Note:
Course content may be changed, term to term, without notice.
The information below is provided as a guide for course selection
and is not binding in any form.

Course Number, Name, and Credit Hours

BE-7701 Contextualized Preaching, 3 credit hours

Course Description

This course trains students to analyze various types of listeners in a church context for the purpose of effective sermon construction and delivery. The course will also include an examination of ethnically and culturally diverse preachers and their methodology of preaching for their particular communities. Students will assess their own particular cultural situation and examine its impact on their preaching to their local community.

Course Objectives

1. **Apply** sociocultural and theological frameworks to Interpret different cultural and congregational contexts.
2. **Analyze** how their own cultural background shapes the way they interpret, apply, and communicate Scripture in their sociocultural context.
3. **Evaluate** how sermons delivered by preachers in different social contexts are informed by the cultural forces and theologies arising from their contexts.
4. **Appraise** the usefulness of the different methodologies and communication techniques applied by preachers in different cultural contexts for one's own context.

Course Textbook(s) and/or Supporting Information

Required textbooks for all Moody Online classes can be found on the Required Textbooks section of the Moody website.

NOTE: This course requires the videotaping of students giving sermons and uploading their video into YouTube or Vimeo. You will need an account with one of these providers.

NOTE: Additional content or links to Internet content may be required and will be provided in the course.

Assignments (*what student does for a grade*)

Guideline for the Discussion Board: Post your initial response to the discussion question by mid-week (Friday, 11:59pm CT). Then read and respond to at least **TWO** of your classmates' initial posts by the end of the week (Monday, 11:59pm CT).

Standard for Written Papers: All papers must be in Turabian style. Each page should be approximately 300 words, 12-pt. Times New Roman font on double-spaced lines with 1" margins. (Therefore, a 2-page paper is approximately 600 words; a 3-page paper is approximately 900 words, etc.) Here is a guide to Turabian style: http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html

Part 1 - Regular Assignments:

1-1 Theology of Contextualized Preaching Paper: Students will write a **ONE-page** (300 words) theological reflection outlining a biblical and theological rationale for contextualized preaching. *This paper will later be revised and included in the final project.*

1-2 Student Video: Students will produce a **2-3 minute** video explaining why contextualized preaching is a vital skill for preachers in the 21st century, then upload the link to their video to this assignment.

2-1 Sermon Reflection: Students will complete a 5-question survey to reflect on the video sermon they watched this week. They will apply theoretical frameworks from the readings and lectures to critique and appreciate how the communication techniques, methods, sermon structure, and rhetorical devices employed by the preacher fit the preaching context, as well as to discern the nature of theological integration between text, context, and communicator.

3-1 IDI / IDP: Students will complete the Intercultural Development Inventory (IDI) online (20-30 min). They will then participate in a **30-minute debriefing session** with the instructor via Skype, Facetime, or by phone to discuss their profile results, as well as develop an Intercultural Development Plan (IDP) to develop their intercultural competency. Students will sign up through Blackboard for a time with the instructor, then will submit their completed IDP on the last day of the week. This plan will include setting 2-3 intercultural development goals, complete with progress indicators and learning activities to move students towards accomplishing their goals. The IDP Worksheet and the student's IDI Profile will be emailed to the student once they have set up a debriefing schedule with the instructor. **The IDP will be due at the end of the week.** (A link to take the inventory will be generated and sent individually to the student by the beginning of this week.)

3-2 Sermon Reflection: Students will complete a **FIVE-question survey** to reflect on the video sermon they watched this week. They will apply theoretical frameworks from the readings and lectures to critique and appreciate how the communication techniques, methods, sermon structure, and rhetorical devices employed by the preacher fit the preaching context, as well as to discern the nature of theological integration between text, context, and communicator.

4-1 Methods Paper: Students will write a **TWO-page** methods paper that explains how the student would seek to interpret and understand a new social location that they were called to preach in. Students will build on their discussion board submission in Week Two, as well as this week's readings. *This paper will form the methods part of the final paper to be submitted during the final week of class.*

4-2 Sermon Reflection: Students will complete a **FIVE-question survey** to reflect on the video sermon they watched this week. They will apply theoretical frameworks from the readings and lectures to critique and appreciate how the communication techniques, methods, sermon structure, and rhetorical

devices employed by the preacher fit the preaching context, as well as to discern the nature of theological integration between text, context, and communicator.

4-3 Interview Preparation: Students will finish preparation for interviews that will be conducted with two preachers. One preacher must be from an ethnic group different than the student's, who is preaching in their own cultural context. The second preacher will be a preacher from any ethnic background who is preaching in a cross- or intercultural context. Tasks to be completed this week include: 1) setting up the interviews; and 2) finalizing questions that will explore the approach taken to preaching in that particular context. Students will submit the two names of your interviewees and the questions you will ask this week.

