

Preaching 3

Course Syllabus
Fall-Winter 2009-2010

3 credit hours
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Prelude and Rationale

In his book, *Prophetic Untimeliness* (Baker, 2003), Os Guinness says, “Never have Christians pursued relevance more strenuously; never have Christians been more irrelevant” (p.12). He continues, “Of course, Christians can make the gospel irrelevant by shrinking and distorting it in one way or another. But in itself the good news of Jesus is utterly relevant or it is not the good news it claims to be” (p.14).

Guinness concludes his introduction, “So let no one misunderstand or misrepresent this inquiry. There is no merit whatsoever in irrelevance, mere reaction, or being out of date. We who follow Jesus must always be relevant because we must always be bringing him to every new person and situation we encounter. Down the running centuries the new wine has called for countless new wineskins and endless creativity and innovation. The decisive question . . . is how do we achieve that relevance?” (p.15).

As a regular part of vocational life, the pastor is called upon for public speaking at many church and community events. These functions are in addition to preaching to the congregation at weekly services, weddings, funerals, and other occasions. Those who are engaged in this type of ministry context must strive for continual self-assessment and growth in their ability to communicate effectively.

Paul instructs Timothy, “Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth” (2 Timothy 2.15, NIV).

The Preaching 3 course continues the formal process of preparation and practice for preaching that was begun in Homiletics and extended to the Preaching Practicums during Internship. Ultimately, the goal for today’s preacher is to be relevant in a timely manner yet anchored to the timeless Word of God.

Introduction

In this course you will become more aware of effective preaching through several activities:

- Listen to and evaluate sermons by your classmates.
- Prepare and deliver your own sermons in class.
- Critique yourself through viewing videotapes of your sermons.
- Study resource literature that addresses homiletical issues and approaches.

- View examples of other preachers (through video as time permits).

Our class meets from 9:00 to 10:15 a.m. on Wednesdays. It is a 3-credit course that is spread over both semesters.

The number of preaching and presentation assignments outlined in this syllabus is based on the assumption that the class will have about 6 students.

Textbooks/Resources

Required:

1. *Kenton Anderson. Choosing to preach: A comprehensive introduction to sermon options and structures. Grand Rapids: Zondervan, 2006.*

This book sets out Anderson's homiletical model. He offers four options for contemporary approaches to preaching (i.e., declarative, pragmatic, narrative, and visionary) then presents his own integrative model. An accompanying CD provides audio examples of sermons from four of the five approaches. Anderson's website: <http://www.preaching.org/> provides resources based mainly on his integrative model of preaching.

In the Homiletics course we covered the introductory sections of this book and a brief introduction to the integrative model. We may review some of that material but our primary purpose is to examine the chapters that present the five approaches to preaching in more detail.

2. *John Bisagno. Principle preaching: How to create and deliver sermons for life applications. Nashville: Broadman and Holman, 2002.*

In this book the author presents a model for preaching that he calls Rick Warren's 'new kind' of preaching. Bisagno spends 20 pages explaining the principle approach then gives 180 pages of specific outlines for principle sermons from Old and New Testament characters.

3. *Greg Haslam, general editor. Preach the Word: The call and challenge of preaching today. Lancaster: Sovereign World, 2006.*

On the cover jacket of this book, the author expresses the concern that "over the years there has been a decline in bold, authoritative and powerful preaching. In many churches this has resulted in a leakage of spiritual power, declining numbers and stunted spiritual growth."

As pastor of Westminster Chapel in London, England, Greg Haslam organized a preaching school where 20 contributors came together to address the call and challenge of preaching

today. This book is the result. The goal is that the ministry of the Word of God would be married to a strong dependence on the power of the Holy Spirit.

Resource:

1. Miller, Calvin. *Preaching: The art of narrative exposition*. Grand Rapids: Baker, 2006.

Miller is a highly literate writer who captures your imagination with his language and ideas. He has several decades of experience as a pastor, writer, and homiletics teacher. Miller blends the homiletical goals of exposition and narration into a model that he calls 'narrative exposition.'

Extensive resources for preaching (books, journals, web materials, etc.) are available in the library and through network access to the internet. Be cautious, however, and take time to assess the credibility of the source for each website before using the material therein. The web is not subject to any formal screening or editing process. You cannot always tell a book by its cover. Many 'wingbats' have placed material on the web.

Course Objectives

The content and assignments of Preaching 3 are designed to help you in the following ways:

Cognitive: (i.e. What you will be challenged to know and understand)

- Principles for the preparation of biblical messages
- Guidelines for effective speech communication including the delivery of sermons and public reading of the Bible
- Various approaches to preaching through the past century

Affective: (i.e. What you will be challenged to experience and value)

- The serious responsibility of speaking for God while communicating the timeless truths of the Bible
- The empowerment of the Holy Spirit during the preparation and delivery of sermons
- The constructive feedback that is available from classmates as well as the instructor to further develop preaching skills.
- The diversity of approaches to preaching that is available and necessary for the reflective practitioner to incorporate into his/her repertoire.

