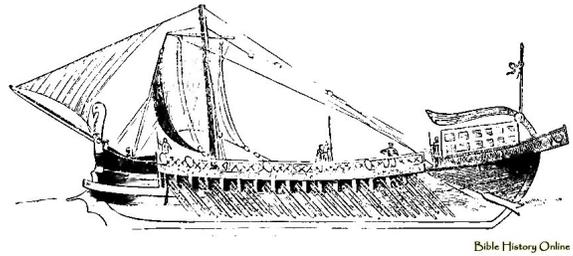


MCMASTER DIVINITY COLLEGE
FALL SEMESTER 2020



PREACHING IN THE 21ST CENTURY
MS 3XP3 (MDiv/MTS)
MS 5XP5 (DPT)
MS 6XP6 (MA/PhD)

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Online September 14 – October 23; October 28 – December 9
On-site Monday, October 26 (9:00 a.m. – 5:30 p.m.)
Tuesday, October 27 (9:00 a.m. – 1:00 p.m.)

Course Description

Karl Barth speaks of the Word of God in its “threefold form”: the living Word (Christ), the written Word (Scripture), and “the Word of God Preached” (*Church Dogmatics* 1.1.4). Guided by a conviction that the written word determines the shape of the preached word in its testimony to the Living Word, this course introduces the theory and practice of Christian proclamation in a congregational setting, giving particular attention to a post-modern setting. As a hybrid course, it consists of twelve on-line modules with face-to-face sessions scheduled midway through the semester.

Specializations: Church & Culture
Christian Worldview
Pastoral Studies

Doctor of Practical Theology students who wish to apply for this course as an Advanced Elective must consult with the instructor in order to develop an approach that fulfills the specific requirements of the DPT programme. Once the elements of the course have been agreed upon, a formal application must be submitted to the Registrar for inclusion of the Advanced Elective in the student’s course of study.

Course Objectives

KNOWING:

- ▶ To introduce basic hermeneutical issues that apply to the process of moving from biblical and social exegesis to proclamation.
- ▶ To examine and evaluate the component elements of preaching and their respective contributions to effective communication.
- ▶ To explore contemporary contexts for preaching, with particular attention to the impact of postmodern thought.

BEING:

- ▶ To reflect on spiritual and ministerial identity as they apply to Christian ministry.
- ▶ To help students identify their preferred approach to preaching as an expression of spirituality and discipleship.

DOING:

- ▶ To evaluate representative forms and models of preaching in relation to students' own ministries of preaching.
- ▶ To provide students with practice in the composition and delivery of sermons, together with opportunities for peer evaluation.

This course is intended to help students:

- ▶ Read biblical texts and congregational contexts in light of each other.
- ▶ Communicate a biblical world view and biblical insights in a creative and engaging manner.
- ▶ Communicate comprehensibly and proficiently in public.

Course Requirements and Outline

A. Texts and Readings

Allen, Ronald J., ed. *Patterns of Preaching: A Sermon Sampler*. St. Louis: Chalice, 1998.
Long, Thomas G. *The Witness of Preaching*. Third Edition. Louisville: Westminster John Knox, 2016.

All required textbooks are available from MDC's book service, READ On Books, located in the Hurlburt Family Bookstore at McMaster Divinity College, located in Cullen Hall. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3. Orders can be placed by phone (416 620.2934), text (416 668.3434), or email (books@readon.ca), with payment by e-transfer, credit card, or cheque; shipping is free for students. Other book services may also carry the texts.

Available on the course website (A2L):

Mayhue, Richard L. "Rediscovering Expository Preaching." *The Master's Seminary Journal* 1.2 (1990) 109–27.

Miller, Calvin. "Narrative Preaching." In *Handbook of Contemporary Preaching*, edited by Michael Duduit, 103–16. Nashville: Broadman, 1992.

Neufeld, John H. "Preaching and Pastoral Care." *Vision* 10.1 (2009) 67–73.

Quivik, Melinda A. "On Liturgical Preaching: The Body of Christ in Time." *Liturgy* 25.4 (2010) 3–9.

B. Supplemental Resources

Barth, Karl. *Homiletics*. Tr. Geoffrey W. Bromiley and Donald E. Daniels. Louisville: Westminster John Knox, 1991.

Wilson, Paul Scott. *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Nashville: Abingdon, 1999.

