

MENNONITE BRETHREN BIBLICAL SEMINARY, FRESNO CALIFORNIA

“COACHING THE WITNESS”—
THE NATURE, FUNCTION, AND PRACTICE
OF PREACHING IN AN INTIMIDATING WORLD

PM701 (3 units)
Spring 2007
Tuesdays, 8:30-11:30 a.m.

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OVERVIEW/ASSUMPTIONS

In differing degrees of intensity, each of us knows at a gut level that the world is becoming an increasingly intimidating place for us to preach the gospel. If we're not intimidated by the tricks and techniques of popular, mega-success communicators, we're intimidated by the apathy and anxiety of dwindling congregations, or by the outright hostility of a post-Christian, post-9.11 world.

North American preachers haven't always faced what we preachers face today. There was a time when preachers could assume that, while not all Americans were on the same page, most Americans were at least reading from the same Book. The Bible enjoyed enormous authority and therefore so did its preachers. In those days, the church lived essentially at the center of North American culture and enjoyed a genuine sense of established power and privilege. But today, the church is increasingly disestablished, de-centered and marginal; even the once-mainline churches are gasping for air, grasping for the privilege they once enjoyed. Many thoughtful Christians experience the growing uneasiness that our convictions and practices are becoming strange and often unwelcome to those around us.

Now is not an easy time for us to preach the Bible and form congregations responsive to what the Bible calls us to do and be in the world. But when was preaching ever a safe task for the prophets and apostles of the Word? When was the formation of evangelical communities ever met with accolades by a society's Powers? Preaching that is safe and easy is quite simply not preaching. Safe and easy preaching is a domestication of the Word of God, a seduction of the preacher's calling by the Sirens of the age, and a subordination of the preacher's daring speech to forms of speech more "relevant" to the consumerist appetites of the masses or useful to the globalist interests of the colonizers.

There's plenty of foolishness afoot among North American preachers today who are trying to make sense of the dizzying shifts in Western culture and the many temptations that attend them. It is our task together to become a new generation of

preachers who can resist the Sirens' call and stay the course of vocational faithfulness. As "persons sent from God and standing in his presence" (2 Corinthians 2.17), we daringly trust in the power of the gospel and bind every ounce of energy toward the task of tending the Word of God in such a way that the Scripture-shaped congregations we serve can embody the Reign of God and call all the world around them to conversion.

COURSE DESCRIPTION

This course provides a critical introduction to the field of homiletics in North America, with particular emphasis on the practice of partnering as preachers with the Bible for the sake of forming missional congregations. The course will explore the nature, function, and practice of preaching through lectures, small learning community activities, and actual preaching experiences designed to foster a sense of collegial ministry to one another as a "school of preachers".

PRIMARY COURSE OBJECTIVES

To cultivate a community of preachers who are—

1. passionate about preaching the gospel;
2. familiar with contemporary voices in homiletic theory and practice;
3. alert to the missional location of the church in North American culture and to the challenge that this presents to the preacher;
4. able to prepare and deliver sermons that are faithful to the biblical text and to the congregation as a "disciple" of Jesus Christ ("stay close to the Text");
5. truthful, compassionate, and self-aware as they enter a life-long journey in the practice of preaching ("stay close your own God-breathed originality").
6. engaged in real community as a witness among witnesses ("stay close to your community").

DEGREE RELATED OBJECTIVES

PM701 addresses the following M.Div. related outcomes—

1. Thinking/Head: assumptions and principals of biblical study and interpretation, the history of preaching, the character of the preacher, the principals and practice of oral communication, appreciation of the inspiration and authority of the Bible, the study and interpretation of the Bible in the context of community.
2. Being/Heart: feeling the awkward placement of the church in the emerging missionary setting of North American life and the changed context for leadership, the experience of "discovery learning" rather than "banking system learning," valuing transformation above information and practices above ideas, discernment, and encouragement of others seeking to practice a hard obedience in these new times for the church.
3. Doing/Hands: skills of biblical exegesis, theological reflection, giving and receiving sermon feedback, engaging peers about the practice of preaching, and employing creativity in the formation and delivery of sermons.

