

**Course Syllabus
EMP 1301 HS – HOMILETICS
Emmanuel College
Toronto School of Theology
Winter 2020**

Instructor Information

Instructor: HyeRan Kim-Cragg, Associate Professor in Preaching
(Teaching Assistant Eliana Ah Rum Gu, Ph. D. in Homiletics)
Office Location: #212
Telephone: Office – (416) 585-4545
E-mail: hyeran.kimcragg@utoronto.ca
Office Hours: Wednesdays, 3:00-4:00 pm or by appointment

Course Identification

Course Number: EMP1301H
Course Format: *In-class*
Course Name: Introduction to Homiletics
Course Location: Room Number, Building
Class Times: Wednesdays 10:00am – 1:00pm
Prerequisites: Intro Worship, Intro Bible, Intro Systematic Theology courses
(preferred not mandatory)

Course Description

This course is designed to introduce student to the fundamentals of the art and craft of preaching within the context of worship. The class will cover the dynamics and processes involved in sermon preparation and construction as well as the overall sermon setting, involving aspects of worship, congregational interaction, exegetical study, and the preacher's own faith journey. The class provides a disciplined, "safe" environment for sermon preparation and preaching, with constructive, encouraging feedback from peers and the professor.

Course Resources

Required Course Texts

- Allen, Ronald, ed. *Interpreting the Gospel: An Introduction to Preaching*. Chalice Press, 1998.
- Hamilton, Adam. *Speaking Well: Essential skills for speakers, leaders, and preachers: a pocket guide*. Abingdon, 2015.

Strongly Recommended Texts

- Black, Kathy. *A Healing Homiletic: Preaching and Persons with Disabilities*. Abingdon Press, 1996.
- Gonzales, Justo and Jimenez, Pablo. *Pulpito*. Abingdon Press, 2005.
- Kim, Eun Joo. *Preaching the Presence of God: A Homiletic from an Asian American Perspective*. Judson Press, 1999.
- LaRue, Cleophus. *The Heart of Black Preaching*. Westminster/John Knox Press, 2005.

Recommended Texts

- Brown, Carolyn. *You can Preach to Kids Too: Designing Sermons for Adults and Children*. Abingdon Press, 1997.
- Jenson, Richard A. *Envisioning the Word*. Fortress Press, 2005.
- Long, Thomas. *Witness of Preaching*. Westminster/John Knox Press, 2005.
- McClure, John S. McClure. *Preaching Words: 144 Key Terms in Homiletics*. Westminster/John Knox Press, 2007.
- Webb, Joseph. *Comedy and Preaching*. Chalice Press, 1998.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

Course Learning Outcomes

Students successfully completing this course will be able to demonstrate the following learning outcomes.

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

- Analyze biblical texts using critical, historical, literary, and theological approaches to the purpose of preaching.
- Utilize the dynamics and processes involved in sermon preparation, sermon construction, and sermon revision.
- Integrate exegetical skills on biblical texts with a message for a contemporary congregation.

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

- Craft sermons that are consistent in theological engagement within denominational/cultural contexts.
- Draw upon a variety of sermon forms reflecting biblical genres.
- Use both narrative and propositional discourse as tools for contextual theology.

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION

- Find one's voice as preacher deepened through greater self-awareness of one's social location.
- Display personal initiative and responsibility for creating a learning community by preparing for and participating in class activities.
- Engage creative process of sermon preparation through spiritual disciplines regularly.

(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP

- Utilize basic understandings of communication as tools for enabling effective proclamation.
- Develop skills with preaching through public speaking and community engagement.
- Offer positive, caring, and candid response to peers.

Evaluation

Assignments

All submissions are via email and/or Quercus. All files are to be identified by your last name, plus the name of the assignment: e.g., Kim sermon 1.docx

- (1) ***Small Group Tutorial Attendance and Participation (10%)***. This course requires a strong sense of "community" and "teamwork." We are not just a class; we are a mini-congregation for a good portion of the semester. Preaching to one another and sharing open discussion about one's preaching call for trust and a strong environment of caring. Since we all invest an enormous amount of "self" in the sermon process and often feel a certain vulnerability; we need to be present for each other. Regular attendance and full class participation is expected. Required readings are not to be discussed fully in class (plenary) every week yet might be used for discussion in small groups which is a part of class (usually 1/3 of the class, the first hour).
- (2) ***Sermons (50%)***. Each student is required to craft and preach two ten to fifteen-minute sermons/homilies, **sermon 1** to their small group in the first half of term and one to the entire class in the second half. The first one based on **New Testament** from a lectionary (Revised Common Lectionary) will be revised after preaching it and submitted via email to the instructor **DUE: Feb 14.**
Concerning the sermon 2: It is especially important to time your second sermon/homily so as not to exceed your time limit (10-15 minutes). Sermons are recorded and posted in Quercus site. Students will pick from a list of texts from **Hebrew Bible** that will be the basis for their second sermon and preach it in class. **It is expected that you will preach on the day assigned. If ill, you may**

make arrangements to swap dates with another student from the class. An individual conference with the professor after the second sermon *may* be requested by the professor or the student. **DUE: March 18 or March 25.**

