



PREA6200 Preaching Practicum (Internet)
New Orleans Baptist Theological Seminary
Division of Pastoral Ministries
Summer 2018

Dr. Phillip E. Weaver

Adjunct Professor of Preaching & Pastoral Work

Phone: (985) 507-4577

Email: dr.phillipeweaver@gmail.com

Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is **Servant Leadership**. In demonstrating Servant Leadership, “we follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us” (2017-18 Graduate Catalog, p. 5).

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are Characteristic Excellence, Interpersonal Skills, Mission Focus, Servant Leadership, Spiritual Vitality, and Disciple Making.

Course Description

In this course, videotaped sermons preached by students will serve as the basis for a study of preaching content, structure, and style. Prerequisite: PREA5300 Proclaiming the Bible.

Student Learning Outcomes

By the end of the course, the student will:

1. Be able to apply homiletical concepts, principles, and resources helpful for effective oral interpretation of Scripture, sermon construction, and sermon delivery;
2. Value Christian proclamation as a vital part of personal ministry;
3. Demonstrate acceptable proficiency in performing Christian proclamation with the aid of an instructor or course resources, whether as one called to preach or as one with some other Christian calling.

Course Methods

Online content notes and other instructional methods will be utilized to review and teach important fundamentals and principles about sermon construction, delivery, oral interpretation, and voice, as well as to present and discuss applicable print and other resources. Writing assignments will be required to facilitate experiential learning and skills development in sermon building and communication. Student

preaching, feedback, and group discussions will be used to promote personal insights about oral interpretation and sermon delivery. The online preaching laboratory and student self-study will be important instructional components. Listener feedback forms and personal critique forms will be utilized to aid personal analysis in assessing preaching competency needs and strengths of students in sermon construction and delivery.

Embedded Assignment

The New Testament sermon presentation is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to this syllabus. Please complete the assignment according to the syllabus (see p. 3) and the grading rubric (see p. 12).

Textbooks

The following textbooks are **required** (will be cited in class notes and/or in assignments):

Fasol, Al. *A Complete Guide to Sermon Delivery*. Nashville: Broadman & Holman Publishers, 1996.

Heisler, Greg. *Spirit-Led Preaching*. Nashville: B&H Publishing, 2007.

McDill, Wayne V. *The Moment of Truth*. Nashville: Broadman & Holman Publishers, 1999.

York, Hershael W., and Bert Decker. *Preaching with Bold Assurance*. Nashville: Broadman & Holman Publishers, 2003.

Course Requirements

Students are required to:

1. Submit a one-page, single-spaced **annotated analysis** for each of the **four required textbooks** by Fasol, Heisler, McDill, and York and Decker. Each analysis should give a correct bibliographic listing of the book with its associated annotations, which answer the following questions:
 - a. What is a two-paragraph (or less) summary of the book?
 - b. What is one (or more) helpful feature(s) of the book for Christian proclamation?
 - c. What is one difficulty, deficiency, or limitation in using the book for Christian proclamation?

Each analysis should have a cover page. Each analysis should be a **complete** single-spaced page of content. The assignments should be completed and posted to the Assignment Menu labeled in each session according to the following schedule: McDill-Session 4, Fasol-Session 5, Heisler-Session 6, York and Decker-Session 7. Each of the above sessions will have a discussion board question for the student to answer concerning the book. The student also will be required to make a response to at least one of the threads posted by other members of the class.

2. Prepare and record **one** devotional presentation of **eight to ten** minutes in duration, based on an **Old Testament** passage (selected by the student from any of the following Old Testament books: Genesis through Psalms). In addition, post a sermon brief on the Assignment Menu as in the format of **the rhetorical sermon brief form in this syllabus**. The student will post the devotional and brief according to the group assigned by the professor.

Students will upload the devotional presentation on BlackBoard under the Assignment Menu. **Instructions for this process will be listed in a document under Course Documents entitled “Instructions for Uploading Devotion and Sermon on BlackBoard.”** This devotion is to be presented before an audience, preferably at least twelve people. While not required to be in a church building setting, students are encouraged to do so in order to have higher quality video equipment and to give students additional experience in the local church setting. Students should dress appropriately for the particular venue. The video should be framed to show the student’s posture and movement while speaking but also close enough in order to discern how gestures and facial expressions coincide with the content of the message.