Conative: (i.e. What you will be challenged to do with these insights, attitudes, and skills)

- Grow in respect for great preachers of the past as role models for preachers today
- Learn from the presentations and constructive feedback experienced by other classmates as they preach in class
- Begin to cultivate a personal style for the preparation and delivery of sermons

- Develop a growing admiration for the Bible not just as a source of sermonic material but as God's Word for abundant life

Course Content

This course is a combination of theory and practicum experience. We will spend time in the study of material that exposes you to the issues and challenges that face preachers today. You will prepare sermons and present them in class for constructive feedback and personal growth. Our goal is to encourage the development of your personal approach to preaching and your awareness of what the preaching function is all about.

As time permits, we will pursue other areas of preaching interest such as:

- video and/or audio examples of effective preachers
- technical matters such as pulpit etiquette
- use of resources for preaching

Course Requirements

Reading

1. Anderson text (35 pages)
 - Kolb's model - pp 47-49, 85-88
 - Anderson's integration and homiletical structure - pp 127-132
 - One of chapters 5 to 9 - average 25 pages each chapter
2. Bisagno text (45 pages)
 - Chapters 1-5 - pp 3-18
 - Old Testament section – select 5 items (3 pages each)
 - New Testament section – select 5 items (3 pages each)
3. Haslam text
 - Chapters 1, 2, 6, 32, 46 (52 pages)
 - 5 assigned chapters – average 12 pages each (60 pages)

Class Presentations

- Anderson chapter
- Haslam chapters (may be responsible for five chapters depending on size of class)

Sermons - you will preach four times in class

Sermon 1:

- 6-8 minutes in length based on an assigned parable or Bible story
- a spontaneous message where you are assigned your Bible passage, you have about 10 minutes in class to prepare, then present your message to the class

Sermon 2:

- 14-16 minutes in length
- Several options: narrative exposition of a Bible passage; present a Bible truth or principle; contrast between two or more Bible characters, etc.
- Connect meaningfully to your audience through effective application
- Take only one or two pages of notes with you into the pulpit

Sermon 3:

- 24-28 minutes in length
- More formal approach than previous two sermons
- Can use whatever format of brief notes or full manuscript that works for you
- Must have effective, animated, direct-eye connection with your audience plus natural fluid mobility in body language
- See Sermon Evaluation Form for more details

Sermon 4:

- 12-14 minutes in length
- A re-presentation of sermon 3 in briefer format
- Your opportunity to affirm Philip Brooks' definition of preaching as "truth through personality"
- Having the prior experience of preaching this sermon full-length, you should know the content well enough to major on effective presentation

I will videotape sermons 2, 3 and 4 so you have opportunity for personal growth through viewing and self-critique. I will also meet with you individually for us to share my observations and your reflections.

To minimize the 'clinical' environment of the classroom, students will not use written evaluation forms during the preaching. There will be time after each sermon for class members to share verbal feedback of affirmation and constructive criticism.

This preaching activity is not intended to be an academic exercise where you 'read' a paper or 'drone' on with little excitement or expression. Your goal is to share the living Word of God with thorough preparation, healthy enthusiasm and a contagious spirit.

Do your best to attend all sessions. Your classmates need the support of your physical presence when they preach. You will help each other to grow through constructive feedback after each sermon.

Exams

A final exam provides the opportunity to test your awareness and perceptions of the homiletical material covered throughout the course.

Evaluation

Final grades are calculated from the following items:

- 10% - Sermon 1 (6-8 minutes)
- 15% - Sermon 2 (14-16 minutes)
- 20% - Sermon 3 (24-28 minutes)
- 10% - Sermon 4 (12-14 minutes)
- 25% - Classroom presentations of textbook material
- 20% - Final exam

Resources/Bibliography

Every preacher should have a website like Bible Gateway.com at their fingertips. It is a fine resource with many Bible translations available for immediate Bible searches.

(<http://www.biblegateway.com/>)

If you do a Lexwin search of the college library's resources in this subject area, you will find many entries for topics like 'homiletics' and 'preaching.' You can readily create a personal database of useful internet resources by doing a websearch of 'homiletics' and 'preaching' and other related words.

Miller has an excellent list of "Sources Consulted in This Book" (see pages 273-276).

Roger Standing's book on narrative preaching has a chapter titled "Going Further." It is an annotated bibliography of resources for narrative preaching, contemporary issues in preaching, and basic preaching theory.

Some of the books related to preaching, published since 2004, that are of particular interest to me are:

Allen, Bob. Sermon CPR: Resuscitating your preaching style. Kansas City: Beacon Hill, 2005.

