**PT 6000 Current Studies in Pastoral Theology**

**Theology and Methodology of Biblical Preaching (2024) TEDS Columbus Extension -Taught on two weekends November 1-2, December 6-7 (Friday 6:30 to 9:30, Saturday 8:30 to 4:30)**

**Instructor/Pastor**

Dr. Eric Tober - eric@arkchurchdublin.com cell – 815-370-1896

***Course Description***: What is good teaching and preaching? This course will give you a theological foundation for preaching and sermon preparation with emphasis on biblical integrity, grammatical-historical context, and the accurate application for men and women. The course includes two book readings, quizzes, and one page summary papers, lecture sessions and discussions, peer reviews, and preaching opportunities. **Two semester hours.**

***Course Objectives***:

1. To ground students in the history and theology of preaching.
2. To inform sound praxis in the preparation and delivery of sermons.
3. To define biblical preaching
4. To provide opportunities for students to grow in their understanding and application of these principles.
5. To offer honest feedback from the instructor and student peers regarding their effectiveness at preaching.

***Course Format***

 This course will be taught on Fridays (6:30AM-9:30PM) and Saturdays (8:30AM to 4:30PM)

Students will get to take a journey through the history, theology, and practice of preaching. Students will have opportunities to interact with Dr. Tober and with each other. Three mini sermons (10 min) will be delivered by students from any passage of their choice. Each student will have the opportunity to hear feedback from their peers and Dr. Tober. Students will be assigned to listen to two full sermons and write a two-page summary analysis of each sermon. After each lecture session students will have a five-question quiz on lecture material. A one-page analysis paper on integrating culture and politics will be explained. Two-page summary papers will be required on Robinson and Keller.

***Required Texts***

Robinson, Haddon W. Biblical Preaching; The Development and Delivery of Expository Messages, 2nd ed. Grand Rapids, Michigan: Baker Book House, 2001.

Keller, Timothy. Preaching: Communicating Faith in an Age of Skepticism. New York: Viking, 2015.

***Additional Readings (50 pages) in one of these texts***

Osborne, Grant R. The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation Downers Grove, Illinois: Intervarsity Press, 1991

Robinson, Haddon. Larson, Craig Brian The Art and Craft of Biblical Preaching, Grand Rapids, Michigan: Zondervan, 2005

Larsen, David L The Company of the Preachers, Grand Rapids, Michigan: Kregel Publications, 1998

***Pre-Course Assignments***

Read the two required texts and prepare two mini sermons on any passage of your choice.

Due Dates – All assignments are due by December 17, 2024

***Post Course Assignments***

Summary papers on required texts and on integrating culture and politics

***Grading Scale***:

Letter grades will be assigned as follows:

94-100 = A

90-93.9 = A-

87-89.9 = B+

84-86.9 = B

80-83.9 = B-

Same distribution in 70’s and 60’s for C and D ranges

***Attendance* (from TEDS)**. Students are required to attend every session throughout the entire course period. Due to the nature of Extension classes, attendance at all sessions is especially important with weekend courses.

In the case of extreme emergency or unforeseen circumstances (family emergencies, death, etc.) the student should contact the instructor and secure the necessary permission to miss time in a class and make up the missed class time and assignments. Vacations, ministry responsibilities and travel plans are not considered emergencies and such requests will be denied. As the schedule for the Extension courses is set ahead of time, students should plan to be sure they will be able to make it to all class sessions before they register. If the emergency necessitates a longer absence the student should contact the Dean of Students to request an extension of time, or in rare instances a withdrawal from the class without penalty.

***Course Expectations***

Students are to be on time and prepared to seriously engage with the instructor and fellow students.

Drinks are allowed but food is not to be eaten during class but allowed during breaks.

Students may achieve extra credit if they have done all their assignments and desire more by reading one of the suggested texts and writing a summary paper. Please discuss this ahead of time with your instructor.

***Assessment and Final Course Grading***

Readings on time 15% (5% penalty if late)

Quiz scores 15%

Summary Papers on Robinson, Keller 30%

Critique of sermons 10 %

Devotionals 20%

Summary Paper on Preaching and Political Issues 10%

***Academic Dishonesty and Plagiarism***

The community at Trinity International University promotes a commitment to integrity in all areas of life. In the case of breaches of academic honesty such as plagiarism or cheating on examinations, the matter will be reported to the Dean/Associate Dean of Students. Students should be advised that normally in cases of academic dishonesty or plagiarism the penalty shall be a “0” for the assignment and an “F” for the course. For the full policy, please see the TEDS/TGS Student Guide.

***Computer Use Statement***

Students may use computers in class under the condition that they will use the computer only for the purposes related to the course. All programs such as internet use, solitaire and other games, email, and any others not related to the course should not be open during class time. Such programs cause unnecessary distraction for you and those sitting around you in the class.