C. Schedule

Module		Reading	
1	Preaching: The Basics	Long, <i>Witness of Preaching</i> , 11–57	Sept 14
2	Textual Interpretation	Long, <i>Witness of Preaching</i> , 58–112 <i>Supplemental:</i> Barth, <i>Homiletics</i> , 47–55	Sept 21
3	Cultural Awareness	"Reading to Speak" due	Sept 28

4	Finding Analogies	Long, <i>Witness of Preaching</i> , 224–54 Supplemental: Wilson, <i>Four Pages</i> , 79–89; 111–22; 147–57; 189–96 “Welcome to My World” due	Oct 5
5	Focus and Function	Long, <i>Witness of Preaching</i> , 113–35 OT Sermon Outline due	Oct 12
6	Composing a Sermon	Long, <i>Witness of Preaching</i> , 136–70	Oct 19
7	In-class sessions: Student Sermons Monday 9:00 a.m. – 5:30 p.m.; Tuesday 9:00 a.m. – 1:00 p.m.		Oct 26 Oct 27
	[Hybrid sessions for other courses; no modules scheduled]		Nov 2
8	Expository Preaching	Mayhue, “Rediscovering Expository Preaching”	Nov 9
9	Narrative Preaching	Miller, “Narrative Preaching”	Nov 16
10	Pastoral Preaching	Neufeld, “Preaching and Pastoral Care”	Nov 23
11	Liturgical Preaching	Quivik, “On Liturgical Preaching”	Nov 30
12	Preaching the “Ways of Life”		Dec 7
	Last day of classes/Final day for submission of assignments		Dec 9

D. Course Requirements

Written assignments are due at noon on the due date, and are to be submitted via the Avenue to Learn course website. In order to avoid late penalties, students are responsible for ensuring that assignments have been successfully uploaded.

Requirements for course assignments differ according to degree programme and specialization. In completing both oral and written assignments, DPT/MA/PhD students will focus on issues that correspond to their respective programmes of research, while MDiv/MTS students are expected to identify and emphasize themes relevant to their chosen specialization, whether Church & Culture, Christian Worldview, or Pastoral Studies.

1. Class Participation

All students (including Auditors) are required to view the online modules and to participate fully in the on-site class sessions scheduled for October 26–27, including presentation of two sermons for peer evaluation. Due to the nature of the class schedule and the fact that students are responsible for evaluating each other's sermons, enrolment in this course implies agreement to attend the face to face sessions in full as a requirement for academic credit.

2. Reading

Students enrolled for credit are required to complete the assigned readings for each module. The remainder of the minimum reading requirements may be selected from the course bibliography (available on the Avenue to Learn course site) and/or background materials for written assignments.

- a. MDiv/MTS 1,500 pages
- b. DPT 4,000 pages
- c. MA/PhD 6,000 pages

Bibliographies appended to written assignments should indicate the approximate number of pages read in each source listed, as well as a cumulative total.

3. Reading to Speak

The purpose of this assignment is to offer practice in the process of moving from text to sermon. Considering the Letters of John as sermons preached to the church of another era, select a brief passage (minimum 10 verses) from one of the three letters and explain how you would re-preach it today. In particular, what does the passage say (first) about God and (second) about life in the presence of God? What do you hear God saying in this text? In what way might this passage help your hearers to live as disciples of Jesus in 2020?

- MDiv/MTS 1,000 words (10%)
- DPT 1,500 words (10%)
- MA/PhD 2,000 words (10%)

Due: September 28

4. "Welcome to My World"

Starting with the form provided below ("Understanding Yourself, Your Culture, and Your Audience: An Exercise in Social and Cultural Exegesis"), offer a brief account of the values and assumptions that are characteristic of your family, your generation, and the congregation that you now attend (or with which you are most familiar). Note areas of divergence or disagreement that might cause each constituency to understand discipleship and Christian spirituality differently.

MDiv/MTS	1,000 words (10%)
DPT	1,500 words (10%)
MA/PhD	2,000 words (10%)

Due: October 5

5. Sermon Preparation

Each student will preach two sermons in class, on texts of the student's choosing from the Old and New Testaments, respectively. Preparation for the first sermon will take the form of an explanatory essay to be graded and returned no later than one week prior to the in-class sessions. Sermon presentations will be discussed and graded by other members of the class, using the "Sermon Evaluation Form" posted on the course website.

a. *Explanatory Essay*

Assemble preparatory material for a sermon based on a text of your choice from the Hebrew Bible. Explain why you chose this text and what you understand it to mean. Of all possible sermons that could be preached from this text, explain why you intend to preach in this manner to this particular congregation (i.e., your fellow students). Do not submit a draft of the sermon itself; simply summarize your main points, indicating how each is derived from the text and applies to your audience. Where appropriate, include footnotes indicating use of secondary sources (i.e. commentaries or texts on preaching). Because they are intended as preparation for in-class preaching, late essays will not be graded or accepted for academic credit.

MDiv/MTS	1,500 words (15%)
DPT	2,000 words (15%)
MA/PhD	2,500 words (15%)

Due: October 12

b. *Sermon Presentations*

Incorporating instructor comments in response to the explanatory essay and/or insights from peer assessment, preach two sermons in person on October 26 (OT texts) & 27 (NT texts).

Length (all programmes): 15 minutes maximum (2 × 15%)

6. Patterns of Preaching (MDiv/MTS only)

Select four sermons of your choice, one from each of the four sections of Ronald J. Allen, ed., *Patterns of Preaching: A Sermon Sampler* (St. Louis: Chalice, 1998): "Traditional Patterns," "Contemporary Patterns," "Patterns for Subjects," and "Patterns for Theology." Briefly describe the content and method of each sermon in relation to the intended purpose and goals of the pattern in question. Explain what makes each sermon effective (or ineffective), both in terms of the techniques that the particular sermon employs and as concerns the value of the method that the sermon exemplifies. As illustrated by your chosen examples, to what sort of message is each of these strategies best suited?

