amount of time for maximum benefit.

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.

Class/Group Participation 10%
Critical Reflection #1: Role of the Teacher 10%
Critical Reflection #2: Curriculum 10%
Critical Reflection #3: Developing a Syllabus 10%
Class Presentation 20%
Final Project 40%

VIII. Course Calendar
Monday, 16 May (AM)  Introduction to the Course
Challenges in the Teaching of Preaching in the 21st Century
Read: Bain

Monday, 16 May (PM)  Role of the Teacher
Foundational Issues in Teaching
Read: Palmer

Tuesday, 17 May (AM)  Learners and Learning
✓ Personalities
✓ Multiple Intelligences
✓ Learning Styles
Tuesday, 17 May (PM)  

Curriculum  
Principles of Pedagogy/Andragogy  
Read: Tyler, Slattery and Pazmino

Wed., 18 May (AM)  

Designing the Course (1)  
✓ Choosing the Content  
✓ Creating a Syllabus  
✓ Aims, Goals and Objectives  
Read: Mager

Wed., 18 May (PM)  

Designing the Course (2)  
✓ Lesson Plans  
✓ Evaluation and Assessment

Thursday, 19 May (AM)  

Strategies of Teaching (1)  
Read: Gregory

Thursday, 19 May (AM)  

Strategies of Teaching (2)  
Class Presentations (1) Syllabi

Friday, 20 May (AM)  

Class Presentations (1) Teaching Segment

Friday, 20 May (PM)  

Class Presentations (2) Teaching Segment

IX. Classroom Decorum
Please no texting, emailing or surfing the web during class sessions. Students will be respectful of others during classroom discussions. Student presentations are as instructive as other classroom time. Absence during student presentations will be penalized.