Ash, Christopher. The priority of preaching. Geanies House, Fearn, Ross-shire (Scotland): Christian Focus Publications, 2009.

Bartholomew, Craig and Goheen, Michael. The drama of Scripture: Finding our place in the biblical story. Grand Rapids: Baker, 2004.

Bystrom, Raymond. Preaching biblical sermons: Three contemporary strategies. Winnipeg: Kindred Books, 2006.

Day, David. Preaching with all you've got: Embodying the Word. Peabody, Massachusetts: Hendrickson, 2005.

Duduit, Michael, editor. Preaching with power: Dynamic insights from twenty top pastors. Grand Rapids: Baker, 2006.

Eaton, Michael. The gift of prophetic preaching. Chichester, West Sussex (United Kingdom): New Wine Press, 2008.

Edwards, J. Kent. Effective first-person biblical preaching: The steps from text to narrative sermon. Grand Rapids: Zondervan, 2005. (includes CD with video demonstration)

Gibson, Scott, editor. Preaching to a shifting culture: 12 perspectives on communicating that connects. Grand Rapids: Baker, 2004.

Graves, Mike and Schlafer, David, editors. What's the shape of narrative preaching? St. Louis: Chalice Press, 2008.

Haslam, Greg, general editor. Preach the Word: The call and challenge of preaching today. Lancaster, England: Sovereign World, 2006.

Knowles, Michael, ed. The folly of preaching: Models and methods. Grand Rapids: Eerdmans, 2007.

Koller, Charles. How to preach without notes. Grand Rapids: Baker, 1962. Reprinted 2007.

Kysar, Robert and Webb, Joseph. Preaching to postmoderns: New perspectives for proclaiming the message. Peabody: Hendrickson, 2006.

Lybrand, Fred. Preaching on your feet: Connecting God and the audience in the preachable moment. Nashville: Broadman and Holman, 2008.

McDill, Wayne. 12 essential skills for great preaching. Second edition. Nashville: B&H Publishing, 2006.

Medefind, Jeff and Lokkesmoe, Erik. The revolutionary communicator: Seven principles Jesus lived to impact, connect and lead. Lake Mary, Florida: RelevantBooks, 2004.

Reid, Robert. The four voices of preaching: Connecting purpose and identity behind the pulpit. Grand Rapids: Brazos, 2006.

Robinson, Haddon and Larson Craig, general editors. The art and craft of biblical preaching: A comprehensive resource for today's communicators. Grand Rapids: Zondervan, 2005.

Salter, Darius. Preaching as art: Biblical storytelling for a media generation. Kansas City: Beacon Hill, 2008.

Standing, Roger. Finding the plot: Preaching in narrative style. Falmouth: Cornwall, 2004.

Stone, Dave. Refining your style: Learning from respected communicators. Loveland, Colorado: Group, 2004. (includes CD with audio examples)

Tucker, Austin. The preacher as storyteller: The power of narrative in the pulpit. Nashville: Broadman and Holman, 2008.

Wilson, Paul. Setting words on fire: Putting God at the center of the sermon. Nashville: Abingdon, 2008.

Other authors not mentioned above are worthy of note when you look for preaching resources. Several are listed below (in alphabetical order):

Jay Adams	Donald Demaray	Eugene Lowry	Ed Rowell
Ronald Allen	Clyde Fant	John MacArthur	William Sangster
Andrew Blackwood	Alfred Gibbs	Frederick Meyer	John Stott
Stuart Briscoe	Michael Green	Calvin Miller	Warren Wiersbe
Bryan Chapell	Woodrow Kroll	Harold Ockenga	Keith Willhite
Fred Craddock	D. Martyn Lloyd-Jones	Lloyd Perry	William Willimon

There are many resources for homiletics and preaching available on the internet. The following pages provide some useful links to journal articles that are online. Some of the websites also offer online audio sermons from contemporary as well as old-time preachers.

Web Resources for Preaching

All websites referred to in this syllabus are active as of August 2009.

For ease of access to the web addresses, go to the course website to use the web version of this syllabus. The web links to all sites will save you the trouble of typing url addresses.

1. Samples from 'Leadership Journal'

The Christianity Today organization has changed their approach to archival material. To have access to the full text of journal articles, paid subscriptions are now available at <http://www.ctlibrary.com>.

Archival articles are still listed but only the first few paragraphs of each article are given as a free preview.

At the <http://www.christianitytoday.com> website, there are still some free full-text journal articles.

For articles related to preaching, go to:

<http://www.ctlibrary.com/topics/leadershippastoralministry/preaching>

Go to <http://www.christianitytoday.com/leaders> and browse through the articles that are offered there. You will find that some of the articles still give only a preview of the first few paragraphs for free.