3. Prepare and video tape **one** preaching presentation of a **New Testament** passage (selected by the student from any of the Gospels: Matthew through John or from Acts). The preaching presentation must not exceed **eighteen** minutes or to be less than **fifteen** minutes in duration. The sermon delivered is to be a sermon outlined on **the rhetorical sermon brief form in this syllabus**. The sermon brief (according to the example in this syllabus) must be posted at the same time that the sermon video is uploaded. Students should dress appropriately for the particular venue. In other words, dress should be what the student would normally wear in a typical worship service or event. The student will post the sermon and brief according to the group assigned by the professor.

The student is to present this message in a local church setting. The message does not have to be in a regular service but may be a specially scheduled event. A minimum of at least twelve people (preferably twenty or more) must be present. This assignment will provide the student with the critically important experience of speaking in the local church setting. Therefore, it is to have a high quality video and a more consistent location for the presentation and the evaluation. The video should be framed to show the student’s posture and movement while speaking but also close enough in order to discern how gestures and facial expressions coincide with the content of the message. **The video is to be uploaded according to the instruction document in Course Documents and according to the schedule posted for the order of student sermon presentations (Under Course Documents).** The student should post the video and sermon brief under the Assignments Menu.

4. Complete:

- a. An audience preaching feedback form following each student’s presentation. The document is available under the Feedback Forms Menu (“Homiletics Feedback Form”). All students will turn in one audience feedback form on **each student** presentation and upload it under the Assignment Menu on the due date listed. They will need to label it according to the full name of the student presenter that they are evaluating. As with the traditional classroom feedback forms, the form will be anonymous, but the BlackBoard system will notify the professors that each student has uploaded a feedback form on all students’ presentations. Forms are due before the next session begins.
- b. A personal critique/feedback evaluation form for the student’s two classroom presentations. The document (“Summary Critique Form”) is available under the Feedback Forms Menu. This form must be sent to the professor via the Assignment Menu on the due date listed on the student preaching schedule document under Course Documents.

5. Take a final exam. The final exam will cover class notes, the required course texts, and reflections on the personal presentations and feedback. The exam will be posted online and is due to be posted under the Assignment Menu for the last session.

Evaluation

All course objectives will be evaluated through the grading of the annotated analysis, devotional presentation, preaching presentation, critique/feedback evaluation, and final examination. **Responses on discussion boards and blogs should adhere to the rules of grammar. The responses should not include the use of abbreviations and texting type responses.**

The student's final grade will be determined as follows:

1. Annotated textbooks analyses	20%
2. Discussion board participation	10%
3. Devotional presentation/critique/evaluation and responses	20%
4. Preaching presentation/critique/evaluation and responses	30%
5. Final examination	20%

Late Assignments Penalty

Assignments turned in past the date due will incur a late penalty of **ten points**, which will be deducted from the assignment grade. **Assignments will not be accepted more than one week past the date due. All assignments must be submitted as specified.** (Assignments may be submitted before the due date.)

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism, which may result in expulsion from the seminary. See the Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Topics

Course topics will be as follows:

Introduction
Homiletics Review and Matters of Sermon Construction
Sermon Delivery and Communication

Oral Interpretation of Scripture
Fundamentals of Voice and Vocal Care
Using Multimedia in Preaching
Preaching Presentations
Concluding Matters

Course Schedule

The course schedule will be as follows:

Session One will be the first full week of the semester according to the academic calendar. Each of the sessions will follow in order. In each case, each session will begin the week after these times. The specific dates will be listed under the Course Announcements Menu.

Unit 1- Introduce Yourself; Foundational Elements Notes Review; and Respond to Discussion Board Question

Please make a post on Unit 1 to introduce yourself. Please include a photo, where you are from, your educational background, family, current vocation, and experience in teaching and preaching.

Discussion Board Question: In light of the notes for this lesson, how would you define preaching? Please post your definition and then give a minimum of a two-sentence response to the definition of another student.

Unit 2- Formal and Functional Notes Review and Respond to Discussion Board Question

Discussion Board Question: Please list one of your favorite preachers and explain how you think the oral style of this particular preacher does or does not relate to some of the PowerPoint notes on sermon style. Please give a minimum of a two-sentence response to the definition of another student.