***Course Extensions***

Course extensions may not be granted by the professor past the final day of the course and are granted only for very exceptional reasons. Requests for course extensions must be made to the Dean of Students office. Grades of “incomplete” are not granted at Trinity Evangelical Divinity School.

***Students with Disabilities***

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act of 1990 (ADA), it is the policy of Trinity Evangelical Divinity school to provide

appropriate and reasonable accommodations, or academic adjustments, and services to

students with a documented disability to help ensure an equal educational opportunity.

Students seeking these services should contact the Student Life Office at the earliest possible

time with supporting documentation. If you believe you might have a disability that negatively

impacts your educational performance, but have never been diagnosed, you are also

encouraged to contact the Student Life Office to discuss your needs at

deanstudentlife@tiu.edu.

**AI POLICY**

In this course, the use of AI tools such as ChatGPT, DALL-E, Bard, or Copilot is allowed for

designated assignments. However, it is important for students to be aware that the content

generated by these programs may be inaccurate, incomplete, biased, or pose other potential

issues. To comply with the university’s policies on academic integrity, all utilization of AI-

generated content must be appropriately documented and cited. Students are personally

responsible for the information they submit when utilizing AI tools.

Any assignments that employ generative AI in an unauthorized manner, or that fail to provide

proper citations for its usage, will be considered a violation of academic integrity. If you are

uncertain about the permitted usage of AI tools, it is strongly advised to seek clarification before

submitting any assignments. Any submitted academic work may be checked for academic

dishonesty by plagiarism and AI detection programs.

***Examples of Acceptable Usage of Generative AI Tools:***

Generative AI tools may be utilized in the following examples to enhance specific

aspects of the learning process in this course:

 ● Brainstorming and Refining Ideas: Generative AI tools can be employed to

 generate ideas and assist in the refinement of concepts. However, it is important

 to ensure that the final ideas and concepts presented in assignments reflect the

 student’s own understanding and creativity.

 ● Fine-Tuning Research Questions: Generative AI tools may be used to help

 refine research questions by generating potential avenues of exploration.

 Students are encouraged to critically evaluate and modify these suggestions to

 align with their research objectives.

 ● Finding Basic Information: Generative AI tools can be used to gather basic

 information on a given topic. However, it is essential for students to cross-

 reference and verify the accuracy and credibility of the information obtained from

 these tools.

 ● Drafting an Outline: Generative AI tools can assist in creating an initial outline to

 organize thoughts and structure the assignment. However, it is crucial for

 students to extensively develop and personalize the outline to ensure the

 assignment reflects their unique perspective.

 ● Checking Grammar and Style: Generative AI tools may be utilized for grammar

 and style checks as a means to enhance the clarity and readability of the

 assignment. It is recommended that students exercise caution and critically

 review the suggested revisions to ensure they align with their intended message.

 The extent of revisions should be within reasonable bounds, and instructors may

 require a draft submission to evaluate the level of individual effort and

 improvement.

It is important to note that while these examples demonstrate acceptable uses of

generative AI tools, students should exercise judgment and ensure that the final work

truly reflects their own understanding, critical thinking, and originality. The use of

generative AI tools should supplement, rather than replace, the intellectual contributions

of the student.

***Examples of Prohibited Usage of Generative AI Tools:***

To ensure the integrity of the learning process in this course, the following examples

outline specific activities in which the use of generative AI tools is strictly prohibited:

 ● Posting in Forum Boards: Students are not permitted to utilize generative AI

 tools for creating posts or responses in any course-related forum boards. All

 contributions should be genuine and reflective of the student’s own thoughts and

 understanding.

 ● Impersonating in Zoom Calls or Chats: It is strictly prohibited to employ

 generative AI tools for the purpose of impersonating the instructor or other

 students (including yourself) during Zoom calls or chat interactions. Engaging in

 genuine and respectful communication is expected at all times.

 ● Completing Assigned Group Work: Students are prohibited from relying on

 generative AI tools to complete any group work or assignments designated for

 collaborative efforts. The intention is to encourage active participation and

 cooperation among team members.

 ● Writing Drafts of Assignments: The use of generative AI tools to generate draft

 versions of assignments is not allowed. Students are expected to personally

 develop and refine their drafts to foster their own writing and critical thinking

 skills.

 ● Writing Entire Sentences, Paragraphs, or Papers: It is strictly forbidden to

 employ generative AI tools for the purpose of writing complete sentences,

 paragraphs, or entire papers to fulfill class assignments. The objective is to

 promote individual intellectual growth and expression.

Any usage of generative AI tools that violates the principles of academic integrity and

undermines the course’s learning outcomes is strictly prohibited.

**COMPUTER USE STATEMENT**

Students may use computers in class under the condition that they will use the computer only for purposes related to the course that day. All programs such as internet use, solitaire and other games, email, and any others not related to the course should not be open during class time. Such programs cause unnecessary distraction for you and those sitting around you in the class.