5-1 Interviews with Two Preachers: Students will conduct the interviews with the **TWO preachers** set up in previous weeks. Tasks to be completed this week include: 1) finalizing questions that will explore the approach taken to preaching in that particular context; and 2) conducting the interviews. Notes should be taken during the interviews, and if possible, sessions should be recorded (with permission of the interview subjects). A link to the audio recording, and/or a copy of the student's interview notes will be submitted by the end of the week.

6-1 Interview Transcript & Reflection: Based on the transcripts of the interviews conducted with two preachers, write a **TWO-page** paper reflecting on insights learned. These insights should relate to how the preacher understands their context and how they prepare messages specifically for their context.

7-1 Sermon Reflection: Students will complete a **FIVE-question** survey to reflect on the video sermon they watched this week. They will apply theoretical frameworks from the readings and lectures to critique and appreciate how the communication techniques, methods, sermon structure, and rhetorical devices employed by the preacher fit the preaching context, as well as to discern the nature of theological integration between text, context, and communicator.

8-1 Final Project: Students will write a **12-15 page paper** demonstrating their ability to apply concepts learned in the readings, video lectures, and forum discussions to a particular cross-cultural context. Students will identify principles utilized by preachers in a distinct cultural context (not the author's), and clearly communicate how those principles might be applied in the author's own congregational context. The following rubric will be applied when evaluating the paper:

- **Introduction (10%):** Includes thesis statement and summary of how thesis will be proven in the paper.
- **Main Body:** This main section should have these elements:
    1. **Rationale (10%):** Present a biblical and theological rationale (from 1-1 theological reflection paper) for contextualized preaching;

2. **Crucial Ministry (10%):** Discuss why contextualized preaching is a crucial ministry skill in today's world;

3. **Essential Factors (20%):** Discuss how factors such as social location, local theology, intercultural competence, etc. must be considered (drawn from Weeks 2, 3, 6, 7 discussion posts) when preaching in cross- and multi-cultural contexts;

4. **Specific Plan (20%):** Present a specific plan (4-1 Methods paper) for understanding a new (cross- or multi-cultural) social location where students might be called to preach;

5. **Own Context (10%):** Include how you might apply principles of contextual preaching in their own congregational context.

– **Conclusion (10%):** Summarize the main argument and supporting points you have made in your paper.

– **Format (10%):** Cover page & bibliography (8 references min.), spelling and grammar, clarity, Turabian style standards.

Part 2 - Discussion Assignments: *Students will respond to at least TWO other students' entries with a 50-100-word response to each, providing affirmation, asking questions for clarification, or raising any insights that may help the other student develop a more thorough analysis of the discussion topic.*

Week 1: Students will post a 250-350 word entry describing their experience with *contextualized preaching* at this point in their ministry. Students should include any fears or concerns they have regarding contextualized preaching and their ability to do it, as well as what they are hoping to learn from the course.

Week 2: Students will post a 250-350-word entry responding to the following: 1) Why is it important to consider social location in the preaching task? 2) Imagine you have just entered a congregation in a new social location to serve in a preaching role. Describe any actions or steps you might take to understand your new social context.

Week 3: Students will post a 250-350-word entry responding to the following: 1) Why is developing intercultural competence an important skill for contextualized preaching? 2) In light of your IDI Profile, discuss your primary growth goals for developing your intercultural competence, and why these are important to achieve to become a more effective contextualized preacher.

Week 5: After completing and reflecting on the interviews, students will submit a 250-350-word post highlighting their major takeaways from the interviews. Takeaways should focus primarily on how the preacher understands his/her context, and how they prepare and deliver messages that are specific for his/her context, but may also include other significant insights as well.

Week 6: Bevans and Tahaafe-Williams assert that all theology is situated in a particular sociocultural context. In a 250-350-word post, explain what they mean by this. What are the implications for how this

shapes the way you do theology? How does it affect the way you view and understand theology in different contexts?

Week 7: In chapter three, Kim suggests that "Transcontextual preaching aiming at the formation of a shared identity regards the preacher as a dialogue partner with the congregation," and that the "preacher's role is to engage the congregation in an ongoing conversation concerning humanization." In 250-350 words, expand on this thought. What does she mean by this? What might it look like for you to take this approach in your own congregational context?

Assessments

Assessments (# in parentheses)	% of Total
Discussions (Weeks 1,2,3,5,6,7 = 6)	25
Student Video (1-2)	5
Sermon Reflection Papers (2-1 / 3-2 / 4-2 / 7-1)	20
Interview Assignments (4-3 / 5-1 / 6-1)	15
IDI Assessment (3-1)	10
Final Project (1-1 / 4-1 / 8-1)	25
Total:	**100%**

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Description
A	96 – 100	Exceptional work
A-	94 – 95	Excellent work
B+	92 – 93	Very good work
B	89 – 91	Good work
B-	87 – 88	Above average work
C+	83 – 86	Average work
C	79 – 82	Work needs improvement
C-	75 – 78	Minimally acceptable work

F	< 75	Unacceptable work