Accompanying the sermon 2 will include brief liturgical elements: one verse of an opening song/hymn, the reading of the scripture passage, and a benediction.

Students are also asked to submit any manuscript or notes they used while preaching and their focus and function statements (to be learned in class) for this particular sermon. Sermons are digitally recorded and posted in Quercus.

Students will also be asked to set a **personal goal reflection** (250 words) for improving one aspect of their second sermon based on the feedback from the first sermon. **DUE: WEEK 12 April 1.** This may be related to the design of the sermon (improve the conclusion or have more illustrations, etc.) or to the delivery of the sermon (improve eye contact or voice inflection, etc.) Student will get a chance to share this reflection at the last class.

(3) **Reading Assignments (10%).** There will be 4 reading assignments (250 words each assignment for the given week) from the required textbooks which will be asked to share in class. **DUE: Check Course Schedule.**

(4) **Involving Congregation for Exegesis (10%).** While it is important for students to discuss the text with and preach to the class, it is equally important to think about how to engage the congregation and learn from them in your own sermon preparation. In this regard, choose a congregation, describe the congregation, discuss your text and write the findings and articulate your reflection on how these findings influenced crafting your first sermon. (500 words limit)

DUE: WEEK 4 Jan 29.

(5) **Biblical/Textual Studies (10%).** Students will submit questions they have for the text that is the basis of their second sermon and write an exegesis paper that answers these questions along with other background information re: the text.

Questions (5%). After reading your text and creatively exploring it, make a list of questions you have about this text (history, vocabulary, context, meaning, etc.). These questions will guide your exegesis. **DUE: READING WEEK Feb 21.**

Exegesis Paper (5%). Students will follow the categories and questions for writing an Exegesis Paper for Sermon 2. **DUE: READING WEEK Feb 21.**

(6) **Creative Writing Exercises (10%).** There will be short writing exercises that will serve various purposes. These will help students learn aspects of the process of sermon preparation as well as hone one's creative and imaginative writing skills. The exercises will help you think "outside the box" and get you in the habit of writing each week (which is an important part of one's job if you are going to be a good preacher).

Alternate Setting Letter Exercise (5%). Read the text for sermon 2 in a non-home, non-school, non-church environment (i.e.: grocery store, coffee shop, child's sports game, hospital emergency room, youth concert, etc.) Write a one page (250 words) "letter/epistle" to the people in that environment about the "good news" in your text. **DUE: WEEK 8 Feb 26.**

Sensory Metaphor Exercise (5%). In your draft sermon 2, find a theological concept that you have addressed: sin, salvation, grace, holiness, reign of God,

etc. Then write 5 sentences on what that concept 1) looks like, 2) sounds like, 3) smells like, 4) feels like (bodily weight), 5) tastes like, **DUE: WEEK 10 Mar 11.**

(7) **Sermon Evaluations.** To design, structure and deliver effective sermons, preachers need evaluative skills that address the various aspects of sermon construction and embodiment. While these evaluations (self-evaluations and evaluations of one's classmates) are not graded, they are required and the evaluation of one's classmates plays an important role in the class participation grade.

Evaluation of Classmates. Students will fill out feedback forms for each sermon delivered in class by their classmates. These forms will be given directly to the student preacher. Each evaluation is to demonstrate the student's ability to be both caring and critical. One copy is to be given to the preacher the week following the sermon. You shall use *the class evaluation form*.

Self-Evaluation. Students will provide a self-evaluation of both sermons containing an assessment of what went well and what areas they feel need improvement after you watched your own delivery. **DUE: WEEK 14 April 8.**

USING THE QUERCUS SITE FOR A PAPERLESS CLASS!

- All electronic communication (class announcements/email) will be sent to the email address you have associated with the utoronto.ca system. You can see this address after signing in at www.rosi.utoronto.ca.
- Please submit your assignments/sermons/reviews directly email to the instructor. ***You will be able to submit assignments until midnight after the class session in which the assignment is due.***
- If the requirement for digital submissions poses a hardship to any student, requests to submit materials by hand will be considered on an individual basis.

