

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**

[www.agts.edu](http://www.agts.edu)

**Doctor of Ministry Elective**

**PTH 981 PREACHING THAT CONNECTS**

**February 22-26, 2010**

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**COURSE SYLLABUS**

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**COURSE DESCRIPTION**

The course focuses on growing the effectiveness of the experienced preacher. Theology, classical rhetoric, communication theory, and cultural analysis are synthesized to develop both the reflective skills and the personal disciplines that produce continuous self-improvement in the preaching arts.

**COURSE OBJECTIVES**

The course should equip and empower the participant to:

1. *Articulate* both the distinctions and the connections between biblical and cultural understandings of preaching through the application of theological reflection.
2. *Assess* the nature, quality, and impact of sermons both before and after delivery through the application of rhetorical analysis to the preaching arts.
3. *Adapt* to a wider range of preaching situations through the application communication theory to the preaching arts.
4. *Assimilate* media-based communication forms into the preaching arts in context-appropriate, message-enhancing, audience-serving ways.
5. *Apply* spiritual disciplines that will contribute to both continuous self-improvement and a deepening Pentecostal experience in the preaching arts.

## COURSE OUTLINE

<b>Date:</b>	<b>Objective:</b>	<b>Topic:</b>
<b>Mon., Feb. 22</b>	[ <i>Articulate</i> ]	Part 1: “ My text today is...” <i>Relating Audience Sovereignty and Scriptural Authority</i>
<b>Tues., Feb. 23</b>	[ <i>Assess</i> ]	Part 2: “ That will preach!” <i>Knowing a Good Sermon Before You Hear It</i>
<b>Wed., Feb. 24</b>	[ <i>Adapt</i> ]	Part 3: “ Can I get a witness?” <i>Discerning Communicational Opportunity in Situational Dynamics</i>
<b>Thus., Feb. 25</b>	[ <i>Assimilate</i> ]	Part 4: “ In my next slide...” <i>Integrating Media as Servant Rather than Master</i>
<b>Fri., Feb. 26</b>	[ <i>Apply</i> ]	Part 5: “ I’ ve got a fire in my bones!” <i>Growing the Spiritual Disciplines of Continuous Self-Improvement in Pentecostal Preaching</i>

Each participant will have the opportunity to consult with the professor during the course to develop a clear and feasible post-session project.

## COURSE REQUIREMENTS

### 1. *Pre-Session* (30 total points)

- a. Read: 1500 pages from the Pre-Session Readings list. It is a violation of academic policy to claim credit for books read prior to the course. Substitute books from the Alternative Readings list for those read previously.
- b. Report: The Reading Report attached to this syllabus should be turned in on the last day of class with all readings completed. (10 points)
- c. Write: Self-Assessment: write a 5-page paper using concepts from the course readings to assess your own preaching. You will do an oral presentation of your paper in summary form during one of the class sessions. (20 points)

### 2. *Session*

- a. Attendance: at all class sessions is required to receive credit for the course.

- b. Active contribution: to the peer learning environment, including discussion, integration of pre-reading, class exercises, and relationship-building.

### 3. *Post-Session Self-Development Project (70 points)*

Write a 15-20 page paper presenting a plan for continuous self-improvement in the preaching arts. Incorporate course materials and the findings of your pre-session Self-Evaluation paper as they support the project, the participant should:

- 1) Consult with the professor during the module to develop a clear and feasible project concept.
- 2) Perform significant qualitative and/or quantitative research on how your preaching is experienced by audiences. Use the tools described in your pre-session annotated bibliography as necessary.
- 3) Analyze the assets and limitations in your situation, and your strengths and weaknesses as a communicator based on this research.
- 4) Present specific steps for capitalizing on your strengths and assets, and overcoming your limitations and weaknesses. (These steps could include elements such as a 3-month preaching plan, team-based research, preparation, and evaluation, video feedback, etc.)
- 5) Identify the resources you will use to implement your plan
- 6) Implement the plan for at least one month, including at least two sermons or presentations
- 7) Conduct qualitative and/or quantitative follow-up research to assess the impact of the plan on your preaching, your audience, and your life.
- 8) Present your preliminary evaluation of the plan's impact along with learnings and suggestions for further refinements. (Answer this question: what have you learned from the experience that you would want to pass along to others who are studying preaching?)

