



Asbury Theological Seminary Syllabus

DM(PLE) 915: Seminar One: The Pastor Formed through Preaching

4.00 Credit Hours

Extended Learning/Online course

2024 Spring Session/Feb 5, 2024 – May 17, 2024

PROFESSOR INFORMATION

Name: Charles O. Galbreath, Ph.D.

Title: Senior Pastor of Alliance Tabernacle, Brooklyn, NY

Email: galbreath.charles@gmail.com

Office Location: Brooklyn, NY

Office Hours: Available by appointment via Zoom

Office Phone: Please use the doodle link to schedule an appointment

<https://doodle.com/bp/1844688466/asburymple915>

COURSE DESCRIPTION

This course is foundational for the "Preaching and Leading" cohort, a cohort theme that explores the intersections between spiritual formation, leadership and the prophetic witness of preaching. The course revisits the foundations of preaching ministry by facilitating critical understanding and competence in view of the following: 1. Preaching as witness to the Gospel of Jesus Christ revealed in Christian Scriptures and 2. Preaching as both a gift of the Holy Spirit and a human vocation which serves the creation of a community called to worship the Triune God as revealed through the narrative of the whole biblical canon. This course approaches formation of preachers in the following ways: 1. As a theological and formational practice and from a perspective shaped by the

Wesleyan tradition; 2. It is informed by a conscious integration of doctrinal and biblical exegesis and the practice of theological hermeneutics. Emphasis is placed on the life-long task of formation of practical habits appropriate for cultivating judgment required for faithful communication of the biblical witness in service of the Word of God, as an act of Christian worship and within the context of personal, social and cultural challenge and change.

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(PL)915, students will have a *developing* ability to:

1. Demonstrate the capacity to prepare sermons using exegetical and hermeneutical skills acquired in biblical studies classes. (PLO # 1)
2. Demonstrate a capacity for delivering sermons appropriate to Christian service in the church and world. (PLO #2)
3. Exercise theological and pastoral judgment in the practice of preaching. (PLO # 3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION



Welcome to The Pastor Formed through Preaching! The information below provides an introduction to your faculty.

The Rev. Dr. Charles O. Galbreath is the Senior Pastor of Alliance Tabernacle, formerly Clarendon Road Church (C&MA) in Brooklyn, New York City.

In 2017, he was elected to the Board of Directors for the Christian and Missionary Alliance denomination. Pastor Charles serves on Brooklyn Community Board 17, the SUNY Downstate Medical Center's Community Advisory Board, the Clergy Advisory Council of the Fire Department of the City of New York, The Center for Community Alternatives, and he is the treasurer of the 67th NYPD Precinct Clergy Council.

Pastor Charles received his undergraduate degree at Nyack College. He also holds an M.Div. from Alliance Theological Seminary and Th.M. from Princeton Theological Seminary. Pastor Charles earned his Ph.D. from Fordham University's Graduate School of Religion and Religious Education.

The son of a preacher and pastor, Pastor Charles was raised in the Baptist and Pentecostal traditions, yet his journey has weaved him through many experiences from Mainline to Evangelical. He has served in ministries in Maryland, Pennsylvania, Harlem, Queens and Brooklyn, New York.

REQUIRED TEXTBOOKS

ESSAY #1 Texts:

Craddock, Fred B. *Preaching*. Abingdon Press, 2010. 224 pp.

Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Baker Academic, 2017. 238 pp.

Long, Thomas G. *The Witness of Preaching*. Westminster John Knox Press, 2016. 240 pp.

Moss, Otis. *Blue Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair*. Louisville, KY: Westminster John Knox Press, 2015. 142 pp.

Tisdale, Leonora Tubbs. *Prophetic Preaching: A Pastoral Approach*. Louisville, KY: Westminster John Knox, 2010. 152 pp.

ESSAY 2 Texts:

Fry Brown, Teresa L. *Delivering the Sermon: Voice, Body, and Animation in Proclamation*. Fortress Press, 2008. 100 pp.

Heisler, Greg. *Spirit-Led Preaching: The Holy Spirit's Role in Sermon Preparation and Delivery*. B&H Academic, 2018. 208 pp.

Mitchell, Henry H. *Celebration and Experience in Preaching*. Nashville: Abingdon Pr., 2008. 151 pp.

Proctor, Samuel D. *The Certain Sound of the Trumpet: Crafting a Sermon of Authority*. Valley Forge, PA: Judson Press, 1994. 134 pp.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. Grand Rapids, MI: Baker Academic, 2014. 256 pp.

Ward, David B. *Practicing the Preaching Life*. Abingdon Press, 2019. 212 pp.

Wilson, Paul Scott. *The Four Pages of the Sermon: Revised and Updated*. Abingdon Press, 2018. 254 pp.