Unit 3- Sermon Delivery Note; Devotional Group 1; and Respond to Discussion Board Question

- Devotional Group 1 will post devotional video
- Sermon brief for devotional due
- All audience evaluation forms due before Unit 4

Discussion Board Questions: 1. Of the issues mentioned in speech production what do you think is the most common problem and why? Read all of the responses by the other students and then make an observation concerning what the other students wrote. 2. Relating to the PowerPoint on the use of the notes, explain in three to five sentences the way that you do or do not use notes when you speak. Read all of the responses by the other students and then make an observation

Unit 4 -Devotional Group 2; McDill Annotated Analysis; and Respond to Discussion Board Question

- Devotional Group 2 will post devotional video
- Sermon brief for devotional due
- All audience evaluation forms due before Unit 5
- McDill Annotated Analysis due

Discussion Board Questions: Students will choose questions from McDill’s book at the end of the chapters listed below. Please post the discussion question with a minimum response of at least five or six sentences. Therefore the student will want to choose a question that has some depth. Students must also make a minimum of a two or three sentence response to another student’s posting. Each group must answer from the selections below:

Devotional Group 1 choose a question from the end of Chapters 3-6.

Devotional Group 2 choose a question from the end of Chapters 7-10.

Unit 5 -Sermon Group 1; Fasol Annotated Analysis; and Respond to Discussion Board Question

-Sermon Group 1 will post video

-Sermon brief due

-All audience evaluation forms due before Unit 6

-Fasol Annotated Analysis due

Discussion Board Question: In considering your own deliveries, as well as other students heard thus far, please give the top three aspects of delivery in Fasol’s work that you consider the most relevant. Please write a minimum of six to eight sentences. Also, please write a two or three sentence response to the posting of at least one other student.

Unit 6-Sermon Group 2; Heisler Annotated Analysis; and Respond to Discussion Board Question

-Sermon Group 2 will post video

-Sermon brief due

-All audience evaluation forms due before Unit 7

-Heisler Annotated Analysis due

Discussion Board Question: Critique Heisler’s discussion on the differences between inspiration and illumination. Post a minimum response of five or six sentences to the question and then respond with a minimum of two or three sentences to the posting made by another student.

Unit 7-Sermon Group 3; York and Decker Annotated Analysis; and Respond to Discussion Board Question

-Sermon Group 3 will post video

-Sermon brief due

-All audience evaluation forms due before Unit 8

Discussion Board Question: Critique Chapter 13 “The Essence of Energy” in York and Decker. Write what you consider the most or least helpful aspects of the chapter. Your response must be at least five or six sentences. You must also have a two or three sentence response to a posting made by another student.

Unit 8-Final Exam

Sermon Brief Form

Students **must use** the attached sermon brief form for the **sermon brief** required in the Old Testament and New Testament classroom presentation assignments for this course. Students may **not** substitute other forms. Please read and follow the notes and examples given in the form. Frequently made mistakes that cost points in the sermon brief assignment include the following:

1. Not writing the E.T.S., E.S.S., or O.S.S. in **complete** sentences;
2. Not writing the E.T.S. in the **past** tense;
3. Writing the E.S.S. in the **past** tense;
4. Not **following** the required O.S.S. form;
5. Not citing a biblical reference for **each** main point heading;
6. Not following the specified format for the sermon title;
7. Writing the sermon subject as a sentence.

SERMON BRIEF

Rhetorical Sermon Outline

Name:

Assignment:

Date Due:

A. Foundational Elements

1. Sermon Title (in quotation marks; headline capitalization style):
2. Text:
3. Subject (in one or two words--or as a short phrase):
4. ETS (Essence of the Text in a Sentence--state in the past tense):
5. ESS (Essence of the Sermon in a Sentence--also called the Proposition; do not state in the past tense):
6. OSS (Objective of the Sermon in a Sentence--state in terms of what hearers will **do** as a result of this sermon): Hearers will....

B. Formal Elements

Introduction

- 1.
- 2.
- 3.

Body

I.

- 1.
- 2.

II.

- 1.
- 2.

III.

- 1.
- 2.

Conclusion

- 1.
- 2.
- 3.

C. Notes

1. The number of points may vary within the formal elements from the numbers shown above.
2. All main points (i.e., I, II, etc.) in the sermon body outline must be referenced to the text (e.g., I. The Motive of Salvation, John 3:16a; II. The Means of Salvation, John 3:16b).
3. Write all sermon body main points in headline capitalization style (e.g., The Motive of Salvation). Write all lesser points under the main points in sentence capitalization style (e.g., The personal motive).