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The

absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at

www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Attendance is mandatory. A high rate of attendance is key to student success, given the nature of theological education and the importance of classroom interaction and learning at Emmanuel College. Students should not accept significant outside obligations during the academic term.

For a regular course, students who register and miss two (2) classes may receive a lower or failing grade for the course. In order to avoid this penalty, students must notify their instructor with a valid reason for any absence before class. Students missing twenty-five (25) percent or more of a course will be automatically withdrawn from that course.

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct

quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters*

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Week 1. January 8: Introduction- Preaching and the Preacher

Required Readings:

Allen, *Interpreting the Gospel*, Ch. 1, "Anxieties of Beginning Preachers" and

Ch. 2 “Why Preaching is Important” (14 pages)
Hamilton, Adam, Ch. 10 “Skip the Slides (or at least use them well)” (3 pages)

Recommended Reading:

Ronald J. Allen, “A Code of Ethics for Preachers,” *Encounter* 66: 4 (2005): 343-348.

NOTE: Form Tutorial Groups, Distribute Biblical Texts, Learn how to post Assignments on Quercus

Week 2. January 15: Sermon Forms and Structures – How to Organize Sermon Material

Required Reading: Allen, Ronald J. *Interpreting the Gospel*, Ch. 11 (21 pages)

Recommended Reading: Tisdale, Leonora, *Prophetic Preaching*, Ch. 4 (25 pages)

Reading Assignment (DUE Jan 15):

- Either 1) Decide what structure (inductive, deductive, expository) your first sermon is closest to, referring to the learning from the readings.
- Or 2) Decide what structure you want the sermon to be and edit it to make it a model of your desired structure. Make sure you have clearly identified what structure you intend and whether you are organizing it on any of the methods we studied (4 pages of the sermon, quadrilateral, Lowry Loop, Plot and Moves, etc.). (no more than 2 pages reflecting the reading of Allen).

Tutorial NOTE: share your chosen text of Scripture and discuss your initial thought and pattern about sermon 1 with your group.

Week 3. January 22: Preacher’s and Congregation’s Contexts, Use of the Bible in Preaching

Required Reading:

Allen, *Interpreting the Gospel*, Ch. 8, “Starting Points for Sermon Preparation” and Ch. 10, “Engaging the Congregation in the Sermon,” pages 153-158 only (24 pages)

Reading Assignment (DUE Jan 22):

Think about questions or guidelines how to engage your congregations for exegesis, referring to readings. Respond to the question, “how do you want to use the Bible in Preaching?”

Tutorial NOTE: Share your own personal exegesis for sermon 1 with your group. If you already engaged the congregation for exegesis, share that as well.

Week 4. January 29: Preaching as Theological Proclamation: Intersecting the Human and Divine– Coming to a “message”

Required Readings:

Allen, *Interpreting the Gospel*, Ch. 6 (16 pages)

Long, Thomas. *Witness of Preaching*, Ch. 4, "Focus and Function," (17 pages).

Assignment: Involving Congregation for Exegesis (Due Jan 29)

Tutorial NOTE: Discuss your finished draft of the sermon 1 responding to following these questions:

What is/are the *theological issue(s)/God story* in the **text** for your sermon?

What *theological issue(s)/God story* are addressed in the **draft sermon** itself?

What are the *human issues/struggles* found in the **text** for your draft sermon?

What are the *human issues/struggles* addressed in the **draft sermon**?

Week 5. February 5: Use of Story and Preaching; Introductions, Conclusions, Transitions, Illustrations

Required Readings:

Long, Thomas. *The Witness of Preaching*, Ch. 7 - "Beginnings, Connections, and Endings" (pages 187-197 only).

Hamilton, Adam. *Speaking Well*, Ch. 2, "Think Less Me, More We" and Ch. 5, "Include the Key Ingredient" (9 pages)

Reading Assignment (DUE Feb 5):

What resonated with you from the reading as you think about your own sermon 1?

What are the new insights from the learnings in terms of the use of stories, illustrations, introduction, transitions, and conclusion?

Tutorial NOTE: Begin to preach your sermons.

Week 6. February 12: Preaching and Exegesis

Required Reading:

Allen, Ronald J. *Interpreting the Gospel*, Ch. 9 (31 pages)

Recommended Reading: Suchocki, Marjorie. *Quarterly Review*, Fall 1996, "Practical Preaching from the Epistles" (11 pages)

Tutorial NOTE: Continue to preach your sermons.

Sermon 1 Assignment: The first sermon will be revised after preaching it and submitted

DUE: Feb 14.