SCHEDULE (*next Page*)

SCHEDULE

Date	8:30—9:30 <i>Theory</i>	8:40—10:30 <i>Reflecting</i>	10:40-11:30 <i>Coaching</i>
Jan 9	Who are you? Where do you come from? Where are you going?	Overview And Expectations	Preaching in a Post-Christian Context: Re(Discovering) the Missional Vocation of the Church
Jan 16	The Pulpit as Witness Box: Preaching as Testimony	Weekly Reading: Exam and Dialog <i>Reading Due:</i> Long: 9-59 Brueggemann: Preface/chapter 1 Erdman: chapters 1-5	<i>Coaching Activity:</i> 3 Minute Message (Developing poise as you engage the text; staying “close to yourself”) Signups for preaching dates
Jan 23	Hosting Strange Texts: (Under)Standing Scripture Hermeneutics: Learning the Christian Language <i>Assignment Due:</i> Congregational Newsletter No. 1	Weekly Reading: Exam and Dialog <i>Reading Due:</i> Long: 60-91 Brueggemann: chapt 2 Erdman: chaps 6-10	From Text to Sermon: Exegesis for Preacher’s on the Run
Jan 30	Figuring It Out: “Figuring” the Congregation According to the Function of the Text <i>Assignment Due:</i> Basic Exegesis	Weekly Reading: Exam and Dialog <i>Reading Due:</i> Long: 92-132 Brueggemann: chapt 3 Erdman: chaps 11-15	<i>Coaching Activity:</i> Basic “Monday” and “Tuesday” Exegesis

Feb 6	Enriching the Form: Illustrating the Illustrative Congregation	Weekly Reading: Exam and Dialog <i>Reading Due:</i> Long 133-180 Brueggemann: chapt 4 Erdman: chaps 16-20	<i>Coaching Activity:</i> “Wednesday” Exegesis <i>Assignment Due:</i> 1. Exegetical notes 2. Sermon example, “Little Things”
Feb 13	<i>In class sermons (15 minutes each, followed by 10 minute conversation)</i>		
	8:30-8:55	_____	
<i>Luke</i>	8:55-9:20	_____	
6.17-26	9:20-9:45	_____	
	<i>break</i>		
	10:00-10:25	_____	
	10:25-10:50	_____	
	10:50-11:15	_____	
	Reading Due: Erdman: chaps 21-25; Brueggemann, chapt 5; Ueland:, chaps 1-2		
	Weekly Reading Exam		
	<i>Assignment Due:</i> “Congregational Newsletter” No. 2		
Feb 20	<i>In class sermons (15 minutes each, followed by 10 minute conversation)</i>		
	8:30-8:55	_____	
<i>Luke</i>	8:55-9:20	_____	
9.28-36 (37-43)	9:20-9:45	_____	
	<i>break</i>		
	10:00-10:25	_____	
	10:25-10:50	_____	
	10:50-11:15	_____	
	Reading Due: Erdman: chaps 26-30; Brueggemann: chapt 6; Ueland, chapters 3-4		
	Weekly Reading Exam		
Feb 27	<i>In class sermons (15 minutes each, followed by 10 minute conversation)</i>		
	8:30-8:55	_____	
<i>Luke</i>	8:55-9:20	_____	
4.1-13	9:20-9:45	_____	
	<i>break</i>		
	10:00-10:25	_____	
	10:25-10:50	_____	
	10:50-11:15	_____	
	Reading Due: Erdman, chaps 31-35; Brueggemann, chapt 7; Ueland, chapters 5-6		
	Weekly Reading Exam		
	<i>Assignment Due:</i> At least 2 book reviews		
Mar 6	Module Week		