Selected Bibliography

Adler, Ronald B., and Neil Towne. *Looking Out/Looking In: Interpersonal Communication*. Fort Worth: Harcourt Brace College Publishers, 1996.

Akin, Daniel L., Bill Curtis, and Stephen Rummage. *Engaging Exposition*. Nashville: B & H Academic, 2011.

Akin, Daniel L., David L. Allen, and Ned L. Matthews, eds. *Text-Driven Preaching: God's Word at the Heart of Every Sermon*. Nashville: B & H Academic, 2010.

Arthurs, Jeffrey D. *Devote Yourself to the Public Reading of Scripture*. Grand Rapids: Kregel, 2012.

Axtell, Roger E. *Do's and Taboos of Public Speaking*. New York: John Wiley & Sons, 1992.

Barlow, Jerry N. "Peter's Messages." *Biblical Illustrator*, Fall 2000, 16-20.

_____. "Timely Preaching, Timely Worship." *Preaching* 26, no. 1 (January-February 2011): 24-28.

Beatty, Christopher. *Maximum Vocal Performance*. Nashville: Star Publishing Group, 1992.

Blackwood, Rick. *The Power of Multi-Sensory Preaching and Teaching*. Grand Rapids: Zondervan, 2008.

Breidenbaugh, Joel. *Preaching for Bodybuilding: Integrating Doctrine and Expository Preaching in a Postmodern World*. Bloomington, IN: CrossBooks, 2010.

Briscoe, D. Stuart. *Fresh Air in the Pulpit: Challenges and Encouragement from a Seasoned Preacher*. Grand Rapids: Baker Books, 1994.

Bryson, Harold T. *Expository Preaching: The Art of Preaching through a Book of the Bible*. Nashville: B&H, 1995.

Cahill, Dennis M. *The Shape of Preaching*. Grand Rapids: Baker Books, 2007.

Capp, Glenn R., Carol C. Capp, and G. Richard Capp Jr. *Basic Oral Communication*. 5th ed. Englewood Cliffs, NJ: Prentice Hall, 1990.

- Chapell, Bryan. *Christ-Centered Sermons: Models of Redemptive Preaching*. Grand Rapids: Baker, 2013.
- Charles, H. B., Jr. *On Preaching: Personal & Pastoral Insights for the Preparation & Practice of Preaching*. Chicago: Moody Publishers, 2014.
- Chromey, Rick. *Sermons Reimagined: Preaching to a Fluid Culture*. Loveland, CA: Group Publishing, 2015.
- Cothen, Joe H. *The Pulpit Is Waiting*. Gretna: Pelican, 1998.
- Cox, Richard H. *Rewiring Your Preaching: How the Brain Processes Sermons*. Downers Grove, IL: IVP Books, 2012.
- Crotts, Jeffrey. *Illuminated Preaching*. Leominster, England: Day One Publications, 2010.
- Davis, Ken. *Secrets of Dynamic Communication: Preparing & Delivering Powerful Speeches*. Grand Rapids: Zondervan, 1991.
- Doriani, Daniel M. *Putting the Truth to Work*. Phillipsburg, NJ: P & R Publishing Company, 2001.
- Duduit, Michael, ed. *Handbook of Contemporary Preaching*. Nashville: Broadman Press, 1992.
- _____, ed. *Communicate with Power: Insights from America's Top Communicators*. Nashville: Broadman Press, 1996.
- Edwards, J. Kent. *Deep Preaching*. Nashville: B & H Academic, 2009.
- Erickson, Millard J., and James L. Heflin. *Old Wine in New Wineskins: Doctrinal Preaching in a Changing World*. Grand Rapids: Baker Book House, 1997.
- Eswine, Zack. *Preaching to a Post-Everything World*. Grand Rapids: Baker Books, 2008.
- Fabarez, Michael. *Preaching That Changes Lives*. Nashville: Thomas Nelson Publishers, 2002.
- Farris, Stephen. *Preaching That Matters*. Louisville: Westminster John Knox Press, 1998.
- Fasol, Al. *A Complete Guide to Sermon Delivery*. Nashville: Broadman & Holman Publishers, 1996.
- Fasol, Al, Roy Fish, Steve Gaines, and Ralph Douglas West. *Preaching Evangelistically*. Nashville: B & H Publishers, 2006.
- Fisher, David. *The 21st Century Pastor*. Grand Rapids, MI: Zondervan Publishing House, 1996.
- Galli, Mark, and Craig Brian Larson. *Preaching That Connects: Using the Techniques of Journalists to Add Impact to Your Sermons*. Grand Rapids: Zondervan, 1994.
- Gibson, Scott M. *Preaching with a Plan*. Grand Rapids: Baker Books, 2012.

