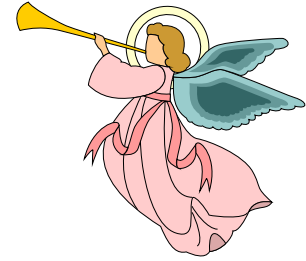


McMASTER DIVINITY COLLEGE
WINTER SEMESTER 2011



MS 2BO3
PREACHING: PREPARATION AND DELIVERY
Thursday, 1:30 – 3:20 p.m.
Location: TBA

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Course Description

This course provides an overview of the theological character, goals, and methods of Christian proclamation in a congregational setting, giving particular attention to issues of hermeneutics, interpretation, structure, delivery, and the relation of preaching to contexts of worship, discipleship, and mission. Prerequisite: CM 1B03 or MS 1A03.

Course Objectives

Cognitive: [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 appropriate methods and contexts for preaching, and their impact on style and presentation.

Affective: [BEING]

- ▶ To provide students the opportunity for reflection on spiritual and ministerial identity in relation to Christian proclamation.
- ▶ To help students identify their preferred style or styles of preaching, and gain confidence in public presentation.

Practical: [DOING]

- ▶ To examine representative models of preaching, both contemporary and historical, in relation to students' own ministries of preaching.
- ▶ To provide students with practice in the composition and delivery of sermons, together with opportunities for comprehensive 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.
-

Lecture Outline and Schedule:

January 6 *Getting Started...*

I. Introduction

A. Wondering Where the Lions Are: An Introduction to the Basics of Preaching

January 13 *Who and Why?*

Reading Assignments: Long, *Witness*, 11–51
Karl Barth, *Homiletics*, 47–55

B. The Purposes of Preaching

C. The Preacher as Witness

January 20 *What?*

Reading Assignment: Long, *Witness*, 52–98
Sermon Review Due

II. The Art of Reading: Texts and Contexts

A. The Ancient Text in its Ancient Contexts

1. Economic, Social, Historical, and Cultural Contexts
 2. Hermeneutical Contexts
-

January 27 *When and where?*

Reading Assignment: Long, *Witness*, 99–116

B. Contemporary Contexts for Preaching

1. Cultural Exegesis and Exegesis of Culture
-

February 3 *How?*

Reading Assignment: Long, *Witness*, 117–48
Exegesis Assignment Due

III. The Art of Communication

A. The Analogical Imagination: Trouble and Grace

B. Completing the Circle: The Structure and Movement of the Sermon

February 10

Reading Assignment: Long, *Witness*, 149–97

C. The Art of Composition: Principles for Composing a Sermon

February 17

D. “Welcome to My World”: Public Speaking Workshop

[Sermon outlines for March 10 due]

February 24 Reading Week: class cancelled

March 3

Reading Assignment: Long, *Witness*, 198–244

[Sermon outlines for March 17 due]

E. Video Presentation and Discussion: *Jesus in Russia: An American Holy War*

March 10

[Sermon outlines for March 24 due]

IV. Student Sermon Presentations (1)

March 17

[Sermon outlines for March 31 due]

Student Sermon Presentations (2)

March 24

[Sermon outlines for April 7 due]

Student Sermon Presentations (3)

March 31

Student Sermon Presentations (4)

April 7

Student Sermon Presentations (5)

April 9

Last day of classes

Final date for submission of late assignments

Course Requirements:

A. Textbooks (on reserve)

- Allen, Ronald J., ed. *Patterns of Preaching: A Sermon Sampler*. St. Louis: Chalice, 1998.
MILLS BV 4211.2 .P28 1998
- Long, Thomas G. *The Witness of Preaching*. Second Edition. Louisville: Westminster/John
Knox, 2005. MILLS BV 4211.3 .L66 2005

Course texts are available for purchase through:

READ On Bookstore books@readon.ca
304 The East Mall Suite 100 www.readon.ca
Etobicoke ON M9B 6E2 Tel: (416) 622-2934

B. Recommended additional resources

- Barth, Karl. *Homiletics*. Tr. Geoffrey W. Bromiley and Donald E. Daniels. Louisville:
Westminster John Knox, 1991. MILLS BV 4214 .B313 1991 (Reserve)

The course bibliography (listing resources for further research) is available online on the MacDiv CourseLink page at <http://divinity2.mcmaster.ca:8111/courselink/faculty.aspx?id=2>, accessible via the login password provided by the instructor.