Mar 13	<p>Street-Predaching: Predaching in Others Places and at Special Times</p> <p><i>Assignment Due:</i> “Congregational Newsletter” No. 3</p>	<p>Weekly Reading: Exam and Dialog</p> <p><i>Reading Due:</i> Stringfellow, chapt 1 Erdman, chaps 36-40 Ueland, chaps 7-8</p>	<p><i>Coaching Activity</i></p> <p>3 Minute Message (Developing focus as you engage the text; staying “close to the text”)</p> <p><i>Assignment Due:</i> Sermon example, “Pain Turned to Newness”</p>
Mar 20	<p>Predaching and Worship/ Planning: Texts, Teams, and Altar/native Settings</p>	<p>Weekly Reading: Exam and Dialog</p> <p><i>Reading Due:</i> Stringfellow, chapt 2 Murphy, Prologue/chapts 1-3 Ueland, Chapts 9-10</p>	<p><i>Coaching Activity</i></p> <p><i>Assignment Due:</i> Sermon example, “Let Me See Again”</p>
Mar 27	<p>The Word in the Moment: Learning to Improvise “Ex Tempore”</p>	<p>Weekly Reading: Exam and Dialog</p> <p><i>Reading Due:</i> Stringfellow, chapt 3 Murphy, chapt 4 Ueland, Chapts 11-12</p>	<p><i>Coaching Activity</i></p> <p>3 Minute Message (Looking “into their souls” as you engage the text; staying “close to your people”)</p> <p><i>Assignment Due:</i> Sermon example, “Do Love”</p>
Apr 3	<p>In class sermons (<i>15 minutes each, followed by 10 minute conversation</i>)</p> <p><i>Isaiah</i> 8:30-8:55 _____</p> <p>50:4-9a; 8:55-9:20 _____</p> <p><i>Ps. 31.9-</i> 9:20-9:45 _____</p> <p>16; <i>break</i></p> <p><i>Phil.</i> 10:00-10:25 _____</p> <p>2.5-11; 10:25-10:50 _____</p> <p><i>Luke</i> 10:50-11:15 _____</p> <p>19.28-40</p> <p>Reading Due: Stringfellow, chapt 4; Murphy, chapt 5</p> <p>Weekly Reading Exam</p> <p><i>Assignment Due:</i> “Congregational Newsletter” No. 4</p>		
Apr 10	<p>In class sermons (<i>15 minutes each, followed by 10 minute conversation</i>)</p> <p><i>Isaiah</i> 8:30-8:55 _____</p> <p>65.17- 8:55-9:20 _____</p> <p>25; <i>Ps.</i> 9:20-9:45 _____</p> <p>118.1-2, <i>break</i></p>		

14-24; 1	10:00-10:25	_____		
Cor.	10:25-10:50	_____		
15.19-	10:50-11:15	_____		
26; Luke				
24.1-12	Reading Due: Stringfellow, chapt 5; Murphy, chapt 6			
	Weekly Reading Exam			

Apr 17	In class sermons (15 minutes each, followed by 10 minute conversation)			
Acts	8:30-8:55	_____		
5.27-32;	8:55-9:20	_____		
Ps. 150;	9:20-9:45	_____		
Rev.	break			
1.4-8;	10:00-10:25	_____		
John	10:25-10:50	_____		
20.19-31	10:50-11:15	_____		

Reading Due: Stringfellow, chapt 6; Murphy, chapt 7

Weekly Reading Exam

Apr 24	Now I Become Myself: Preaching and the Pastor's Own Salvation	Weekly Reading: Exam and Dialog	Reflection on Things Learned
	<i>Assignments Due:</i> Peer Sermon Evaluations; up to three remaining book reviews	<i>Reading Due:</i> Stringfellow, chapt 6 Murphy, chapt 8	Course Evaluation

ASSIGNMENTS

Note: All assignments are due IN CLASS. I DO NOT download emailed assignments. If you miss class you may drop your assignment at my church office on its due date, or may mail it to me (however, *it is not on my office desk by 4pm on the due date it is considered late*).

1. Weekly Reading. Students are expected to read six main books according to the course schedule provided above. These will form the background for teaching and conversation; students will be examined each week on the reading (see below). Most of these books are available used through amazon.com at reduced prices. You can buy these books for as little as \$70 total, including shipping.

1. *The Witness of Preaching*, Tom Long (198 pages). \$7 used.
2. *Prophetic Imagination*, Walter Brueggemann (113 pages). \$9 used.
3. *Teaching That Transforms: Worship as the Heart of Christian Education*, Debra Dean Murphy (219 pages). \$4 used.

4. *Countdown to Sunday: A Daily Guide for Those Who Dare to Preach*, Chris Erdman, pre-publication manuscript, (210 pages). Photocopied and available the first day of class. (\$15)
5. *If You Want to Write: A Book About Art, Independence and Spirit*, Brenda Ueland (179 pages). \$4 used.
6. *An Ethic for Christians and Other Aliens in a Strange Land*, William Stringfellow (160 pages). \$16 used.

Note: I respect each preacher's interest in learning and growth. If you have read any of these texts, please see me about an alternative textbook.

