P202 Homiletics

Course Syllabus
3 credit hours

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MODULE
April 29 to May 3, 2019

Location: Horizon College and Seminary, Saskatoon SK
Class Times: 9:00 am to 4:00 pm each day

Students interested in taking this module for graduate-level credit towards a master’s degree should contact me for the syllabus Pentecostal Perspectives on Preaching.

Introduction

Effective public speaking in any forum is a combination of both art and science. Many leaders have the ability to ‘wing it’ and move an audience’s emotions skillfully with little or no advance preparation. Preachers may be able to survive with this approach for a season but, eventually, the mandate of Jesus to ‘feed my sheep’ stares back at them in the mirror.

The purpose of this course is to build foundational homiletical theory and practices into your life as a preacher and to meld that awareness with the God-given unction you have for processing and delivering the Word of God to people. The course also has relevance for students who may not be preachers but will use public speaking skills regularly in their life and work.

Core Competencies and Student Learning Outcomes

In support of Horizon College and Seminary’s mission to prepare leaders for Spirit-empowered Christian life and ministry, the Competency-Based Education (CBE) curriculum addresses six core competencies: Spiritually Mature, Leader and Administrator, Biblically and Theologically Literate, Skilled Communicator, Ministry Developer, and Contextually Aware.

This Homiletics course supports the following core competencies of Horizon’s curriculum:

- Skilled Communicator
- Biblically and Theologically Literate
- Contextually Aware

To demonstrate competency in these three areas, students engage with the learning outcomes listed in the table below:
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<table>
<thead>
<tr>
<th>Core Competency →</th>
<th>Skilled Communicator</th>
<th>Biblically and Theologically Literate</th>
<th>Contextually Aware</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Learning Outcomes ↓</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Explore biblical meaning and purpose for preaching and the role of homiletical structures and principles to promote clear and effective communication of biblical truth</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Analyze approaches to sermon content and delivery used by current practitioners</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. Appraise diverse models provided by writers of homiletical theory and practice</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>4. Value the need to ‘rightly divide the word of truth’ both in preparation and presentation of biblical sermons, and affirm the importance for preachers to continually improve their sermonic skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>5. Apply personal learning from the study of theory and practices of effective preaching and demonstrate growth through actual practice of public speaking/preaching</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Assessment Tools**

The learning outcomes listed above will be assessed in the manner listed below. See the ‘Course Requirements’ section for details of each assessment.

For Learning Outcome 1
- Classroom discussion
- Final debrief conversation to respond to the readings and classroom material covered during the course

For Learning Outcome 2
- Written critical appraisals of two live church sermons presented by two different preachers
- Oral response feedback to sermons presented in class by other students

For Learning Outcome 3
- Responses to Stanley and Gray textbooks
- Response to Anderson textbook

For Learning Outcome 4
- Progression of three increasingly complex ‘sermons’ presented in class or post-module
- Final debrief conversation

For Learning Outcome 5
- Presentation of three ‘sermons’ of increasing depth and length in class or post-module

**Portfolio Components**
As part of the Competency-Based Education (CBE) model for curriculum, Horizon students build a Personal Portfolio during their program of studies. This Homiletics course provides one artifact for the Skilled Communication portion of the portfolio:

- Video of a preached sermon

**Required Textbooks**

   Anderson is a concise and articulate student of homiletics. The book raises some basic questions about preaching then presents five different approaches to sermon theory and structure.

   Note: If you want more of Anderson’s approach to diverse preaching modes, see his latest book, *Integrative Preaching: A Comprehensive Model for Transformational Proclamation* (Baker, 2017) In this book Anderson expands the final chapter of *Choosing to Preach* into a full model.

   This book expands the course’s field of reference beyond those who will be ‘preaching for a living.’ In the fulfilment of your vocation you may not be called upon to prepare and present sermons on a regular basis; however, you will certainly be called upon to speak in a variety of contexts during a lifetime of service. Gray’s five ‘keys’ are applicable for all public speaking including the preacher.

   Andy Stanley is a prominent mega-church pastor, prolific author and engaging conference speaker who has made a strong impact on the North American evangelical church scene. This book offers a good introduction to the essential elements of Stanley’s approach to preaching.

**Course Content**

The content listed below indicates what happens during a one-week module course.

