

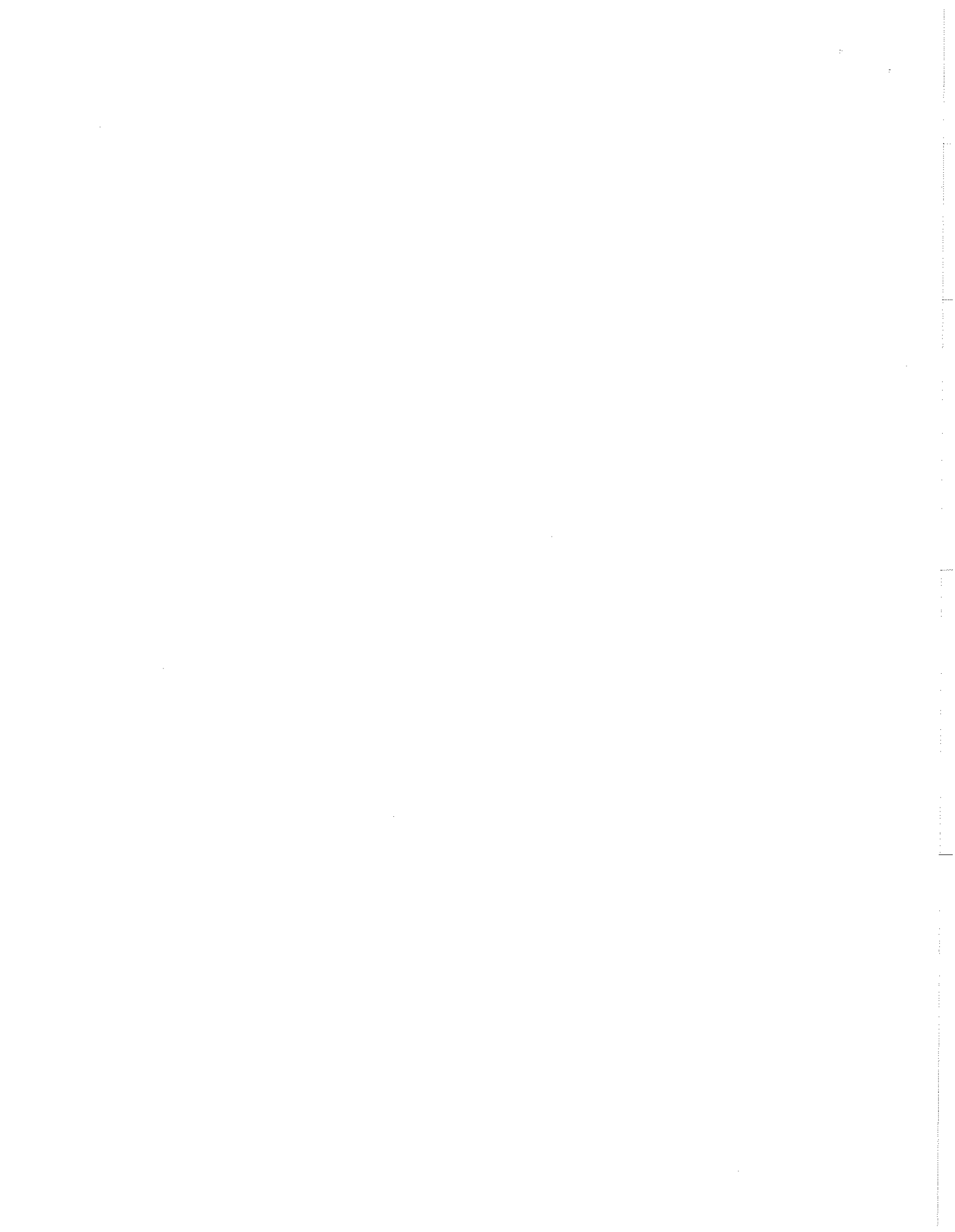
**American Baptist Churches of New York State  
Lay Study Program**

**PREACHING**

**FACULTY GUIDE**

Curriculum Committee  
of the  
ABC/NYS Lay Study Team

November 2002



## **Course Objective and Description**

The purpose of this course is to help the student understand and present messages that are: inspired by the word of God, organized and coherent, well-researched, and presented with clarity, inspiration, and appropriate public speaking skills. It is important for the student to understand his/her audience (age, needs, etc.). Also, the setting and type of worship ceremony needs to be considered. The student should also experience different ways in presenting his/her message.

The course is arranged to expose students to a variety of resources available to help them prepare their message. Also to be discussed is: theology, how to read the Bible, and the preparation, writing and presentation of the message. This will be completed by using a variety of methods.