2. Weekly Reading Essays. At the beginning of the second hour of class I will offer a single question drawn from any of the day's readings. The question will require the student to engage in some analytic/synthetic reflection and writing. For example, "Debra Dean Murphy argues that the modern, liberal project has tried to minimize the distinctiveness of religious conviction. In contrast, we must pay closer 'attention to practices and narratives and to a community's use of language—the way it worships, the kind of world it speaks and sings and prays into being.' Why is this statement important to her argument in the book—that is, what is she trying to do to preachers like you and me?" You will have 15 minutes to handwrite your answer on a single page of paper. You will receive a Pass or Fail grade for each exam. (See Grading Guide, page 8). This brief exam will be followed by an open class discussion of the day's readings.

3. Written Book Reviews. In order to foster strong critical and interpretive skills for ministry, each student will submit a written book report on each of five required textbooks (*not* the professor's book). Each review is to be approximately three pages. You may write one of two kinds of reviews for each book: 1. a *critical review* in which you take issue with the author's perspective and then defend your criticism, or 2. a *constructive review* identifying the key contribution you think this author makes to your understanding and practice of preaching and how you might cultivate this contribution in your future preaching ministry. These reviews may be submitted at any time during the semester, but **at least two** of them must be submitted *before* Module Week. I give you flexibility so that you can adjust your work load according to your other demands. But I don't want you stacking everything up to the end. Be sure to mark "Critical Review" or "Constructive Review" at the top of the assignment along with the title of the book. For a guide to the presentation and criteria for grading see the attached ***Written Book Review Feedback Form***.

4. Three-Minute Messages. Preachers will preach three extemporaneous three-minute messages during the semester in small groups. Each preacher will be assigned a text and given three minutes for preparation. Then in groups of 3 or 4 students, preachers will preach a *3 Minute Message*. This is to enable the preacher to grow in her or his ability to trust the Holy Spirit, value what he or she already knows, and find ways of expressing the text with personal integrity—that is, to stand in the witness box and declare the truth as he or she sees it. *Criteria for grading:* these messages will *not* be graded; you will receive roughly 16.7 points for each *3 Minute Message* preached (for a total of 50 points).

An unexcused and unmade-up absence on 3 *Minute Message* days will reflect an automatic zero.

5. Exegesis for Preachers on the Run. In preparation for your first in-class sermon you will prepare a brief exegetical assignment based on the professor's in-class instructions. This will be handed in and will form the basis for three class coaching sessions and will help you prepare for your sermon. It is are not graded but will receive a Pass or Fail mark and contribute to your "Class Participation" grade.

6. "Congregational Newsletter Articles". Too often congregations misunderstand preaching and misunderstanding leads to criticism. Congregations, those communities that commission preachers to speak for them, deserve to know what preaching is and what their preachers are doing when they preach. To help you learn how to communicate about preaching with your people and to help you construct your own convictions about preacher you will write five sample articles for a congregation's newsletter. This may be a real or fictional exercise. You may write articles for your church's newsletter or can imagine that you are the pastor writing a monthly newsletter piece that explains what you are doing when you preach. Write a 400-500 word sample newsletter article for each of the following questions/themes (a total of 5 short articles):

1. Why is preaching vital to the life and mission of the church?
2. What I am trying to do when I preach each Sunday?
3. How I prepare to preach
4. How to listen and respond to a sermon
5. How you can help make me a better preacher

These are due at various points during the semester. See the schedule for dates. For a guide to the presentation and criteria for grading see the attached *Congregational Newsletter Articles Feedback Form*.

7. Sermons. Each preacher will prepare and preach two sermons on texts assigned by the professor during the semester. Each sermon is to be no more than 15 minutes in length, including Scripture reading (no exceptions). Grading will be based upon the preacher's ability to apply learnings from the class and will involve a 10 minute conversation about the sermon and its delivery by the class, the professor's evaluation of the integrity of the preacher's manuscript or sermon delivery notes, and a post-sermon video review with the professor (for the first sermon) and with a peer (for the second sermon). Preachers are expected to provide their own VHS videotape for each sermon. For a guide to criteria for grading see the attached *Sermon Feedback Form*.

8. Critical Engagement with Sermon Examples. During the course of the semester you will read and evaluate four different written sermons (included, with an evaluation guide, in your Reader). This critical engagement/evaluation will help you develop skills for evaluating your own sermons and those of others. These will not be handed in, but are included in your Class Participation Grade. I will expect to be able to call on you for your prepared response to the exercise.