Length: 2,000 words

Due: November 30

7. Research Essay (DPT/MA/PhD only)

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 relation to the postmodern context.

In particular, discuss the rôle(s) of human and divine agency, respectively, in the preparation and delivery of the sermon.

DPT 3,500 words (35%)

Due: November 30

MA/PhD 5,000 words (35%)

Grading Summary				
		Length	Percentage	Due
<i>Professional Degrees (MDiv/MTS)</i>				
Reading to Speak		1,000 words	10%	Sept 28
Welcome to My World		1,000 words	10%	Oct 5
OT Sermon	Explanatory Essay	1,500 words	15%	Oct 12
	In-class presentation	15 minutes	20%	Oct 26
NT Sermon	In-class presentation	15 minutes	20%	Oct 27
Patterns of Preaching		2,000 words	25%	Nov 30
<i>Research/Advanced Degrees (DPT/MA/PhD)</i>				
Reading to Speak		1,500/2,000 words	10%	Sept 28
Welcome to My World		1,500/2,000 words	10%	Oct 5
OT Sermon	Explanatory Essay	2,000/2,500 words	15%	Oct 12
	In-class presentation	15 minutes	15%	Oct 26
NT Sermon	In-class presentation	15 minutes	15%	Oct 27
Research Essay		3,500/5,000 words	35%	Nov 30

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

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: <https://mcmasterdivinity.ca/resources-forms/mdc-style-guide>. To assist with composition and completion of assignments, students are encouraged to make use of [grammarly.com](https://www.grammarly.com) (<https://www.grammarly.com>), along with the academic support services provided by McMaster's Student Success Centre (<https://studentsuccess.mcmaster.ca/academic-support>). Failure to observe appropriate form will result in grade reductions. See also "CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS," below. All course assignments are to be submitted to the appropriate section of course page on the Avenue to Learn website.

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

Assignments are to be submitted to the Avenue to Learn website by noon on the due date, after which they will be considered late and penalized 1% per calendar day.

*Final date for submission of all course assignments is December 9, 2020
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.

UNDERSTANDING YOURSELF, YOUR CULTURE, AND YOUR AUDIENCE: AN EXERCISE IN SOCIAL AND CULTURAL EXEGESIS

Personal Information

Name: _____

Your Current Age: _____

Gender: _____

Highest Degree received: _____

Income Range of your Family of Origin:

Under 20K	_____	60 – 80K	_____
20K – 40K	_____	80 – 100K	_____
40K – 60K	_____	Over 100K	_____

Which of the following designations would best describe you, your background, and/or your current situation?

Administration	_____%	Educational	_____%
Blue Collar/Labour	_____%	Management	_____%
Clerical	_____%	Military	_____%
Domestic	_____%	Professional	_____%

Institution or Context for Ministry

Name: _____

Age of Members of your Audience (by percentage):

0–15	_____%	35–45	_____%
15–25	_____%	45–65	_____%
25–35	_____%	65+	_____%

Gender of Audience/Community:

Male _____% Female _____%

Educational Background:

Primary	_____%	Secondary	_____%
Post-Secondary	_____%	Post-Grad	_____%

Income Range:

Under 20K	_____%	60 – 80K	_____%
20K – 40K	_____%	80 – 100K	_____%
40K – 60K	_____%	Over 100K	_____%

What percentage of your audience/community would likely describe themselves, their occupations, or employment family of origin, family friends, or neighbourhood?

Self-Employed	_____%	Unemployed	_____%
Service Industries	_____%	(any of the above)	
Skilled Trades	_____%		
Small Business	_____%		

In what church or setting were you converted, or did you spend the longest period of time between the ages of 5 and 25?

Type of Institution/Community (Church, Hospital, Prison, etc.):

Which of the following terms would you use to describe yourself and your faith journey?

Which of the following terms might significant numbers of your audience use to describe themselves and their faith journey?

Agnostic	Charismatic	Fundamentalist
Anglo-Catholic	Conservative	Liberal
Atheist	Creationist	Liberationist
Back-sliding	Eco-Theological	Liturgical
Bible-believing	Evangelical	Messianic
Born-again	Feminist	New Age
Catholic		

Non-Christian	Radical	Sacramentalist
Non-conformist	Reformed	Spiritualist
Non-denominational	Renewed	Traditionalist
Observant	Restorationist	12-Step Adherent
Orthodox	Revisionist	Womanist
	Revivalist	Other

Name three significant personal or social factors that keep you interested in reading the Bible and/or seeking to understand God:

What, in your opinion, are the three most significant reasons why people in your congregation/community gather together?

Name three reasons why, despite its difficulty, you want to undertake Christian ministry:

Identify three ways in which Christian adherence makes a difference in the lives of members of your community:

If Jesus were to grant you a personal audience this evening, what three questions would you ask him?

If Jesus were to attend the next gathering of your church, what three questions might its members most want to ask?

CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS

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
Comments			