## **Student Requirements and Assessments**

This is understood to be a course equivalent to a first year college level course. As such, students should expect 20 class-session (contact) hours and an additional estimated 40 assignment hours. This guide assumes that the class time will be divided into 10 two hour sessions, but the instructor may rearrange materials as necessary, so long as the requisite class time is maintained.

To receive a passing mark for this course, students are expected: (1) to read the material as assigned, (2) to participate in a minimum of eight (8) of the 10 scheduled sessions, or to arrange with the instructor a satisfactory make-up for missed sessions, and (3) to complete all assignments and projects as given by the instructor. The instructor is responsible for giving the student both constructive suggestions for improvement and affirmation of progress and achievements. Though the instructor is ultimately responsible for evaluation of student work, feedback from other students in some cases may be useful to the student.

The instructor's assessment of the student's work in the class is based on evaluation of the student's class participation, presentations and projects, and written work. The final grade for this and all lay study courses is pass/fail.

As early as possible, the instructor should distribute the accompanying Student Guide to all students along with his or her own attachment or handout listing the specific reading assignments that will be expected of the student for each class session given the instructor's selection of text(s) and project choices from the suggestions below.

## **General Texts**

The Lay Study Program allows the instructor to choose the course text or texts, keeping in mind the cost to the students of these materials and their availability. It is to the instructor to judge which texts will offer the best approach, given current events, relevant issues, and teaching style. It is strongly recommended that you select which text(s) you will be using

and convey this information to each of the Association Lay Study Committee and known registrants at least three weeks prior to the start of the first class. You should also indicate at this time the specific reading assignments for the course. By doing this, they will have time to secure the material(s) and prepare the readings that you require prior to the first class. The following texts are recommended. The curriculum committee welcomes suggestions for additional course texts on the instructor's course evaluation. The two texts most widely used and recommended in recent years are Craddock's Preaching and Fee's How to Read the Bible for All Its Worth.

### **General Course Texts**

Bartow, Charles L. Effective Speech Communication in Leading Worship. Nashville, Tennessee: Abingdon Press, 1988.

Buttrick, David. A Captive Voice: The Liberation of Preaching. Louisville, Kentucky: Westminster/John Knox Press, 1994.

Craddock, Fred B. Preaching. Nashville, Tennessee: Abingdon Press, 1985.

Fee, Gordon D. and Douglas Stuart. How to Read the Bible for All Its Worth. Grand Rapid, Michigan: Zondervan, 1993.

Ferguson, Duncan S. Biblical Hermeneutics: An Introduction. Atlanta, Georgia: John Knox Press, 1986.

Forbes, James. The Holy Spirit and Preaching. Nashville, Tennessee: Abingdon, 1989.

Fraser, Elouise Renich and Louis A. Kilgore. Making Friends with the Bible. Scottdale, Pennsylvania: Herald Press, 1994.

Long, Thomas G. The Witness of Preaching. Louisville, Kentucky: Westminster/John Knox Press, 1989.

Long, Thomas G. and Neely Dixon McCarter, editors. Preaching In and Out of Season. Louisville, Kentucky: Westminster/John Knox Press, 1990.

Mitchell, Henry H. Celebration and Experience in Preaching. Nashville, Tennessee: Abingdon, 1990.

Ryken, Leland. How to Read the Bible as Literature. Grand Rapid, Michigan: Zondervan, 1984.

Wilson, Paul Scott. The Practice of Preaching. Nashville, Tennessee: Abingdon Press, 1995.

A variety of wedding and funeral books may be used as resources.

## **General Note to Faculty**

Please remember that we are trying to strike a proper balance between faculty presentation (lecture) and active student involvement. The course is structured in such a way as to allow both teacher and students considerable opportunity to interact in class activities and student assessments. The instructor may assign other activities or projects within the time constraints and objectives for the course. The instructor is to determine the reading material and assignments for each week of the course.

It is recommended that the course be team taught, reflecting different preaching styles.

## **Session One**

Complete any bookkeeping activities required by the Lay Study Program.

1. Introductions: The instructor and students introduce themselves from a pulpit/lectern/music stand in front of the class. Give: name, where they live, family information, reasons for taking course, a funny childhood memory, who they thought was a great preacher and why, etc.

2. Discuss requirements of the course.

3. Discuss resources that may be used: lectionary, commentaries, books, Internet (credible sources). Each week some may be introduced.

4. Discuss similarities/differences between preaching and lecturing (public speaking). What is preaching? What is the role of the preacher? Discuss the use of ethos (character), logos (reason), and pathos (emotion) in a sermon.

5. Discuss: the history of oral tradition, oral event, rhetoric and how it is used, and the difference in teaching Old Testament and New Testament.