GRADING

Class participation (including in-class interaction on the readings, the Mon/Tues/Wed exegesis assignment, and Sermon Example evaluations)	10%	100 points
Weekly Reading Exam-Essays (14)	10%	100 points
Book Reviews (5)	15%	150 points
Sermon 1, complete manuscript/exegetical notes, conference w/prof	25%	250 points
Sermon 2, manuscript <i>or</i> sermon sketch/exegetical notes, conference w/peer	25%	250 points
Congregational Newsletter Articles (5)	10%	100 points
Three Minute Messages (3)	5%	50 points
	<hr/>	<hr/>
	100%	1000 points

Note: According to the MBBS grading policies, “A ‘B’ is the baseline . . .” AN A IS RESERVED FOR *ONLY* OUTSTANDING WORK; YOU WILL RECEIVE A C OR F FOR WORK THAT IS NOT MASTER’S LEVEL QUALITY.

LATE WORK

Late work will be accepted up to one week late for 60% maximum credit (after one week late, nothing is accepted). Sermons are to be preached on the assigned date unless major circumstances prohibit the preacher from preaching (prior approval required from the professor).

ACADEMIC POLICIES

MBBS policies are described in the *Academic Handbook*, which is updated annually. The *Handbook* includes policies on extensions for incomplete work, academic integrity, non-discriminatory language, academic appeals, etc. Students are expected to be familiar with MBBS academic policies and to follow them. The Academic Handbook is available on our website at www.mbseminary.com or through the offices of the Registrar and Academic Dean.

CLASS PARTICIPATION/ATTENDANCE

You cannot preach without showing up; nor can you grow as a preacher without actively involving yourself in this course. And preachers must preach each Sunday regardless of the preceding week’s workload, pastoral or personal crises, and amount of preparedness. We are called to show up each Sunday and offer the Word. Attendance is required unless an emergency arises; the professor expects to be notified in advance if such an emergency occurs. Furthermore, the course is more than learning simple techniques to enhance your preaching; it is fundamentally about become one who has something worth preaching, and learning to be part of a committed community of “keepers of the Text.” A significant percentage of your grade rests on your attendance and participation in each class session.

MBBS/PM701: “Coaching the Witness:
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BOOK REVIEW

Assignment Feedback Form

Student: _____

Date: _____

Book: _____

Review Type: Critical () Constructive ()

Content
25 points

The review shows the preacher’s critical interaction with the textbook. If a *critical review* it not only identifies the preacher’s main critique of the author’s perspective but also defends that criticism. If the review is a *constructive review*, it clearly identifies the key contribution(s) the preacher thinks this author makes this preacher’s understanding and practice of preaching and how the preacher might cultivate this contribution in her or his future preaching ministry.

Pointscale:

5 10 15 20

Logic/Form
5 points

The review is well-designed and written; follows MBBS guidelines for “Academic Work and Standards”

Pointscale:

2 4 6 8 10

**Total
Points:**

Comments:

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**“CONGREGATIONAL
NEWSLETTER”**
Assignment Feedback Form

Student: _____ Newsletter No: _____ Date: _____

Content
10 points

Newsletter article shows evidence of the preacher’s ability to understand not only the homiletical issues addressed, but also understands the nature of the congregation he/she is writing to. Not only is there evidence of a developing theology of preaching, but a pastoral awareness of the congregation and ways to inform and guide the congregation toward a better engagement with its preaching ministry.

Pointscale:

2 4 6 8 10

Creativity
6 points

Newsletter shows evidence of the preacher’s ability to teach others creatively and engagingly, making use of various ways to inform congregations.

Pointscale:

1 2 3 4 5 6

Logic/Form
4 points

Newsletter article proceeds logically and coherently, guided by a clear teaching and writing purpose. The article is appropriate for the amount of words allowed (500 words).

Pointscale:

1 2 3 4

**Total
Points:**

Comments:

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SERMON
Assignment Feedback Form

Student: _____ Date: _____ Scripture Text: _____

Purpose
40 points

Sermon has a sense of focus and function.

The focus was: _____

The function was: _____

Pointscale:

10 20 30 40

Exegesis
40 points

Sermon shows evidence of a “close reading” of the text. While not exposing hearers to all the historical-critical and rhetorical study, we know the preacher is aware of the critical detail of the text.