Total pages: 2,311

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. Reading Integration Essay 1: The Foundation for Preaching: Historically Grounded, Theologically Substantive, and Contextually Relevant Preaching (25 points)

Due Date: March 7, 2024

Points/Percentage: 25

Learning Outcome: 3

Read all the texts in the Essay 1 section above. Also read any sections in the Essay 2 section above that focus on historical foundations, theological convictions, and contextual analysis that inform the practice of preaching. At least seven texts should be cited in your paper. Write an 8-10 page essay (double spaced, Times New Roman, 12-point font, one-inch margins) reflecting on your reading related to:

- The history of preaching. Explore how preaching has changed to adapt to culture while remaining theologically faithful to the will and way of God.
- The theology of preaching. Articulate the role of God's Spirit in the development and delivery of sermons.
- The cultural context of preaching. Describe how the particular people to whom we preach impact what and how we preach.

Upload Essay #1 to Canvas by March 7.

2. Synchronous Participation (15 points)

Due Date: March 14, 2024 from 10:00am-2:00pm (Eastern Standard Time); April 18, 2024 from 6:00pm-10:00pm (Eastern Standard Time)

Points/Percentage: 15

Learning Outcome: 1, 3

Our virtual classroom experience will focus on the following:

- Instruction and discussion around the required reading materials that focus on the spiritual preparation of the preacher and the process for developing and delivering sermons.
- Interviews with recognized leaders in the homiletical community.

Students should read any material in course texts related to the spiritual formation of the preacher and the process for developing the sermon. Please plan for two half days of being together on Zoom. These are crucial times of learning, connection, and growth.

3. Reading Integration Essay 2: The Art of Preaching: Preparation, Creativity, and Performance in Preaching (25 points)

Due Date: April 11, 2024

Points/Percentage: 25

Learning Outcome: 1, 2

Preaching is artistic and not simply scientific, involving soul and not just skill. Preaching involves performative, theological, and creative disciplines and actions. Using and citing all of the texts listed in the Essay 2 section above, write an 8-10 page essay (double spaced, Times New Roman, 12-point font, one-inch margins) reflecting on your reading relating to:

- A sermon preparation process that is faithful to God and fitting for you and your preaching context
- The role of creativity in the form and flow of sermons, as well as the use of imagery and metaphor
- The performance of the sermon in the act of delivery

Finally, your paper should detail how your own preaching practice can/will change as a result of your reading. Upload Essay #2 to Canvas by April 11.

4. Sermon Manuscript and Video (25 points)

Due Date: April 26, 2024

Points/Percentage: 25

Learning Outcome: 1, 2, 3

The production of a manuscript will ensure that each student has thought their way through the flow of the sermonic idea(s) in the text, and that they have determined the transitional statements needed to keep the sermon on track. The manuscript need not be used in the sermon; it may, but it is not required – it is the student’s choice. You do not need to cite sources in your manuscript.

You will preach your sermon in your ministry context and upload your sermon delivery for review by your professor and two classmates. The sermon video should be in the range of 15-30 minutes, which means the sermon manuscript will be 4-6 pages double-spaced. Please provide the sermon video link at the top of your manuscript. Your video should be of a high enough quality for review of your sermon delivery (voice, facial expressions, gestures).

Sermon guidelines:

- Choose a biblical text from the book of Acts.
- Use one of the variations of the Four Pages Sermon Form delineated in the Wilson text.
- Follow the exegetical process outlined in Tom Long’s book *The Witness of Preaching* – especially as is contained in Ch. 3-4.

Upload your sermon manuscript and video link to Canvas by April 26.

5. Sermon Self-Evaluation and Peer Evaluations (10 points)

Due Date: May 7, 2024

Points/Percentage: 10

Learning Outcome: 3

You will use the Sermon Feedback Form in the “Additional Assignment Guidelines” section to evaluate your sermon and the sermons of two classmates assigned by your professor. Please be thorough in your evaluations for the sake of your growth and the

growth of your classmates. Be sure to point out sermonic strengths and areas for improvement “with gentleness and respect,” to use Peter’s words. You will upload the three Sermon Feedback Forms (self-evaluation and two classmate evaluations) in Canvas by May 7.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Reading Integration Essay 1: The Foundation for Preaching: Historically Grounded, Theologically Substantive, and Contextually Relevant Preaching	#3	8-10 page essay (double spaced, Times New Roman, 12 point font, one inch margins) using Essay #1 Texts	25% Due Date: 3/7/2024. Upload to online classroom.	Faculty
Assignment #2: Synchronous Participation	#1, 3	Present and active in full class and small group discussions on Zoom	15% Due Date: 3/14/2024 and 4/18/2024.	Faculty
Assignment #3: Reading Integration Essay 2: The Art of Preaching: Preparation, Creativity, and Performance in Preaching	#1, 3	8-10 page essay (double spaced, Times New Roman, 12 point font, one inch margins) using Essay #2 texts	25% Due Date: 4/11/2024. Upload to online classroom.	Faculty
Assignment #4: Sermon Manuscript and Video	#1, 2, 3	4-6 page sermon manuscript with video link 15-30 minute video	25% Due Date: 4/26/2024. Upload to online classroom.	Faculty
Assignment #5: Sermon Self-Evaluation and Peer Evaluations	#3	Self-evaluation and two peer evaluations using the Sermon Feedback Form	10% Due Date: 5/7/2024. Upload to online classroom.	Faculty

COURSE SCHEDULE

Synchronous Zoom participation

- March 14, 2024 from 10:00 am-2:00 pm (Eastern Standard Time)
- April 18, 2024 from 6:00 pm-10:00 pm (Eastern Standard Time)

Zoom links provided by faculty.

