MS 3XP3/6XP6   Dr. Michael Knowles
Exploring Contemporary Styles of Preaching   Divinity College 214
Saturdays, 9:00 a.m. – 4:00 p.m.   Location: TBA   905.525.9140 x27088
September 23; October 21; November 11; December 2   knowlesm@mcmaster.ca

Course Description

This course will explore a wide range of contemporary preaching styles (expository, evangelistic, pastoral, inductive, dialogical, etc.), discussing the content, purpose, and form of presentation that is appropriate to each. In addition, students will have opportunity to practice different styles of preaching in class for peer evaluation.

Specializations: Pastoral Studies

Course Objectives

Knowing
▸ To acquire a foundational understanding of contemporary homiletical methods and approaches
▸ To develop functional standards for the evaluation of homiletical methods in relation to specific situations in the life of a congregation or ministry

Being
▸ To gain experience preparing and delivering sermons in a range of styles and approaches
▸ To facilitate each student's identification of their preferred method or approach to preaching

Doing
▸ To evaluate the strengths, weaknesses, and applications of various preaching styles/ approaches
▸ To examine the rôle of the preacher in each style or approach
▸ To develop critical and analytical skills through peer evaluation

Course Schedule

Each of the four sessions (September 23; October 21; November 11; December 2) will examine three different styles of preaching; the assignments are scheduled so that *evaluations* of the three styles are due one week later and *sermons* employing these styles are offered at the ensuing session.

Session One   Course Introduction
September 23   Expository Preaching: Sermons That Explain Scripture
                Narrative Preaching: Sermons That Tell Stories
                Doctrinal Preaching: the Sermon as Concept and Principle

September 30   *Evaluations/Resource Lists Due*:
                          Expository Preaching
                          Narrative Preaching
                          Doctrinal Preaching

Session Two   Ethical Preaching: Sermons for Faithful Living
October 21   Pastoral Preaching: the Sermon as Christological Compassion
                Inductive Preaching: the Sermon as a Process of Discovery
                Student Sermons: Expository Preaching
                          Narrative Preaching
                          Doctrinal Preaching

October 28   *Evaluations/Resource Lists Due*:
                          Ethical Preaching
                          Pastoral Preaching
                          Inductive Preaching

Session Three   Liturgical Preaching: Sermons in Christian Time
November 11   Dialogical Preaching: the Sermon as Congregational Conversation
                Preaching as Testimony: Sermons That Bear Witness
                Student Sermons: Ethical Preaching
                          Pastoral Preaching
                          Inductive Preaching

November 18	*Evaluations/Resource Lists Due*:
	Liturgical Preaching
	Dialogical Preaching
	Testimonial Preaching

Session Four   Evangelistic Preaching: Sermons That Call Forth Faith
December 2   African-American Preaching: Preaching as Call and Response
Preaching as Personal Drama: Sermons That Embody
Student Sermons: Liturgical Preaching
                              Dialogical Preaching
                              Testimonial Preaching

December 9	*Evaluations/Resource Lists Due*:
	Evangelistic Preaching
	African-American Preaching
	Dramatic Preaching

December 13	Last day of classes
	Research Essay due (Research Degree students)
	Final date for submission of late assignments

Course Requirements

A. Textbooks (also on reserve at Mills library)

Professional and Research Degree students:

Roland J. Allen, ed. *Patterns of Preaching: A Sermon Sampler*. St. Louis: Chalice, 1998.

Research Degree students only:

Jana Childers, ed. *Purposes of Preaching*. St. Louis: Chalice, 2004.

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd., Etobicoke, ON M9W 6H3. Tel. (416) 620-2934;

fax (416) 234-8840; email: books@readon.ca. Other book services may also carry the texts.

B. Assignments   % of Final Grade

Professional Degree Students

1. Because they each constitute 25% of the schedule, participation in all four class sessions (in their entirety) is a course requirement.

2. Peer Evaluation of Student Sermons

    Using the "Sermon Evaluation Form" included below, evaluate sermons preached in class both as to their quality in general terms and as examples of a particular style or approach to preaching.

3. Sermon Preparation (sign-up online)   2 × 20%

    Preach two sermons (max. 15 minutes each) to other members of the class during class sessions in two of the styles indicated on the course outline. Sermons in a given style will be scheduled for the session following the lecture on that topic. For one of their two sermons, students may select a different format or style of preaching (subject to approval by the course instructor), so long as it is accompanied by a critical evaluation (see next section).

4. Critical Evaluations (sign-up online)   2 × 20%

    Provide a critical evaluation of two of the twelve homiletical styles indicated on the course outline (2 × 1,500 words/6 pages), in each case identifying its theological purpose and engagement with the life of the church. Evaluations of a given style are due at noon on the Saturday following the lecture on that topic. Students who choose to preach one of their sermons according to a model or form of preaching *not* addressed in the course outline must include an evaluation of that style.

5. Annotated Resource List (sign-up online)   1 × 20%

    Prepare an annotated list of resources (minimum 10 works [including print
    material, web resources, and/or sample sermons]) that will help your fellow
    students to understand, appreciate, and practise one of the two styles for which
    you have submitted a Critical Evaluation. Distribute the list (1,500 words/
    6 pages) along with your evaluation one week following the lecture on that topic.

To summarize: professional degree students will prepare sermons in two different
styles of preaching, then provide an evaluation of a third style and an evaluation plus
resource list for a fourth style:

Style A	Sermon 1 (20%)		
Style B	Sermon 2 (20%)		
Style C		Critical Evaluation 1 (20%)	
Style D		Critical Evaluation 2 (20%) + Resource List (20%)	

Research Degree Students

1. Because they each constitute 25% of the schedule, participation in all four class
    sessions (in their entirety) is a course requirement.