1. Introduction
   * What is ‘preaching’?
   * The ‘foolishness’ of preaching
2. Extemporaneous/Impromptu Preaching
   * Speaking exercise 1 (S1)
3. The New Testament and Preaching
   * Sermons in the Book of Acts
   * Towards a ‘theology’ of preaching
4. Parables and Preaching
• Speaking exercise 2 (S2)
5. Rhetoric: Greco-Roman versus Pauline Approaches
   • Levels of persuasion in rhetoric
   • Elements of logos, ethos, and pathos in speaking
   • The ‘persuader’ versus the ‘herald’
6. Types of Sermons
   • Overview of topical, textual, and expository approaches
7. Expository Preaching
   • The nature and variety of expository preaching
   • ‘The Big Idea’ in preaching
   • Traditional homiletical structure for an expository sermon
8. Textual and Topical Sermons
9. Building a Sermon
   • Theme/Topic/Title
   • Introductions
   • “What’s the Point?”
     o Background to the ‘3-point sermon’
     o Points versus Principles
   • Illustrations, Images, ‘the story’
   • Conclusion/Appeal/Response
10. Plagiarism in the Pulpit
11. The Place of ‘the Anointing’ in Preaching
12. The Great Delivery Debate
   • Manuscript, notes, or ‘performing without a net’
13. Learning from Andy Stanley in Communicating for a Change
   • The “Me, We, God, You, We” approach to preaching
14. Kent Anderson’s Choosing to Preach Model
   • Four crucial questions
   • Exploring the cognitive/affective and deductive/inductive domains
   • Five approaches to preaching
15. Essential ‘Keys’ from Jim Gray’s How Leaders Speak
   • How to connect with and inspire others: preparation; certainty; passion; engagement; and commitment
16. Practical Preaching Assignments
   • In class and post-module

Course Requirements

The course requirements listed below are intended for students who take this course for credit towards ministry credentials or completion of a diploma/degree. Participants who sit the module for personal and/or professional development as Audit students are not required to complete any of the course requirements.

1. Personal written notes (jottings) on Kent Anderson textbook
   • Read pages 15-125 in the Anderson textbook
• As you read, make personal notes (informal jottings) regarding the four crucial questions Anderson asks about preaching and the relationships between the cognitive/affective and deductive/inductive domains in a preacher’s audience
• Use notes for participation in class discussion then hand in notes

Due date: Fri May 3, 2019

2. In-Class Speaking Assignments
• Extemporaneous Testimonial (S1)
  I assign a verse (or short passage) of Scripture and give you about 10 minutes in class to reflect and make notes using an outline guide provided in class. You then share a testimonial from that verse.
  Length: 4 to 5 minutes
• Brief Parable Devotional (S2)
  I assign a parable and give you a day to prepare a thematic message from that parable.
  Length: 7 to 8 minutes
• Short Sermon (S3)
  You select a topic/theme and a methodological approach then prepare a sermon based on elements of homiletical structure that are appropriate for the type of sermon you have chosen.
  Length: 18-20 minutes

Due dates: Module Week

3. In-Class Writing Assignment
• An opportunity to respond to the readings and classroom material covered in the course and to reflect on your own growth in preaching

Due Date: Friday May 3, 2019

4. Written review of Andy Stanley textbook
• Read Stanley’s ‘7 imperatives’ on pages 91-191
• Write a 3-page personal response (700-800 words) to the approach Stanley presents in this book; also include reference to the fable if you read it

Due date: Wed May 15, 2019

Note: The fable on pages 17-86 is an interesting story about Pastor Ray’s journey to new discoveries in his preaching ministry. It is not required reading for the course; but I suspect that once you read the first page, you will not stop.

5. Church sermon analysis and critiques (2)
• Listen to two different Sunday sermons in a church setting (one sermon by each of two different preachers)
• Complete a written analysis of each sermon using a form provided in class

Due date: Wed May 22, 2019

6. Written review of Jim Gray textbook
• Read the textbook How Leaders Speak
• Write a 3-page personal response (700-800 words) to the book

Due date: Wed June 5, 2019
Assessment of Student Work

Horizon uses a competency-based education (CBE) approach to assessment. The goal of courses is to help students develop the stated competencies not just to earn letter grades. By means of assignments, instructors assess the development of those competencies. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

<table>
<thead>
<tr>
<th>Horizon CBE Scale</th>
<th>Descriptor</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>U of SK Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Exceeds expectations&lt;br&gt;Student exceeded requirements for some elements of competency and met all remaining elements</td>
<td>A+</td>
<td>4.0</td>
<td>90-100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A</td>
<td>4.0</td>
<td>85-89</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-</td>
<td>3.7</td>
<td>80-84</td>
</tr>
<tr>
<td>M</td>
<td>Meets expectations&lt;br&gt;Student met requirements for all elements of competency and may have exceeded in one</td>
<td>B+</td>
<td>3.3</td>
<td>77-79</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>3.0</td>
<td>73-76</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-</td>
<td>2.7</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Students pass a course only after they have demonstrated that they have met or exceeded all competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. In such a case, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript. Students have the option to undertake revision work to raise their assignment assessments to the Meeting or Exceeding range.

<table>
<thead>
<tr>
<th>BTM</th>
<th>Student was beginning to meet requirements for any one or more elements of competency, and met or exceeded competency requirements for all other elements</th>
<th>C+</th>
<th>2.3</th>
<th>67-69</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</td>
<td>2.0</td>
<td>63-66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-</td>
<td>1.7</td>
<td>60-62</td>
</tr>
<tr>
<td>NYM</td>
<td>Student was not yet meeting requirements for one or more elements of competency</td>
<td>D+</td>
<td>1.3</td>
<td>57-59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
<td>1.0</td>
<td>53-56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D-</td>
<td>0.7</td>
<td>50-52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>0.0</td>
<td>0-49</td>
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Resources/Bibliography

A Bibliography is available on the populi website for this course.