DMIN 7113 The Mission of God
July 15-19

Course Description:

This course focuses on reading Scripture through a theological-missional hermeneutic that discerns the Missio Dei as the unity of Scripture, rehearsing paradigmatic themes within the story of God recorded in Scripture, seeking a missional understanding of those themes, and preaching those themes in the context of contemporary faith communities.

The course functions as a doctoral level introduction to both Homiletics and Theological Hermeneutics conceived on the premise that our best theological reflection and preaching happens when we live in the world imagined in Scripture which occurs when we move into the world imagined in the biblical texts, not interpreting the stories to meet our perceived needs but allowing the stories to interpret us.

In this course Professor Hicks will affirm the practice of theological hermeneutics that utilizes a missional trajectory. At the same time Professor Fleer will call for a theology of preaching that honors the postliberal homiletic set forth by Charles Campbell while retaining the text driven and rhetorical eye for the practical as articulated by Fred Craddock.

Course Objectives:

1. Students will understand the contemporary questions surrounding Theological Hermeneutics and how these questions play out in missional hermeneutic.
2. Students will engage in a dialogue about the nature of missional hermeneutics in terms of theology, preaching, and ministry.
3. Students will explore the role of imagination in biblical preaching and think critically about how preaching should shape people in the life of the church through the investigation of recent theories in preaching.
4. Student’s speaking skills will be enhanced by their growing abilities to do close reading of texts and critical assessment of homiletic theory, demonstrated in preaching that accents clarity, coherence, and suasion as they find their own authentic voice.
5. Students will develop critical thinking skills as they witness the professor’s use of literary and rhetorical tools in analyzing various periscopes within Scripture for proclamation, dialogue about their own research in theology,
homiletics, and ongoing activity in the Academy of Homiletics and Society of Biblical Literature.

**Reading List**

**Books**


Fowl, Stephen E. *Theological Interpretation of Scripture* (Eugene, OR: Cascade Books, 2009).


**Articles**


Gorman, Michael J., “Although/Because He Was in the Form of God”: The Theological Significance of Paul’s Master Story (Phil 2:6-11),” *Journal of Theological Interpretation* 1 (2007) 147-192, available through ATLA.


Course Requirements:

Pre-Classroom Assignments

1. **Reading.** The study participant is expected to read the required texts in preparation for the course. Suggested reading order: Fowl, Treier, Reid, Long, Wright, Fleer & Bland, and Fretheim.

2. **Online Dialogue.** From June 22 to July 12 the class will discuss the following textbooks in an online environment: Fowl, Treier and Wright (in that order). This dialogue will also involve the use of the assigned articles. The study participant should expect to begin an online discussion on June 22 (at least ten posts will be expected over the following three weeks).

3. **Book Reviews.** The study participant is required to write book reviews of the remaining textbooks: Bland & Fleer, Fretheim, Reid, and Long. These
reviews are **due July 7 at noon**. Please attach them to an email sent to Dr. Fleer as well as uploaded to the Blackboard Assignment function.

a. **Expectations for the Review of Robert Reid’s *Four Voices of Preaching***.

**Title the review paper: Finding My Authentic Preaching Voice.** Each student is required to write a reflection paper that unpacks his or her own “authentic voice.” This essay should include: 1) a summary of Robert Reid’s four voices (1.5 pages), 2) a critical evaluation of Reid’s project (2 pages), 3) a clear description of your voice (2.5 pages) including reflective discussion of your voice’s inherent strengths, weaknesses, and what impact this understanding might have on your development in preaching. Use the assigned readings as the *foundation* for your reflection. The essay should be 6 pages in length.

b. **Book Review Expectations for Tom Long’s *The Witness of Preaching***.

Before the July course begins you will turn in a “review paper” with this title: **Tom Long’s *The Witness of Preaching***. This paper will be 5 pages in length and developed in this way: Two pages should be devoted to summarizing the content of the book: what the author says, how he develops his thought, etc. The heart of the paper (approximately three pages) should be devoted to a critical analysis of 1) Long’s four images for preaching, 2) a careful description & response to Long’s Focus and Function discussion, and 3) a demonstrated understanding and use of his “exegetical move.” Articulate in one well-crafted paragraph how the book has modified or challenged your concept of preaching.

c. **Book Review Expectations for Fleer and Bland’s *Reclaiming the Imagination***.

Before the July course begins you will turn in a “review paper” with this title: **Assessing Reclaiming the Imagination: The Exodus as Paradigmatic Narrative for Preaching**. This paper will be 5 pages in length and developed in this way: Two pages should be devoted to summarizing the content of the book: the essays and the sermons connected to them. The heart of the paper (approximately three pages) should be devoted to a critical analysis of the content of the book, with special focus on one essay and it’s connecting sermons. Your analysis should pick up on the essential theological issues in the essay of focus and serious consideration on how each sermon connects. Your analysis of the sermons should also be in deep conversation with Reid and Long. Articulate in one well-crafted paragraph how the book has modified or challenged your concept of preaching.