- Goldsworthy, Graeme. *Preaching the Whole Bible as Christian Scripture*. Grand Rapids: Eerdmans, 2000.
- Greidanus, Sidney. *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method*. Grand Rapids: William B. Eerdmans Publishing Company, 1999.
- Harvey, John D. *Anointed with the Spirit and Power*. Phillipsburg, NJ: P&R Publishing, 2008.
- Heisler, Greg. *Spirit-Led Preaching*. Nashville: B & H Academic, 2007.
- Helm, David R. *Expositional Preaching: How We Speak God's Word Today*. Wheaton, IL: Crossway, 2014.
- Henderson, David W. *Culture Shift: Communicating God's Truth to Our Changing World*. Grand Rapids: Baker Book House, 1998.
- Hughes, Robert G, and Robert Kysar. *Preaching Doctrine for the Twenty-First Century*. Minneapolis: Fortress Press, 1997.
- Johnston, Graham. *Preaching to a Postmodern World: A Guide to Reaching Twenty-first Century Listeners*. Grand Rapids: Baker Books, 2001.
- Kaiser, Walter C., Jr. *Preaching and Teaching from the Old Testament*. Grand Rapids: Baker Academic, 2003.
- Kalas, J. Ellsworth. *Preaching in an Age of Distraction*. Downers Grove: IVP, 2014.
- Keller, Timothy. *Preaching*. New York: Viking, 2015.
- Kelley, Rhonda Harrington, and Monica Rose Brennan. *Talking Is a Gift: Communication Skills for Women*. Nashville: B & H Publishing Group, 2014.
- Koller, Charles. *How to Preach without Notes*. Grand Rapids: Baker Book House, 2007.
- Kuruvilla, Abraham. *A Vision for Preaching*. Grand Rapids: Baker Academic, 2015.
- Larson, Craig Brian, ed. *Interpretation and Application* Peabody, MA: Hendrickson Publishers, 2012.
- _____, ed. *Sermon Preparation*. Peabody, MA: Hendrickson Publishers, 2012.
- Larue, Cleophus J., ed. *Power in the Pulpit: How America's Most Effective Black Preachers Prepare Their Sermons*. Louisville: Westminster John Knox Press, 2002.
- Lee, Charlotte I. *Oral Reading of the Scriptures*. Boston: Houghton Mifflin Company, 1974.
- Litfin, Duane. *Public Speaking: A Handbook for Christians*. 2d ed. Grand Rapids: Baker Book House, 1992.

- Lybrand, Fred R. *Preaching on Your Feet*. Nashville: B & H Academic, 2008.
- MacArthur, John, Jr. *Rediscovering Expository Preaching*. Dallas: Word Publishing, 1992.
- McDill, Wayne V. *The Moment of Truth*. Nashville: B & H Publishers, 1999.
- Meyer, Jason C. *Preaching: A Biblical Theology*. Wheaton: Crossway, 2013.
- Merida, Tony. *The Christ-Centered Expositor*. Nashville: B & H Academic, 2016.
- _____. *Faithful Preaching*. Nashville: B & H Academic, 2009.
- Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker Books, 2006.
- _____. *The Sermon Maker: Tales of a Transformed Preacher*. Grand Rapids, Zondervan, 2002.
- Overstreet, R. Larry. *Persuasive Preaching: A Biblical and Practical Guide to the Effective Use of Persuasion*. Wooster, OH: Weaver, 2014.
- Paul, Ian, and David Wenham. *Preaching the New Testament*. Downers Grove, IL: IVP Academic, 2013.
- Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3d ed. Grand Rapids: Baker Academic, 2014.
- Scharf, Greg. *Let the Earth Hear His Voice: Strategies for Overcoming Bottlenecks in Preaching God's Word*. Phillipsburg, NJ: P & R Publishing, 2015.
- Turner, Timothy A. *Preaching to Programmed People*. Grand Rapids: Kregel Resources, 1995.
- Vines, Jerry, and Jim Shaddix. *Power in the Pulpit: How to Prepare and Deliver Expository Sermons*. Rev. ed. Chicago: Moody Publications, 2017.
- Walton, Benjamin H. *Preaching Old Testament Narratives*. Grand Rapids: Kregel, 2016.
- Wright, Christopher J. H. *How to Preach and Teach the Old Testament for All Its Worth*. Grand Rapids: Zondervan, 2016.
- York, Hershael W., and Bert Decker. *Preaching with Bold Assurance*. Nashville: B & H Publishers, 2003.