ADDITIONAL ASSIGNMENT GUIDELINES

SERMON FEEDBACK FORM

Content (Logos- What did the sermon say about God and the Gospel?)

- **Theology:** What did the sermon say about God- Father, Son, or Holy Spirit?
- **Gospel:** Describe whether or not the sermon captured the essence of the Gospel by dealing with both the problem of human sin and the grace of the divine Son?
- **Expository:** Could you see clearly how the sermon flowed from the biblical text? Explain.
- **Structure:** Explain whether or not the structure of the sermon had focus and flow.
- **Clarity:** In one complete sentence, write the focus of the sermon:

Connection (Pathos- How well did the sermon connect with the context?)

- **Images:** Did any illustrations, stories, or metaphors from the sermon connect with you at a significant emotional level? If so, which ones and how did they appeal to your emotions?
- **Relevance:** Did the sermon connect with the situations of your life in a relevant manner? If so, how?
- **Application:** Did you come away from the sermon with a clear sense of why and how to live into the Gospel reality it proclaimed? Explain.

Character (Ethos- Was the preacher congruent with the Gospel?)

- **Competence:** Do you think the preacher was spiritually and mentally prepared for the preaching event? Why or why not?
- **Authenticity:** Did the preacher communicate in a manner that was genuinely congruent with her/his personality? Explain.
- **Delivery:** Did the preacher's eyes, body, and voice help or hinder your receptivity to the sermon? Explain.
- **Love:** How did the preacher, through the sermon, evidence love for God and for people?

SAMPLE

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Demonstrate an integration of Wesleyan theology in leadership practice.	Synchronous Participation	<i>Demonstrates, at an exemplary level, an integration of Wesleyan theology in leadership practice</i>	<i>Demonstrates, at an accomplished level, an integration of Wesleyan theology in leadership practice</i>	<i>Demonstrates, at a developing level, an integration of Wesleyan theology in leadership practice</i>	<i>Demonstrates, at a beginning level, an integration of Wesleyan theology in leadership practice</i>	Faculty
SLO #2: Demonstrate a capacity for delivering sermons appropriate to Christian service in the church and world.	Sermon Manuscript and Video	<i>Demonstrates, at an exemplary level, a capacity for delivering sermons appropriate to Christian service in the church and world.</i>	<i>Demonstrates, at an accomplished level, a capacity for delivering sermons appropriate to Christian service in the church and world.</i>	<i>Demonstrates, at a developing level, a capacity for delivering sermons appropriate to Christian service in the church and world.</i>	<i>Demonstrates, at a beginning level, a capacity for delivering sermons appropriate to Christian service in the church and world.</i>	Faculty
SLO#3: Exercise theological and pastoral judgment in the practice of preaching.	Reading Integration Essays	<i>Exercises, at an exemplary level, theological and pastoral judgment in the practice of preaching.</i>	<i>Exercises, at an accomplished level, theological and pastoral judgment in preparation in the practice of preaching.</i>	<i>Exercises, at a developing level, theological and pastoral judgment in the practice of preaching.</i>	<i>Exercises, at a beginning level, theological and pastoral judgment in the practice of preaching.</i>	Faculty

Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

INCOMPLETE WORK POLICY

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed due to an unavoidable emergency. Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%
D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

GRADING

Assignment	Weight/Point Value
Reading Integration Essay #1: The Foundation for Preaching: Historically Grounded, Theologically Substantive, and Contextually Relevant Preaching	25
Synchronous Participation	15
Reading Integration Essay #2: The Art of Preaching: Preparation, Creativity, and Performance in Preaching	25
Sermon Manuscript and Video	25
Sermon Self-Evaluation and Peer Evaluations	10
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas Access

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

Online Course Expectations

Online courses offer students an opportunity for substantive interactions with instructors on a predictable and consistent basis. Examples of instructor interaction include:

- Instructor engagement during threaded discussions
- Instructor feedback via a rubric associated with an assignment
- General course announcements posted by the instructor

- Other direct communication with an individual student about course material or student performance within the course

Many instructors are not online on Sundays in order to honor a Sabbath day of rest. Online course success is based upon a student's substantive and frequent engagement in online assignments such as threaded discussions, online presentations, or group assignments. The assignment descriptions will outline the frequency and type of interactions that are required of students. Assignment descriptions will be located either in the syllabus or within the Canvas Course. Instructors will provide feedback to students' about students' level of engagement as denoted in the syllabus.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with a current and up-to-date operating system
- Reliable, high-speed internet
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- Asbury Scholar – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/writingcenter
 - Email: helpdesk@asburyseminary.edu
 - Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Disability Accommodations

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org.

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

APPENDIX

N/A