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## Instructor Information

## 

**Instructor**: William Schulz

**Office Location**: NA

**Telephone**: NA

**Email**: williamfschulz@yahoo.com

**Office Hours**: Click or tap here to enter text.

## Course Information

**PREACHING AS IF YOU MEAN IT:**

**Prerequisites**: None

**Class Days/Times:** Intensives dates. Any expected online live calls or sessions.

| Dates | Times | Purpose | Location |
| --- | --- | --- | --- |
| 3/26/2018 | 9:00-5:00 | Intensives session | ML Chicago Campus |
| Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 3/27/2018 | 9:00-5:00 | Click or tap here to enter text. | Click or tap here to enter text. |
| 3/28/2018 | 9:00-5:00 | Click or tap here to enter text. | Click or tap here to enter text. |
| 3/29/2018 | 9:00-5:00 | Click or tap here to enter text. | Click or tap here to enter text. |
| 3/30/2018 | 9:00-5:00 | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

**Note:** Sometimes ML schedules this course from 8:30-4:30. I will let you know if that is the case but otherwise please assume it is 9:00-5:00.

**Course Description:** A great Harvard professor of homiletics once said that all ministers must face the hard question, “How far would you go to hear yourself preach?” If the answer is to be “A long way,” then the sermons we preach will need to be both worthy in their content and felicitous in their style. This intensive course will address both elements of preaching. It will help students clarify what fundamental message they want to preach and how to do so most effectively.

**Course Management System:** All MLTS courses use Populi as their online platform. You will be automatically placed into the Populi sites for your courses when you register. For technical support related to Populi, contact Valencia Penn-Hargrove at [vpennhargrove@meadville.edu](mailto:vpennhargrove@meadville.edu)

## **Course Objectives:**

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* To teach students to be the best preachers they can be.
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## Required Texts:

* Parker, Theodore, “Reflections on Preaching and Ministry,” [Populi];
* Gallo, Carmine, Talk Like Ted: The 9 Public-Speaking Secrets of the World’s Top Minds (New York: St. Martin’s/Griffin, 2014), chapters 1, 2, 3, 6, 7 and 9.
* Rzepka, Jane, and Sawyer, Ken, *Thematic Preaching: An Introduction* (St. Louis, MO Chalice Press, 2001) [available from the UUA Bookstore];
* Schulz, William F., ed., *Transforming Words: Six Essays on Preaching* (Boston: Skinner House, 1996) [Populi];
* Moss, Otis ‘On Preaching Like MLK, Jr.” https://www.workingpreacher.org/craft.aspx?post=4789