PREA6200 Preaching Practicum: New Testament Sermon Assignment Grading Rubric

Student: _____ **Date:** _____

Total Points for the Assignment: _____ **Assignment Grade:** _____

Grading Rubric: New Testament Sermon Assignment of PREA6200 Preaching Practicum

Criteria	Points Possible	Points Awarded
Sermon ETS/CIT is derived from the sermon text & is stated clearly, concisely (8-10 words), & correctly.	15 points	
Sermon ESS/Proposition is a contemporary statement of the ETS/CIT & is stated clearly, concisely (8-10 words), & correctly.	15 points	
Sermon OSS is related to the ESS & is stated in terms of what hearers will do.	10 points	
Sermon Introduction includes the ETS/CIT & ESS/Proposition & connects with hearers.	10 points	
Sermon Body has main points referenced to the text correctly & has application to hearers	10 points	
Sermon Conclusion includes transition, summation, ESS/Proposition, & application	10 points	
Sermon Delivery included eye contact, correct articulation, natural nonverbals, direct address, oral style, few distractions (if notes used).	15 points	
Biblical Text was read clearly & with proper interpretative emphasis.	5 points	
Overall Impact was interesting, informative, & spiritually moving/motivating.	10 points	
Total Points:	100	

Grading Points Scale: Excellent—A (100-93); Good—B (92-85); Acceptable—C (84-77);

Unsatisfactory—D (76-70) or F (below 70);

Grading Feedback:

What to Maintain: _____;

What to Improve: _____;

What to Avoid: _____.

Competency Assessment Rubric for PREA6200 Preaching Practicum

Student Identifier: _____

Semester/Year: Summer 2018

Student Learning Outcomes (SLO):

SLO 1. Understand: Be able to apply homiletical concepts, principles, and resources helpful for effective oral interpretation of Scriptive, sermon construction, and sermon delivery.

SLO 2. Value: Value Christian proclamation as a vital part of personal ministry.

SLO 3. Demonstrate: Be able to demonstrate acceptable proficiency in performing Christian proclamation with the aid of an instructor or course resources, whether as one called to preach or as one with some other Christian calling.

Embedded Assignment Description:

The student will prepare and deliver in a classroom (or church setting) one sermon presentation based on a New Testament text selected by the student from any of the Gospels, Matthew through John, or from Acts. The sermon presentation is neither to exceed **eighteen minutes** nor to be less than **fifteen minutes** in duration. The sermon delivered is to be a rhetorical expository sermon outlined on the sermon brief form in the PREA6200 syllabus (and also posted on Blackboard). Online students are to present and videotape the New Testament sermon in a local church setting. The sermon does not have to be presented in a regular service but may be in a specially scheduled event. A minimum of at least twelve people (preferably twenty or more) must be present at the presentation. In addition to providing the student with the critically important experience of preaching in the local church setting, the aim is to have a high quality video and a more consistent location for the presentation and the evaluation. The video should be framed to show the student's posture and movement while preaching, but it also should be close enough to reveal gestures and facial expressions during the presentation. Students should dress appropriately to the setting of the presentation and should upload the videotaped presentation on YouTube, in accordance with instructions posted on Blackboard (under Course Documents).

Competency Assessment Rubric for PREA6200 Preaching Practicum

Domain	Relevant SLO	Level	Failure (0 Points)	Basic (1 Point)	Competent (2 Points)	Good (3 Points)	Excellent (4 Points)
Understanding	SLO 1	Able to understand					
Application	SLO 1	Able to apply					
Demonstration	SLO 3	Able to demonstrate					