2. Peer Evaluation of Student Sermons

    Using the "Sermon Evaluation Form" included below, evaluate sermons
    preached in class both as to their quality in general terms and as examples of a
    particular style or approach to preaching.

3. Sermon Preparation (sign-up online)   2 × 10%

    Preach two sermons (max. 15 minutes each) to other members of the class during
    class sessions in two of the styles indicated on the course outline. Sermons in a
    given style will be scheduled for the week following the lecture on that topic. For
    one of their two sermons, students may select a different style or style of
    preaching (subject to approval by the course instructor), so long as it is
    accompanied by a critical evaluation (see next section).

4. Critical Evaluations (sign-up online)   4 × 10%

    Provide a critical evaluation of four of the twelve styles of preaching indicated on the course outline (4 × 2,000 words/≈8 pages), in each case identifying major theoreticians and practitioners of the approach in question, its basis in homiletical theory, its theological purpose, and its engagement with the life of the church. Evaluations of a given style are due at noon on the Saturday following the lecture on that topic. Students who choose to preach one of their sermons according to a model or form of preaching *not* addressed in the course outline must include an evaluation of that style.

5. Research Essay   1 × 40%

    Using the essays in Jana Childers, ed., *Purposes of Preaching* (St. Louis: Chalice, 2004) as a starting point (and interacting extensively with other critical literature, as appropriate), discuss:
    a. the theological, ecclesiastical, social, and/or rhetorical purpose(s) of contemporary preaching and
    b. what method(s) or style(s) of preaching are best suited to achieving these goals, and why.
    In particular, discuss the rôle(s) of human and divine agency, respectively, in the preparation and delivery of the sermon.
    Length: 5,000 words/≈20 pages   Due: December 13

6. Reading Requirements

    Assignments submitted for credit must provide evidence of a minimum 3,000 pages of background reading.

Summary for Research Degree Students		
Style A	Sermon 1 (10%)	Critical Evaluation 1 (10%)
Style B	Sermon 2 (10%)	Critical Evaluation 2 (10%)
Style C		Critical Evaluation 3 (10%)
Style D		Critical Evaluation 4 (10%)
Research Essay (40%)		

Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty: http://www.mcmasterdivinity.ca/programs/rules-regulations

Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses: http://www.mcmasterdivinity.ca/sites/default/files/ documents/MDCStyleGuide.pdf. To assist with prose composition, students are encouraged to make use of grammarly.com (https://ed.grammarly.com/register/signup/features/?edu= true), along with the Writing Support Services provided by McMaster's Student Success Centre (http://studentsuccess.mcmaster.ca/students/academic-skills/writing-support-services.html). Failure to observe appropriate form will result in grade reductions. See also "CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS," below.

Cell Phone/Computer Policy

Students must refrain from conducting cell phone conversations while the class is in session. Should you need to maintain contact with family members and/or your church or ministry, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom. The same policy applies to all computer-generated sound schemes, pagers, or other electronic annunciation systems.

Deadlines and Late Submission Penalty

All course assignments are to be submitted to the Avenue to Learn course website and are due at noon on the assigned date, after which they will be considered late and penalized accordingly. The penalty for late submission of assignments is 1% per calendar day (without limit).

Once classes have concluded, graded assignments will be available for retrieval from the Student Records Office (Room 210) for 30 days after the end of the semester (calculated as the day on which grades are due, which is December 19), following which they will be discarded.

> *Final date for submission of all course assignments is the last day of classes, December 13*
> *Assignments received after this date will not be accepted for grading or credit*

Disclaimer:

This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make revisions up to and including the first day of class.

Grading of written materials will be based on the following general criteria

Grade Range	Content	Argument	Presentation
90–100 A+ 85–89 A 80–84 A–	Mastery of subject matter; creativity and individualized integration of insights and their relationships; exceeds required elements	Clear, logical structure; with comprehensive introduction, persuasive argumentation, and innovative conclusions	Detailed adherence to relevant style for formatting of text, notes, and bibliography; no errors of grammar or syntax; elegant presentation
77–79 B+ 73–76 B 70–72 B–	Above-average grasp of principles and concepts, and their inter-relationship; completion of all required elements	Coherent structure and consistent argumentation; well-stated introduction and conclusion	General adherence to relevant style and format; few errors of grammar or syntax
67–69 C+ 63–66 C 60–62 C–	Adequate understanding of theoretical foundations; minimal completion of required elements	Rudimentary structure; minimal introductory and concluding statements	Significant errors of grammar, syntax, or style
57–59 D+ 53–56 D 50–52 D–	Low level of comprehension; required elements incomplete or missing	Lack of coherence or structure in argumentation; no introduction or conclusion	Abundant grammatical, syntactical, and stylistic errors
0–49% F	Inability to grasp basic concepts; required elements missing	Incomprehensible or illogical structure and argumentation	Failure to follow stylistic guidelines; incomprehensible syntax

SERMON EVALUATION FORM

Date: Start time: End time:

Preacher: Evaluator:

Theme, focus, or text:

Thesis: The main point this sermon makes is...

Purpose: As a result of this sermon, the hearers should...

Structure: What is the basic outline of this sermon? (List points on reverse side)

Was the sermon clearly structured or developed (beginning, middle, end)? Easy to follow?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | ____ |

Biblical exegesis/theological analysis: How clearly did the sermon explain the text/theme?

| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | ____ |

Culture and Audience: How clearly did the sermon relate to contemporary culture/the immediate audience?

| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | ____ |

The Speaker: How effectively did the speaker use voice and body movements?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | ____ |

Communicative strategies: How effective were the illustrations in relation to the text/theme?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | ____ |

Summary: How effective was the sermon in accomplishing its intended purpose?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | ____ |

Additional comments and observations:

TOTAL   ____

100