Before the July course begins you will turn in a “review paper” with this title: A Preacher Assesses Terrance E. Fretheim’s Exodus: Interpretation. This paper will be 5 pages in length and developed in this way: Two pages should be devoted to summarizing the content of the book. The heart of the paper (approximately three pages) should be devoted to a critical analysis of the content of the book, with special focus on how this volume (and series) groves the theological understandings of the text and the sermons it points to. Your analysis should contrast with other kinds of biblical commentaries and be in dialogue with Long, Reid and the content of Fleer and Bland. Articulate in one well-crafted paragraph how the book has modified or challenged your concept of preaching and reading commentaries.

Week of Class Assignments

1. Sermon. Students will preach one sermon from the book of Exodus. The sermon will be 10 minutes in length and will be accompanied by a minimum of 5 pages of exegetical notes, a one page outline, a focus and function statement, and a one page assessment of “your voice” in this sermon. Discussion will follow each sermon. The sermon should demonstrate an ability to attempt to experiment with other voices in preaching, and show interaction with the essays and sermons in Reclaiming the Imagination. A workable knowledge of Long’s exegetical move (set out in Witness) is assumed in this assignment.

The possible texts for selection will appear on Blackboard soon. The five-page document must be submitted on the Blackboard Assignment Function as well as emailed to Dr. Fleer by July 12 at 11:59pm.

2. Class Participation. Participation is essential to the successful completion of this course of study. Attendance on all five days is required.

Post-Classroom Assignments

Final Project. This is the primary assignment of this course. Each paper written for the Doctor of Ministry course work must include a pedagogical purpose toward one’s final project. This 4000-5000 word project must select a paradigmatic theme in Scripture or a specific text through which to practice a missional hermeneutic, articulate a missional goal and ground your Doctor of Ministry project. The student must reflect a high standard of exegesis, focus on the theological and missional understanding of the text, and provide a missional-theological rationale for the Doctor of Ministry project. The paper is due
**September 9 at 11:59pm.** Please submit through the Blackboard Assignment function.

**Criteria for Evaluation of Final Paper:**

1. **Style and organization:** Form, grammar, clarity of development, strong conclusion (10%).
2. **Content:** Clearly presented, subject fully treated, presented topic appropriately (35%).
3. **Sources:** Use of sources, documentation in paper, bibliography complete and appropriate (20%).
4. **Insight and application:** Missional hermeneutics and value of interpretive lens clearly stated for ministry context (35%).

**Grading:**

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Online Dialogue</td>
<td>10%</td>
<td>A = 93-100</td>
</tr>
<tr>
<td>Book Reviews</td>
<td>30%</td>
<td>B = 84-92</td>
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<tr>
<td>Sermon</td>
<td>20%</td>
<td>C = 70-83</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
<td>D = 60-69</td>
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<tr>
<td>Final Project</td>
<td>30%</td>
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**Contacting the Professors:**

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**Course Learning Objectives**

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<thead>
<tr>
<th>Objectives</th>
<th>How Delivered</th>
<th>How Assessed</th>
<th>Goals</th>
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<tbody>
<tr>
<td>Clearly identify God’s mission as revealed in Scripture</td>
<td>Pre-course readings, lecture, online discussions</td>
<td>Course interaction, final project</td>
<td>Successful identification in final project</td>
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<tr>
<td>Use biblical theology to state a strong understanding of a missional hermeneutic</td>
<td>Pre-course readings, lecture, online discussions</td>
<td>Verbal assessments, final project</td>
<td>Successful identification in final project</td>
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<tr>
<td>Understand and hone the art of preaching Scripture</td>
<td>Pre-course readings and sample</td>
<td></td>
<td>Successful identification</td>
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with sanctified imagination. lecture homily in final project

| Suggest ways in which others are invited to participate in the kingdom of God in light of Scripture | Pre-course readings, lecture, online discussion | Final project | Successful identification in final project |

**Academic Integrity Policy**

Because Lipscomb’s primary mission is to integrate Christian faith and practice with academic excellence, integrity is important in this course. As your instructor, I will deal with each student fairly and honestly. As participants in the course of study, you are expected to do your own work on all assignments unless I indicate that collaboration is allowed on a specific assignment. Penalties for integrity violations will range from failure on the assignment involved to failure in the course. The instructor also reserves the right to report violations to members of the administration. For clarification, refer to the University’s Code of Conduct and Academic Integrity Policy (see http://academics.lipscomb.edu/page.asp?SID=12&Page=822)

**Course Schedule:**

The class, in all settings but especially as it meets in worship for student sermons, will model as a Christian community inclusive and affirming attitudes to all persons. Students are expected to honor all individuals in the class and especially support those who raise questions and make comments that reflect the pursuit of faith and learning, a value supplemented in the class’ examination of an art intended to build communities of faith.

8:00-8:30  Dwelling in the Word and Prayer
8:30-10:00 First Morning Session
10:00-10:15 Morning Break
10:15-11:45 Second Morning Session
11:45-1:15 Lunch
1:15-2:45 First Afternoon Session
2:45-3:00 Afternoon Break
3:30-4:30 Second Afternoon Session