This assignment should be applied to your particular communication responsibilities, i.e., preaching, teaching, missionary presentations, etc.

If your ministry does not include regular large-group communication sessions at this time, the professor will work with you to develop an alternative assignment.

### **POST-SESSION PROJECT GRADING CRITERIA (70 total points)**

1. *Cogency*: are assertions clear, specific, and adequately supported? (10 points)
2. *Clarity*: is the work well-organized and properly paragraphed? (10 points)
3. *Creativity*: do the major ideas represent original thinking? (10 points)
4. *Depth*: are the ideas substantial, the product of quality reflective thinking? (10 points)
5. *Quality*: is the use of language clear, compelling, and professional? (10 points)
6. *Utility*: is the work helpful to the participant and to those she/he serves? (10 points)
7. *Style*: does the paper conform to the *Turabian* manual? (10 points)

### **COURSE WRITING STANDARDS**

1. *Editing*: editorial help is available at an hourly rate. Contact the D.Min. office for the names of editors familiar with the program.
2. *Style Manual*: All written work is to be formatted according to the *Turabian* style manual 7<sup>th</sup> edition [http://www.amazon.com/Manual-Writers-Research-Dissertations-Seventh/dp/0226823377/ref=cm\\_lm\\_f\\_tit\\_7\\_rsrssi0](http://www.amazon.com/Manual-Writers-Research-Dissertations-Seventh/dp/0226823377/ref=cm_lm_f_tit_7_rsrssi0)
3. *Expectations*: All papers are to represent original, high-quality, graduate-level work. Writing from previous courses may not be recycled.
4. *Communication*: A **hardcopy** of the edited Post-Session papers must be delivered to the D.Min. office. *Do not use email.*
5. *Title Page*: All papers should include a cover sheet with title, course information, name, address, and email address in *Turabian* format.
6. *Due date*: the Post-Session Project must be delivered to the D.Min. office postmarked no later than May 26, 2010.

### **LATE WORK**

After the deadline passes for post-session work, the maximum grade for these projects will decline by one letter grade for each day beyond the due date.

## COURSE GRADING

Expectations are high. An “ A” indicates excellent work, a “ B” rewards good effort; a “ C” is marginal, etc. Grading is a composite of points earned in each phase of the course:

Pre-Session Reading	10 points
Self-Assessment Paper	20 points
Post-Session Project	70 points

TOTAL: 100 points

All grades will be awarded using the AGTS Grading Scale:

Publishable = A+
100% - 94% = A
93% - 90% = A-
89% - 87% = B+
86% - 84% = B
83% - 80% = B-
79% - 77% = C+
76% - 74% = C
73% - 70% = C-
69% - 67% = D+
66% - 64% = D
63% - 60% = D-

## PRE-SESSION READINGS (Read 1500 pages)

Brown, Barbara Taylor. *The Preaching Life*. Cowley Publications, 1993. (174 pages)

Cialdini, Robert B. *Influence: Science and Practice*. 5<sup>th</sup> ed. Boston: Pearson, 2009 (234 pages)

Craddock, Fred B. *As One without Authority*. 4<sup>th</sup> ed. Chalice Press, 2001. (160 pages)

Duduit, Michael, ed. *Preaching with Power: Dynamic Insights from Twenty Top Pastors*. Grand Rapids: Baker, 2006. (256 pages)

Eswine, Zack. *Preaching to a Post-Everything World: Crafting Biblical Sermons that Connect with Our Culture*. Grand Rapids: Baker, 2008. (288 pages)

Heath, Chip and Dan Heath. *Made to Stick: Why Some Ideas Survive and Others Die*. New York: Random House, 2007. ( 276 pages)