Example of an article of interest – at the site:

<http://www.christianitytoday.com/le/preachingworship/preaching/preachingonmyfeet.html>,

you will find “Preaching on My Feet: Could I speak for 35 minutes without ever writing notes?” by Craig Brian Larson.

The college library has many years of Leadership Journal in paper copy. If you see an article on the website that interests you, it might be available in the college collection.

2. Samples of Preaching Resources from Other Websites

OnePlace.com -Listen for Life

<http://www.oneplace.com/ministries/>

A portal to many ministry resources

Homiletics Online

<http://www.homileticsonline.com/>

The online version of ‘Homiletics’ magazine plus other resources, by paid subscription.

The Catholic Encyclopedia – definition of Homiletics

<http://www.newadvent.org/cathen/07443a.htm>

A detailed study of the definition of preaching, its historical development, etc.

Preaching Online

<http://www.preaching.com/>

The online version of ‘Preaching’ magazine for print subscribers.

This site also offers a free weekly email newsletter featuring sermon ideas, illustrations, and insights on preaching the Word.

PreachingToday.Com

<http://www.preachingtoday.com/>

A paid subscription for “over 8,000 illustrations in a searchable database, preaching workshops, full sermon outlines, and many more invaluable tools and tips.”

PreachingTodaySermons

<http://www.preachingtodaysermons.com/preachatcon.html>

An extension of Preaching Today.

PreachingTodayAudio - from Christianity Today

<http://www.preachingtodayaudio.com/>

A paid subscription – “choose from an extensive list of the top sermons and workshops, collected over the 20-year history of the popular and trusted ‘Preaching Today Audio’ series.”

Preaching.Org

<http://www.preaching.org/>

Kent Anderson’s website of preaching resources based mainly on his ‘integrative model’ of preaching.

lensweet’spreachingplus

<http://www.preachingplus.com/>

A combination of free and paid subscription resources from Leonard Sweet and others who are at the forefront of analysis of what preaching to the ‘postmodern culture’ means.

Dynamic Preaching Online

<http://www.sermons.com/>

A paid subscription for preaching resources.

Sermon Index

<http://www.sermonindex.net/>

An awesome collection of audio (and some video) sermons from many old-time, as well as current, preachers.

Online Sermons

<http://sermons.christiansunite.com/>

A smaller version of Sermon Index.

Sermonaudio.com

<http://www.sermonaudio.com/>

A large collection of audio sermons by many preachers.

Audio Bible

<http://www.audio-bible.com/bible/bible.html>

The audio reading of the Bible.

Horizon College and Seminary
TIME ESTIMATES FOR COURSE WORKLOAD

Name of Course: PREACHING 3
Fall/Winter 2009-2010

Credit Hours: 3
Instructor: R. Kadyschuk

THIS COURSE REQUIRES THE FOLLOWING WORK FROM A STUDENT:

I. READING:

<u>Name of Text</u>	<u>No. of Pages</u>	<u>Degree of Difficulty</u>	<u>Estimated Time</u>
Anderson text	35	moderate to medium (12-15 pages per hour)	3 hours
Bisagno text	45	moderate (10-12 pages per hour)	5 hours
Haslam text	112	moderate (10-12 pages per hour)	10 hours

II. SERMONS:

	<u>Estimated Time</u>
Sermon 1 (6-8 minutes)	do in class
Sermon 2 (14-16 minutes)	8 hours
Sermon 3 (24-28 minutes)	14 hours
Sermon 4 (12-14 minutes)	4 hours
View videotapes, write self-critiques, attend debrief meetings	4 hours

III. CLASS PRESENTATIONS:

	<u>Estimated Time</u>
Anderson chapter(s)	5 hours
Haslam chapters (5 x 2.5 hours)	13 hours

IV. EXAMINATIONS:

(Final exam study time is outside the framework of these estimates)

TOTAL ESTIMATED HOURS FOR THIS COURSE: 66 hours

NOTE

The Academic Policies (as published in the 'Community Living Guidelines' handbook) allow a maximum of 72 hours for a 3-credit hour course (in addition to class time).

Horizon College Assessment of Student Work

(based on University of Saskatchewan guidelines)

90-100% [Exceptional] – a superior performance with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently.

80-89% [Excellent] – an excellent performance with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize to integrate ideas, and to express thoughts fluently.

70-79% [Good] – a good performance with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze and to examine the subject material in a critical and constructive manner.

60-69% [Satisfactory] – a generally satisfactory and intellectually adequate performance with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- a moderate ability to examine the material in a critical and analytical manner.

50-59% [Minimal Pass] – a barely acceptable performance with evidence of:

- a familiarity with the subject material;
- some evidence that analytical skills have been developed;
- some understanding of relevant issues;
- some familiarity with the relevant literature and techniques;
- attempts to solve moderately difficult problems related to the subject material and to examine the material in a critical and analytical manner, which are only partially successful.

Under 50% [Failure] – an unacceptable performance