C. Assignments % of Final Grade

1. Regular participation in all class sessions, including peer evaluation of sermons presented in class.
2. Completion of all assigned reading.
3. Sermon Review 25%

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 and pattern that the sermon exemplifies. As illustrated by your chosen examples, to what sort of message is each of these strategies best suited?

Length: \pm 1,500 words/6 pages

Due Date: January 20

4. Exegesis 30%

This exercise is in four parts, totalling approximately eleven pages.

- a. Provide an exegesis of a text selected from among the following passages, and give evidence (in footnote form) of the use of a range of secondary sources, at least one of which must originate prior to 1800 or represent a non-Western perspective (~four pages):

Matthew 5–7
Mark 4

John 18–21
Acts 1–4

Romans 5–8
Hebrews 11–12

Revelation 1–3

- b. Provide an exegesis of your own situation and that of your anticipated audience, based on the attached survey (~four pages).
- c. Keeping in mind the various interpretative issues reviewed in class, discuss the relationship between the text, yourself, and your anticipated audience, outlining the challenges and opportunities for understanding and spiritual formation that arise from this interaction (~two pages).
- d. Provide a one-page outline of a sermon based on the study you have conducted.

Total length: \pm 2,500 words/11 pages

Due Date: February 3

5. “Welcome to My World” [peer evaluated but not graded]

Because many people find it difficult to speak in front of others, this exercise is intended to provide initial practice in public speaking. Your assignment is to speak for five minutes without notes, visual aids, or electronic assistance, on the subject, “Welcome to My World.” The content is entirely at your discretion, but must convey something of personal relevance or interest and include a reference to at least one biblical text or theme.

Date: February 17

6. Sermon Preparation

- a. *Explanatory Outline* 20%

Assemble preparatory material for a sermon based on a text of your choice (but not the same passage or biblical genre used for the exegesis assignment). Explain why you chose this text and what you understand it to mean. Summarize the main points of your sermon, indicating

how each point is derived from the text and how each point applies to your hearers (in this case, your fellow students). Of all the possible sermons that could be preached from this text, explain why you intend to preach in this way to this particular audience. Include evidence, in footnote form, of the use of secondary sources (e.g. commentaries or texts on preaching). The instructor will return the outline one week prior to the scheduled presentation of the sermon. *Outlines cannot, under any circumstances, be submitted late.*

Length: ±1,500 words/6 pages

Due Date: two weeks prior to sermon presentation

b. *Sermon Presentation*

25%

Preach the full sermon in person for peer evaluation on a date selected in advance (e.g. March 10, 17, 24, 31, April 7; see sign-up sheet).

Length: 12–15 minutes *maximum*

D. 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.macdiv.ca/students/documents/MacStyleGuide.pdf>). Failure to observe appropriate form will result in grade reductions. See also “CRITERIA FOR GRADING OF WRITTEN ASSIGNMENTS,” below. Electronic submission of assignments (whether via email, fax, or posting to the web) is not permitted.

E. Academic Dishonesty

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: www.macdiv.ca/regs/honesty.php

F. Inclusive Language

McMaster Divinity College is committed to employing inclusive language for human beings in worship services, written materials, and all publications. With regard to biblical texts, the

integrity of original expressions (including references to God) should be respected; the NRSV and TNIV provide appropriate examples of the use of inclusive language for human subjects. With the exception of direct quotations from historical documents, inclusive language is to be used in chapel services and in all assignments submitted for academic credit.

G. Deadlines and Late Submission Penalty

Assignments are due in class at 3:30 p.m. on the afternoon of the due 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).

***The final date for submission of all course assignments is the last day of classes, April 9
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 changes and revisions up to and including the first day of class.

DRAFT

MS 2B03 Preaching: Preparation and Delivery
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

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			

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 family of origin, family friends, or neighbourhood?

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 _____%

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 situations in the following terms?

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

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

New Age	Radical	Sacramentalist
Non-Christian	Reformed	Spiritualist
Non-conformist	Renewed	Traditionalist
Non-denominational	Restorationist	12-Step Adherent
Observant	Revisionist	Womanist
Orthodox	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 or place of ministry, what three questions might its members most want to ask?