6. Give an overview of a sermon and the use of the Bible within the message. What makes a sermon a sermon? (Biblically based and calls people to action) How do messages within cults vary from the messages given on a Sunday morning?

7. Ask questions about how to read the Bible. For example, how many animals did Noah take on the ark and which way did the wise men travel and where did they come from? Other questions may be used to point out how we need to read in context, for the time period, and the use of poetry within scripture.

Homework: Reading assignment and find five (5) Internet sources which may be helpful in the future as a resource.

## **Session Two**

1. Discuss reading assignment and homework.

2. Discuss public speaking skills: eye contact, appropriate gestures, tone, volume, rate of speaking, knowing your audience, standing straight, movement from the pulpit, etc.

3. Discuss skills within the writing: has an introduction that captures the audience's attention, repeating key words for emphasis, building the trust of the audience, connect with audience, using real-life experiences, relate to present time (practical use), action words versus passive words, composed for memory, use of stories, use of questions and answers, use of senses (hearing, smell, taste, touch, sight), and has a conclusion that summarizes and gives the audience a task to do.

4. Discuss Theology in a sermon, doctrines to preach in the Christian year (Advent, Christmas, Epiphany, Lent, Easter, Day of Pentecost, Ordinary Time). Include traditional and nontraditional topics within a sermon for these times.

5. Discuss how to prepare through the week for a sermon. How should someone focus on the verses? What questions would there be to consider? What is the initial theological reading? What does God or Christ do within these passages? What does the text mean for us today? How is this practical?

Homework: Reading assignment and watch and evaluate a preacher other than one from your home church. Look for their public speaking style as well as for their view of the scripture.

### **Session Three**

1. Go over homework and reading assignment.

2. Discuss the importance and use of a children's message.

3. Discuss the various types of sermons with their advantages and disadvantages: Expository, topical, problem/solution, question/answer, proving a proposition, storytelling, conversational/dialogue, multiple view of one idea, monologue, multiple application to a principle, and ladder design (linked arguments leading to a conclusion).

4. Discuss the structure of a sermon. You may want to suggest to start with the body of the sermon first. This will make the introduction easier since one will know what topic he/she is speaking. Key phrase: Say what you are going to say (introduction), say it (body), and say what you have said (conclusion).

A. Body: What is the sermon about? Consider a central idea appropriately understood as a developing idea. One should have only one main idea. Discuss how to move from the Biblical text to apply it to life today in a coherent and complete manner.

B. Introduction: Introduce topic. May use question, illustration, background information (history), explanation of time period, etc. This will create a tone and

establish a relationship and credibility with the audience. One needs to keep stories relevant to the central idea.

C. Conclusion: Give the congregation something to do, whether it is a mission or it is change a behavior, thought process, feelings, etc. Avoid questions and personal testimony. Use direct and concrete language. Bring about a sense of completeness. It may be helpful to return or refer to the scriptural message or passage itself.

Other suggestions: Personalize it (carefully) to connect with the people. Humanize it to identify with experiences. Be sure it informs. The congregation needs to identify with the people and situation mentioned in the scripture. Finally, the congregation needs visualize the situation and the results.

Homework: Reading assignment. Prepare a children's message of 4-6 minutes in length. Be sure to have a visual aid and determine the age of the group with whom you are speaking.

## ***Session Four***

1. Present and discuss children's message.
2. Discuss reading assignment.
3. Have students choose several verses of their own and evaluate when, how, and to whom you could use this passage. What would the message be? What other angle or focus could be used for this scripture reading? What is the theology? How would the main message be organized? Have the students start writing the body of their message. Have the students work individually at first. Then have them share their ideas to gain a more accurate and fuller understanding of the text.

Homework: reading assignment. Prepare a six to 10 minute message to present to the class. This is to be done in manuscript form (completely written out).

## ***Session Five***

1. Present and discuss students' messages.
2. Discuss reading assignment.
3. Discuss the different formats for speaking (manuscript, extemporaneous, memorized) and the advantages/disadvantages in using each of them.

Homework: Reading assignment. Prepare an extemporaneous (outline form) message of six to 10 minutes in length.

## ***Session Six***

1. Present and discuss students' messages.
2. Discuss reading assignment.

Homework: Reading assignment. Prepare a message of six to 10 minutes in length in a totally different format. This may be memorized, storytelling, monologue, etc. Encourage students to experiment within this safe and friendly environment.

## ***Session Seven***

1. Present and discuss students' messages.
2. Discuss reading assignment.

Homework: Reading assignment. Students should be preparing for the church message to be video taped.