Pointscale:

10 20 30 40

**Inter-
pretation**
50 points

Sermon evidences the preacher’s ability to describe our lives biblically—that is, the preacher gathers us into the world of the text and seeks to “figure” us according to the Word.

Pointscale:

10 20 30 40 50

**Appro-
priation**
40 points

Sermon shows signs of the preacher’s own imaginative engagement with Scripture—her or his under/standing of the text personally, and a sense that the sermon is in some sense an act of testimony (putting herself or himself “on the line” for the gospel).

Pointscale:

10 20 30 40

<p>Form <i>40 points</i></p>	<p>The form of the sermon reflects intentional design choices and adequately serves to organize the focus and function of the sermon as discerned from exegesis. <u>Sermon 1</u>: Sermon manuscript/exegetical notes submitted; <u>Sermon 2</u>: sermon manuscript or sketch/exegetical notes submitted.</p> <p><i>Pointscale:</i></p> <hr/> <p>10 20 30 40</p>
<p>Delivery <i>40 points</i></p>	<p>The sermon is delivered within the 15 minute time limit (including Scripture reading), and the preacher shows a sense of personal poise—speed of delivery, orality of language, eye contact, a sense of appropriate gladness and gravity as it comforts the troubled and/or troubles the comfortable.</p> <p><i>Pointscale:</i></p> <hr/> <p>10 20 30 40</p>
<p>Total Points:</p>	<p><i>Comments:</i></p>

**MBBS/PM701: “Coaching the Witness:
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**SERMON
COACHING GUIDE**

In-class, post-sermon conversations will be guided by the following two questions. (The conversations intentionally refuse to point out the preacher’s shortcomings, areas for improvement, and other critical evaluation. Jesus commanded that harvesters allow the “wheat and the weeds” to grow side by side, lest some wheat be pulled up along with the weeds. So too we will cultivate the growth of a preacher’s “wheat” and let that growth overrun the weaker “weeds”).

1. Question to the congregation of preachers: What did our preacher do especially well that drew you into the world of the Text?
2. Question to the preacher: What do you think you did especially well—something you’d like to be able to do more of?

Out-of-class, post-sermon conversations with the professor will be guided by these three questions:

1. In what area or areas do you want to grow as a preacher?
2. What do you want to know and/or learn that could help you in this growth?
3. What area do I, as your coach, hope you will cultivate in order to grow in your preacher?

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SERMON—PEER REVIEW
Assignment Feedback Form

Preacher: _____ Peer: _____ Date: _____
Scripture Text: _____

Having reviewed the preacher’s video sermon together, we spent most of our time in conversation over the following area(s). Check only those areas covered; the preacher’s grade is *not* dependant on the number of areas covered. The professor is concerned only to insure that you have spent meaningful and supportive time talking together about the sermon (30 minutes). The completion of this form verifies that the meeting took place.

- | | |
|---|---|
| <input type="checkbox"/> Purpose | <p>Sermon has a sense of focus and function.</p> <p>The focus was: _____</p> <p>The function was: _____</p> |
|---|---|
- | | |
|--|--|
| <input type="checkbox"/> Exegesis | <p>Sermon shows evidence of a “close reading” of the text. While not exposing hearers to all the historical-critical and rhetorical study, we know the preacher is aware of the critical detail of the text.</p> |
|--|--|
- | | |
|--|---|
| <input type="checkbox"/> Interpretation | <p>Sermon evidences the preacher’s ability to describe our lives biblically—that is, the preacher gathers us into the world of the text and seeks to “figure” us according to the Word.</p> |
|--|---|
- | | |
|---|---|
| <input type="checkbox"/> Appropriation | <p>Sermon shows signs of the preacher’s own imaginative engagement with Scripture—her or his under/standing of the text personally, and a sense that the sermon is in some sense an act of testimony (putting herself or himself “on the line” for the gospel).</p> |
|---|---|
- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Form | <p>The form of the sermon reflects intentional design choices and adequately serves to organize the focus and function of the sermon as discerned from exegesis.</p> |
|--------------------------------------|--|
- | | |
|--|--|
| <input type="checkbox"/> Delivery | <p>The sermon is delivered within the 15 minute time limit (including Scripture reading), and the preacher shows a sense of personal poise—speed of delivery, orality of language, eye contact, a sense of appropriate gladness and gravity as it comforts the troubled and/or troubles the comfortable.</p> |
|--|--|

Signed:

Preacher

Peer