## **Assignments:**

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| Assignment | Due Date | Brief Description | Point Value |
| --- | --- | --- | --- |
| First Assignment | 3/1/2018 | Click or tap here to enter text. | Click or tap here to enter text. |
| Self-Introduction:  **Please note that by March 1, 2018, you must post on Populi a brief statement (no more than 1-2 pages) introducing yourself, telling us how much preaching experience you have and outlining your key goals for the course. Please post it under “Discussions” so others can read it and get to know you. *I find that some students are quite lax about meeting this deadline, which has forced me to institute the following policy: “Unless you make prior arrangement to post this statement later than November 15 (and I am quite lenient about allowing such arrangements), you will be docked one grade point on your final grade for every week or portion thereof that the posting is a late.”*** | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |
| **Interview with a Preacher:**  Before you come to ML for the course, please interview a preacher of your choice to obtain a sense of her/his/their understanding and technique of preaching. You may feel free to ask whatever questions you feel would be most helpful but among the questions you might want to consider are, “Do you have a ‘philosophy’ of preaching?”; “How do you decide what topics to preach about?”; “What resources do you find most helpful in constructing your sermons?”; “Do you have favorite types of sermons?”; “How does a sermon relate to the other elements of the worship service?”; “How does the congregation/audience and its experience inform your presentation?”; “What are the worst mistakes you have made in preaching?”  You will not be required to submit anything written related to this interview. Instead, I will simply ask you to tell me who you interviewed and to participate in a class discussion about the learning you gleaned from the conversation. | 3/26/2018 | Click or tap here to enter text. | Click or tap here to enter text. |
| **A 24-Hour Journal:**  Among the most important resources for our sermons are our own experiences and encounters. For any quotidian 24-hour period, please record in a journal whatever you discover that may be of use in some future sermon. This can be random incidents, chance encounters, dreams, insightful observations, humorous stories…or simply the dull everydayness of existence which in and of itself may provide insight into the plight of humanity. Pick any day you wish but do not combine days. Do not, in other words, take the best incidents from the past six months. Just decide at the beginning of any 24-hour period that during that time you will be especially attentive to your daily life as a resource for your preaching.  Again, you will not be required to submit anything in writing but I will ask each student to share what she/he observed or experienced in a standard 24-hour period that was useful. The answer may be “Nothing” and that too is acceptable! | 3/26/2018 | Click or tap here to enter text. | Click or tap here to enter text. |
| **Paper on Your Source of Hope**  There are many different kinds of sermons, as the Rzepka/Sawyer book points out and illustrates, but every preacher must be able at least occasionally to provide some insight and inspiration related to those “dark nights of the soul.” What is the fundamental theological/philosophical/psychological source of hope from which you draw in your preaching to speak to people in despair of one sort or another? Imagine your congregation on a Sunday morning includes a person whose spouse/partner has just walked out on them; another person who has just lost the “best job I ever had;” a third who has recently experienced a blatantly racist or homophobic remark from someone they had considered a good friend; a fourth who is deeply distressed emotionally about the racist/fascist/anti-Semitic march in Charlottesville; and a couple whose twelve-year child has just been diagnosed with a serious and possibly fatal illness. In this five-page paper I don’t want you to give me the sermon you would preach that morning; I want you to tell me the source of hope you would call upon, point to or invoke out of which that sermon would be preached. How do you answer the question, “In the face of unbearable pain and suffering that feels overwhelming, why choose to live another day?” You will need to draw one or more sources of hope to address despair about the world; despair about one’s personal life; and fear in the face of death. | 3/30/2018 | Click or tap here to enter text. | Click or tap here to enter text. |
| Two sermons:  During the course of our week together, each student will have the opportunity to preach two sermons to the class and instructor. (These will be videotaped and provided to you after the class week so that, in private, you can see yourself preach.) These sermons must be prepared ahead of time and should be no more than 15 minutes in length. One of them may be on any topic of your choice. The second must be on one of the following topics, one topic per student:  1) A sermon on Black Lives Matter/white supremacy  2) An Easter sermon  3) A fundraising sermon in support of the annual church canvass  4) A sermon on a topic of your choice in UU history  5) A sermon encouraging the congregation to be involved in a social justice project  6) A “What is Unitarian Universalism?”sermon  7) A sermon on Buddhism, Hinduism or Islam  8) A sermon for the Day of the Dead (All Souls Day)  9) A sermon on a scientific-related topic of your choice  10) A sermon on an economic justice-related topic of your choice  11) A sermon encouraging support of the UUA and/or the UUSC  12) A sermon for the holiday of Thanksgiving  13) A Christmas and/or Hannukah sermon  14) A sermon on evil  15) A Valentine’s Day sermon  16) A sermon on God  Topics will be claimed on a first come/first served basis. Send me a note at [williamfschulz@yahoo.com](mailto:williamfschulz@yahoo.com) telling me which topic you wish to claim. You may do that any time but no later than March 15, 2018. If your topic has already been claimed by someone else, I will let you know which ones are still available. Obviously, if you have a strong preference, you should let me know as soon as possible.  You may preach your two sermons in class is whichever order you please. I do not need to receive copies of your sermons. | 3/26/1918 | Click or tap here to enter text. | Click or tap here to enter text. |
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## **Readings Schedule:**

Weekly readings and discussion topics will be finalized one week in advance and posted to Populi. Please check the Populi site for the most current readings, assignments, and deadlines.

| **Session & Date** | **Course Content/Theme** | **Readings** | **Assignments** |
| --- | --- | --- | --- |
| Week 0  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 1  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 2  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 3  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 4  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 5  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 6  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 7  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 8  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 9  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 10  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 11  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 12  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 13  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Week 14  Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

## **Policies**

### Grades and Late**/Incomplete Policy**

Grades will be based upon (1) your posting your self-introduction in a timely fashion; (2) your participation in class discussion; (3) your five-page paper on the source of hope; and (4) your two sermons. As to this final source of your grade, students bring quite variable degrees of experience with preaching. It would therefore not be fair to grade your sermons on some “objective” standard of quality since someone who has preached thirty times may be assumed to have an advantage over someone who has never preached before. The grade on your sermons will therefore be based on the degree of improvement displayed in your second sermon over your first and/or the degree to which you demonstrate in your second sermon that you have taken into account the critique offered of your first.

Because the course turns on your having completed all these assignments before the first day of class, there will be no incompletes**. *You must email me or post on Populi a copy of your paper on hope no later than the end of the final day of class or I will consider that you have not completed that assignment and will deduct one grade point from your final grade.***

### Statement Regarding Accommodation

Meadville Lombard is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, they should contact the Vice President for Enrollment Management and Student Affairs, Ken McHugh ([kmchugh@meadville.edu](mailto:kmchugh@meadville.edu)) (312) 735 2919. Please note that classroom accommodations cannot be provided without an approved Accommodations Form.

### Student Handbook

Your MLTS Student Handbook is the primary source for information and policies regarding your successful completion of coursework. Please consult the Student Handbook version that governs your entering year at Meadville. [View the 2017 Student Handbook (link opens in new window)](http://www.meadville.edu/uploads/files/Student-Handbook-2017-2018-653.pdf).

### Add/Drop **Policy and Dates**

Students must contact the Director of Student Records in order to add or drop a course after the registration period has ended. The student will complete an Drop/Add Form (available in the Student Handbook) and submit this to the faculty and Registrar within 10 business days from the start of the term.

### Academic Integrity Statement

Students are expected to be familiar with MLTS Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at MLTS, and the school’s covenant requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the VP of Faculty and Student Affairs. The policy on academic integrity and other resources related to student conduct can be found on the  [MLTS](http://www.csuchico.edu/sjd/integrity.shtml) Student Handbook.