Week 7. February 19: Reading Week

Assignments: sermon 2 Biblical/Textual Studies Questions (5%) and Exegesis Paper (5%). DUE: Feb 21.

Week 8. February 26: Preaching the Sermon - Delivery

Required Readings:

Allen, Ronald J. *Interpreting the Gospel*, Ch. 15, pages 244-252 only.
Hamilton, Adam. *Speaking Well*, Chapters 13 and 14 – “Write it Out” and “Say it with your Eyes,” p. 53-58.

Assignment for this week: Alternate Setting Letter Exercise (5%). DUE: Feb 26.

NOTE: Students will share the alternate setting letter exercise assignment in class.

Tutorial NOTE: Read the scripture passage or text (6-10 verses) for your second sermon in your group.

Week 9 March 4: Critical Hermeneutical Issues of Preaching

Gonzalez, Justo. *Pulpito*, Ch. 3, “The Bible at the Pulpito,” (17 pages)
Black, Kathy. *A Healing Homiletic*, Ch. 2, “Hermeneutical Hazards” (13 pages)

Reading Assignment (DUE March 3):

From the readings what surprised and affirmed you?

How would your understanding of interpreting the Bible for preaching be different learning from the readings?

Name challenges and insights from these readings and implications for your preaching practice.

Tutorial NOTE: Share your exegesis for sermon 2 with your group.

Week 10 March 11: Embodied Preaching

Allen, Ronald J. *Interpreting the Gospel*, Ch. 12 (13 pages)
Willobee, Sondra. *The Write Stuff: Crafting Sermons that Capture and Convince*, Ch. 1, “The Hook, p. 11-28.
Buttrick, David. *Homiletic*, “Choosing the Language of Preaching,” p. 193-198.
McClure. John S. *Preaching Words*, “Illustration,” p. 55-57.

Assignment for this Week: Sensory Metaphor Exercise (5%). DUE: March 11

NOTE: Students will share the sensory metaphor exercise assignment in class.

Tutorial NOTE: Share your draft of the sermon, the basic idea and sermon pattern with your group as you respond to the following questions:

What is/are the *theological issue(s)/God story* in the **text** for your sermon?
What *theological issue(s)/God story* are addressed in the **draft sermon** itself?
What are the *human issues/struggles* found in the **text** for your draft sermon?
What are the *human issues/struggles* addressed in the **draft sermon**?

Week 11 March 18: Presentations of The Sermon in chapel

DUE: If you are preaching today, submit your Delivery Method Preparation Document. Discern what you will use in terms of “notes” when you delivery your sermon. Submit your manuscript/chart/notes you will use. If you are preaching without notes, submit the written “order” that was the basis for memorizing/remembering your sermon.

Each student assigned for this week will present the final draft of your sermon. A brief worship component should accompany the sermon: some sort of worship “opening” (Call to Worship, Greeting, Scripture sentences) and one verse of a closing hymn/song. Offering a short prayer before (prayer of illumination) or after the sermon is optional.

Week 12 March 25: Presentations of The Sermon in chapel

DUE: If you are preaching today, submit your Delivery Method Preparation Document. Discern what you will use in terms of “notes” when you deliver your sermon. Submit your manuscript/chart/notes you will use. If you are preaching without notes, submit the written “order” that was the basis for memorizing/remembering your sermon.

Each student assigned for this week will present the final draft of your sermon. A brief worship component should accompany the sermon: some sort of worship “opening” (Call to Worship, Greeting, Scripture sentences) and one verse of a closing hymn/song. Offering a short prayer before (prayer of illumination) or after the sermon is optional.

NOTE for the Final Class Next Week:

- **Prepare to share your delivery and its evaluation of how your “notes” worked or your delivery without notes worked or not.**
- **Write one page answer: What are your next “personal goals” for improving aspects of your sermon and preaching?**

Week 13 April 1: What Next in Preaching? Finding Your Voices

DUE: Personal Goal Reflection

Week 14 No Class

DUE: Self-Reflection of the Sermon 1 and 2 (April 8)

BIBLIOGRAPHY

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- Resner, Andre, Jr. *Just Preaching: Prophetic Voices for Economic Justice*. St. Louis, MO.: Chalice Press, 2003.
- Smith, Christine. M. *Weaving the Sermon: Preaching in a Feminist perspective*. Louisville: Westminster/John Knox Press, 1989.
- _____, ed. *Preaching Justice: Ethnic and Cultural Perspectives*. Cleveland: the United Church press, 1998.
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- _____. *The Four Pages of Sermon: A Guide to Biblical Preaching*. Nashville, TN.: Abingdon Press, 1999.
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