## ***Session Eight***

1. Discuss reading assignment.
2. Discuss Preaching in the: African-American tradition, Hispanic tradition, and Native-American tradition. Also, the issues facing women in the pulpit in American Baptist Churches and other denominations.

Homework: Reading assignment. Students should be preparing for the church message to be video taped.

## ***Session Nine***

1. Discuss reading assignment
2. Discuss messages for weddings and funerals.
3. May start to view and discuss video tapes if some students are ready.

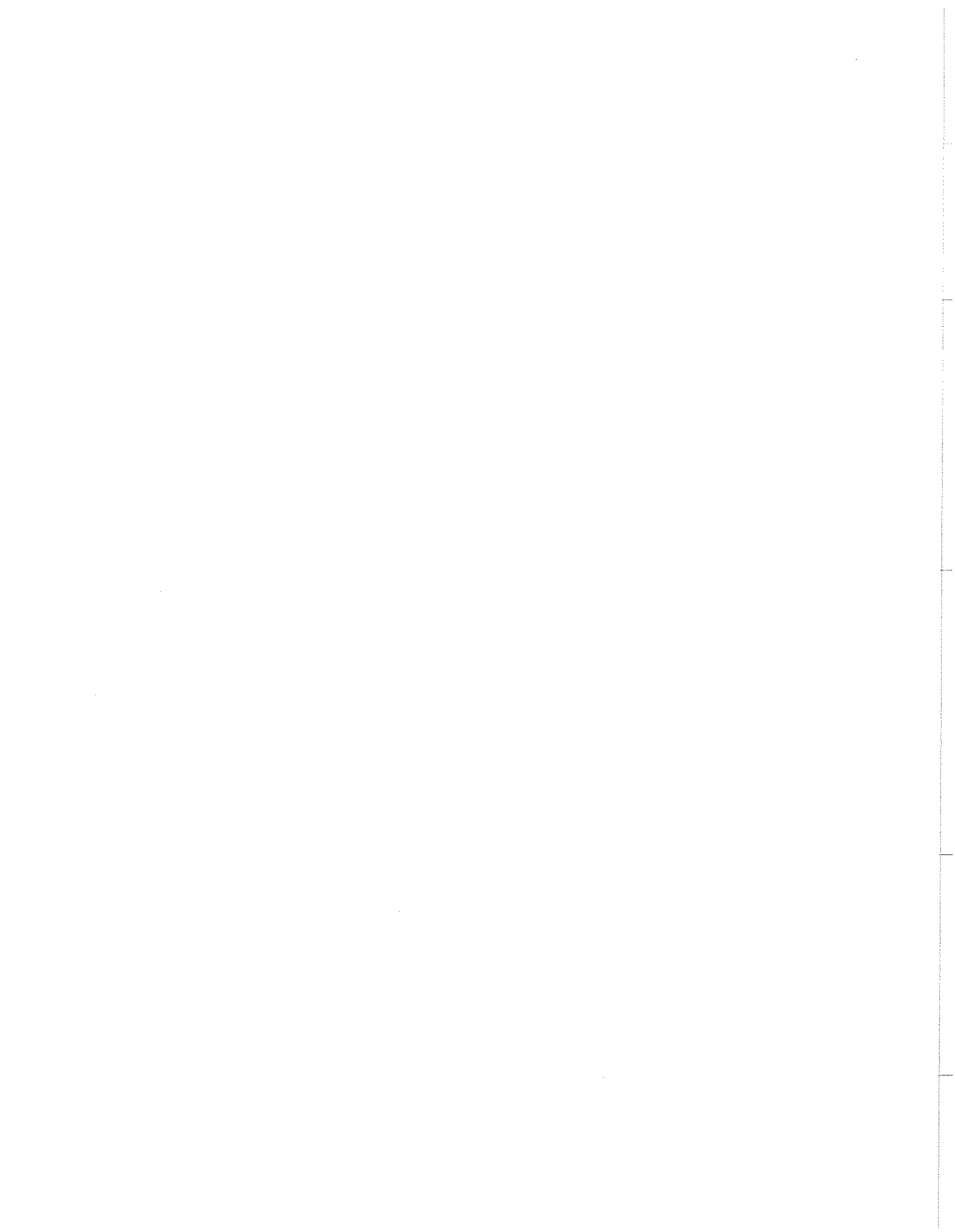
Homework: Reading assignment. Students should be preparing for the church message to be video taped.



## ***Session Ten***

This class can be completed anytime it is convenient for the class after everyone has had a chance to have their sermon video taped.

1. Discuss reading assignment
2. View and discuss videos
3. Complete final evaluations for the course.



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Your instructor should provide information about the required texts, reading assignments, and activities for this course.