Course Description and Outcomes
One of the tasks of the preacher may be described as facilitating a conversation between God and the congregation through the proclamation and interpretation of Scripture. The conversation happens not only in a particular place, but also at a particular time. This course will begin with a discussion of the significance of being “in tune” with the daily, weekly, and annual rhythms of individual and congregational life, and what it means to proclaim and interpret Scripture through sermons that are “timely.” Following this, we will turn our attention to the upcoming season of Advent—we will explore common themes found in the assigned scriptures each week, and the way a theme might develop over the course of the four weeks of Advent. Finally, each student will have the opportunity to prepare and preach an Advent sermon.

Required Textbooks
- Athanasius. On the Incarnation. (Please find an edition that includes the Introduction by C. S. Lewis)

Required Articles (articles can be found on Blackboard beginning February 15)
Recommended Texts


Pre-Course Assignments

1. Read pp. 10-18 in *A Guide to Prayer for All Who Seek God.* Use this guide for daily prayer and reflection for at least the two weeks prior to the beginning of our class. Keep a daily journal (you will not be asked to turn this in, but you will need it for reference during our classroom discussions.) If you already follow a habit of daily prayer, please note that you may be able to adapt *A Guide to Prayer* into what you are already doing. For example, if you use a daybook, the daily reading may replace the readings in *A Guide to Prayer.* At a minimum, make sure to read and reflect on the daily Scripture readings found in *A Guide to Prayer*.

2. Read the article “There is a Season.” Write a 3-5 page paper describing a particular metaphorical “journey through the seasons” in your own life, or in the life of your congregation.

3. Read the article, “Architecture of Time.” Write a 2-page paper reflecting on Heschel’s contrast of space and time, and / or his understanding of the sanctity of time.

4. Read the article, “The Language of Time.” Write a 2-3 page paper reflecting on the meaning, structure, and rhythm of the liturgical year.

5. Read *The Liturgical Year.* Prepare a brief outline highlighting the main points of each chapter. This outline should be developed to serve as a reference for you during our class discussions.

6. Read *On the Incarnation,* including the Introduction by C. S. Lewis. Prepare a brief outline of the major arguments in each chapter, and reflect on whether / how those arguments are relevant today.

Course Grading

- Pre-Course Work 50%
- Class Participation 20%
- Final Project 30%
- Total 100%
Guidelines for Written Assignments

• All papers should be typed, double-spaced, on 8 ½” by 11” paper, unless the instructor has asked for a different format specifically within the pre-course work. Font should be Times New Roman or something similar and no larger than size 12. Margins are to be 1” on all four sides of each page.
• All papers must include a page number and the last name of the student in either the header or footer of every page.
• You should note the question you are answering at the beginning of each new section of materials.
• All papers should provide citations for all quoted material. You may use MLA, Turabain, APA or Chicago Style.
• Punctuation should be consistent; clarity of meaning is the primary purpose of punctuation. Edit and retype material as needed and check spelling in a standard dictionary.
• All papers should attempt to eliminate discriminatory language—for example: racism, ageism, sexism, classism, and prejudicial usage concerning handicapping conditions.

Inclusive Language Covenant

The faculty of Emory Course of Study School has adopted a covenant statement encouraging inclusiveness in the use of language, as follows:

The Inclusive Language Covenant is designed to create a linguistic environment in which all students, staff, and faculty can grow in understanding and appreciating the rich diversity of God’s people. The COS faculty commits itself—through continued discussion, reflection, and exploration—to using language in such a way that we respond to the fullness of God’s presence among us as much by our choice of words as by our care for one another. Recognizing that our experience with inclusive language is an integral part of theological formation, we invite students and others to share as partners with us in this learning process.

We understand “covenant” more in terms of its biblical and theological meaning than in a legal or contractual context. Covenant signifies the common commitment of a community of faith in response to God’s revelation and in partnership with one another. The values implied in the covenant have morally persuaded us to try to generate patterns of speech and behavior that bond the members of the community in mutual respect. We expect all members of the community to address issues of diversity constructively. The entire Inclusive Language Covenant can be found on the COS website, and you are encouraged to read the whole covenant.
Directions to Email Pre-Course Assignments

SEND TO – Email your pre-course assignments to amy.elizabeth.walker@emory.edu

DEADLINE – Email must be received no later than 11:59p.m. EST on June 1, 2016.

Pre-course work received after the deadline will be subject to the late penalty schedule below:
- Pre-course work received between June 2 – June 8 will receive a one-letter grade deduction.
- Pre-course work received between June 9 – June 12 will receive a two-letter grade deduction.
- Students who have not turned in pre-course work by June 12 will be dropped from the class.

EMAIL SUBJECT LINE – The subject of your email should be “ACOS Pre-Course Work: Preaching.”

THE EMAIL – Your full name, phone number, and email address should be included at the beginning of your email. Pre-course work must be sent as an attachment and not in the body of the email.
- Only Microsoft Word and .pdf documents will be accepted.
- All assignments for each course must be in one document, multiple documents are not acceptable. You should send only one attachment with all course assignments; emails sent with multiple documents will not be accepted.

PLAGIARISM – The “Plagiarism Policy” and “Plagiarism Defined” paragraphs below (in red) must be included in the body of the email, not within your pre-course work. The inclusion of the policy and definition in the body of the email verifies that you agree to it and your email will represent your signature (which is a requirement). If the email does not include the plagiarism policy and definition it will not be accepted.

Plagiarism Policy - I have read the plagiarism definition below and verify that this assignment represents my own work, except where credit is given.

Plagiarism Defined: “You plagiarize when, intentionally or not, you use someone else’s words or ideas but fail to credit that person, leading your readers to think that those words are yours. In all fields, you plagiarize when you use a source’s words or ideas without citing that source. In most fields, you plagiarize even when you do credit the source but use its exact words without using quotation marks or block indentation” (201-202). Booth, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. The Craft of Research, Second Edition. Chicago, IL: University of Chicago Press, 2003.