- Gonzalez, Justo L. and Pablo A. Jimenez. *Pulpito: An Introduction to Hispanic Preaching*. Abingdon Press, 2005. (140 pages)
- Honeycutt, Frank G. *Preaching to Skeptics and Seekers*. Nashville: Abingdon Press, 2001. (183 pages)
- Johnston, Graham. *Preaching to a Postmodern World: A Guide to Reaching 21<sup>st</sup> Century Listeners*. Grand Rapids: Baker, 2001. (189 pages)
- Koller, Charles. *How to Preach without Notes*. Grand Rapids: Baker, 2007. (288 pages)
- Kraft, Charles H. *Communicating Jesus' Way*. Rev. ed. Pasadena: William Carey, 1999. (140 pages)
- LaRue, Cleophus James. *Power in the Pulpit: How America's Most Effective Black Preachers Prepare Their Sermons*. Westminster John Knox, 2002. (191 pages)
- Lewis, Ralph L. and Gregg Lewis. *Inductive Preaching: Helping People Listen*. Westchester: Crossway Books, 1983. (223 pages)
- Lowry, Eugene. *The Homiletical Plot: The Sermon as Narrative Art Form*. Expanded ed. Westminster John Knox, 2000. (138 pages)
- Matthews, Alice. *Preaching that Speaks to Women*. Grand Rapids: Baker, 2003. (188 pages)
- McKinney, Lora-Ellen. *The View from the Pew: What Preachers Can Learn from Church Members*. Judson Press, 2004. (110 pages)
- Miller, Calvin. *The Sermon Maker: Tales of a Transformed Preacher*. Grand Rapids: Zondervan, 2003. (160 pages)
- Miller, Rex. *The Millennium Matrix: Reclaiming the Past, Reframing the Future of the Church*. San Francisco: Jossey-Bass, 2004. (256 pages)
- Schultze, Quentin J. *High-Tech Worship: Using Presentational Technologies Wisely*. Grand Rapids: Baker, 2004. (112 pages)
- Stanley, Andy and Lane Jones. *Communicating for a Change: Seven Keys to Irresistible Communication*. Multnomah, 2006. (208 pages)
- Wilson, Len and Jason Moore. *Digital Storytellers: The Art of Communicating the Gospel in Worship*. Abingdon Press, 2002. (160 pages)

## ALTERNATIVE READINGS

- Allen, Ronald J. *Preaching as Believing: The Sermon as Theological Resource*. Westminster John Knox, 2002. (162 pages)
- Goldsworthy, Graham. *Preaching the Whole Bible as Christian Scripture: The Application of Biblical Theology to Expository Preaching*. Grand Rapids: Eerdmans, 2002. (272 pages)
- Green, Joel B. and Michael Pasquarello, III. *Narrative Reading, Narrative Preaching: Reuniting New Testament Interpretation and Proclamation*. Grand Rapids: Baker, 2003. (192 pages)
- Hamilton, Adam. *Unleashing the Word: Preaching with Relevance, Purpose, and Passion*. Nashville: Abingdon Press, 2003. (176 pages)
- Henderson, David W. *Culture Shift: Communicating God's Truth to Our Changing World*. Grand Rapids: Baker, 1998, (255 pages)
- Jewell, John P. *Wired for Ministry: How the Internet, Visual Media, and Other New Technologies Can Serve Your Church*. Brazos Press, 2004. (192 pages)
- Jeter, Joseph R. and Ronald Allen. *One Gospel, Many Ears: Preaching for Different Listeners in the Congregation*. Chalice Press, 2002. (197 pages)
- Long, Thomas G. *Preaching and the Literary Forms of the Bible*. Augsburg Fortress Publishers, 1989. (144 pages)
- Robinson, Haddon W. *Making a Difference in Preaching*. Grand Rapids: Baker, 2002. (160 pages)
- Schlafer, David J. *Your Way with God's Word: Discovering Your Distinctive Preaching Voice*. Cowley Publications, 1995. (142 pages)
- Stott, John. *Between Two Worlds: The Challenge of Preaching Today*. Grand Rapids: Eerdmans, 1994. (351 pages)

## ACADEMIC INTEGRITY

It is assumed that students at AGTS will endeavor to be honest and of high integrity in all matters pertaining to Seminary life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misusing facilities, removing books and other property not one's own, and disrupting classes. Cheating is defined as intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. It is assumed that whatever is submitted by a student is the work of that student and is new work for that course. Fabrication is intentional and unauthorized falsification or invention of any information or citation in an academic exercise or

form. Plagiarism is intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. One who facilitates any of the above is equally responsible with the primary violator. Penalties may include restitution, an "F" on an individual paper, exam, or course; loss of campus employment; disciplinary probation; removal from extracurricular activities; and suspension.

**SPECIFIC DATA** Prepared by Earl Creps November 2009.

