

THIS IS A DRAFT ONLY!
FURTHER CHANGES WILL BE MADE TO THIS SYLLABUS BEFORE THE FIRST DAY OF CLASSES.
YOU MAY CONTACT THE PROFESSOR FOR UPDATES BEFORE THAT DATE.

The Art of Preaching, BTS-5400M and BTS-4400M (3 credit hours)

Canadian Mennonite University: Graduate and Under-Graduate Course Syllabus

Winter, 2019

Mondays, January 7-April 1, 6:00-8:45pm, room TBA

Examination: date and time TBA

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Course Description:

To cultivate effective preaching, this course will explore topics like the nature and purpose of preaching, the character of the preacher, how to move from biblical text to sermon, the power of stories and illustrations, and effective sermon delivery. In order to find their own unique preaching voice, students will practice basic skills of oral communication, and will preach and listen to practice sermons in class.

I have not yet developed a syllabus for this course. However, I intend to design a course that will have strong similarities to the course as Dan Epp-Thiessen taught it in recent years. For example, the course will continue to be based on largely the same course objectives, will cover a wide range of topics pertaining to preaching, and will require students to present an oral talk and two sermons to the class. Class participation and mutual learning will continue to be central to the course. Also, I will continue to make the course accessible to beginning and seasoned preachers.

One new feature is that the course will be made available by live-streaming for students who would like to take the course but live at a distance from Winnipeg.

For an example of the syllabus that has formerly shaped The Art of Preaching course, please read the rest of this document.

While you await a final syllabus, you are welcome to contact me for more details.

Regards,
Andrew Dyck

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Course Syllabus
BTS-5400 The Art of Preaching
Canadian Mennonite University
Fall Semester, 2016-2017
Voluntary Withdrawal Date, Nov. 17, 2016

Instructor: Dan Epp-Tiessen
Ph.D University of St. Michael's College
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Course Description

The purpose of this course is to expose students to the basics of preaching—in theory and in practice. The course will examine elements of effective oral communication, the purpose and goals of preaching, and techniques for creating lively sermons that both proclaim the gospel and engage the hearers. Through lectures, readings, class discussion, and listening to sermons, students will have opportunity to reflect on the theology and characteristics of good preaching. By giving two brief oral presentations and preaching two sermons in class, students will have opportunity to put into practice their theoretical knowledge about preaching and public speaking.

Learning Objectives

After successful completion of this course students should have:

1. an understanding of the basic skills of oral communication;
2. an understanding of the nature and purpose of preaching, and its role in worship;
3. knowledge of basic steps in sermon preparation;
4. familiarity with the characteristics of effective sermons and effective preaching;
5. some experience in preparing and delivering sermons;
6. ability to analyze and evaluate the preaching of others.

Texts

Thomas G. Long, *The Witness of Preaching*, 2nd ed. (Louisville: Westminster John Knox, 2005).

Scott Hoezee, *Actuality: Real Life Stories for Sermons that Matter* (Nashville: Abingdon Press, 2014).

Peter Jonker, *Preaching in Pictures: Using Images for Sermons That Connect* (Nashville: Abingdon Press, 2015).

Readings that will be posted on the CMU student portal.

Course Requirements

Reading	Readings from the textbooks and essays posted on the CMU student portal, in preparation for each class discussion.
Reading Responses	Brief summaries of and engagement with key points from the assigned readings, due each week.

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Oral Presentations	A three-minute self-introduction speech. One other brief oral presentation modelling a form of proclamation.	
Preaching	Preparation and delivery of two sermons for the class.	
Attendance	Because consistent class attendance is critical to the learning experience, especially in this preaching course where students give each other feedback, class attendance is mandatory and will have an impact on a student's grade. Official CMU policies regarding class attendance are described in the Registrar's Office section of the CMU website http://www.cmu.ca/students.php?s=registrar&p=policies . I do not give credit to students who do not participate in the course, and so any student missing 20% or more of classes will be debarred from the course. Students missing more than one class will earn significantly fewer marks for class participation, except in cases of serious illness.	
Grading	Reading responses	25%
	Focus and Function statement one	5%
	Practice sermon one	15%
	Focus and Function statement two	5%
	Practice sermon two	15%
	Final exam (two hours)	25%
	Oral presentations and class participation	10%
Grading Scheme	A+ 95-100	C+ 67-73
	A 88-94	C 60-66
	B+ 81-87	D 50-59
	B 74-80	F 0-49
	Grades are not final until vetted by the CMU academic office.	
Academic Conduct	Students must be familiar with CMU policies regarding plagiarism and other aspects of academic misconduct, as spelled out in the "Academic Misconduct" document in the Registrar's Office list of academic policies located at http://www.cmu.ca/students.php?s=registrar&p=policies .	
Accessibility Programs	CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loepky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204-487-3300, ext. 340.	

Tentative Course Outline

Sept. 14

- introduction to the course
- basic skills of public speaking

Sept. 21

- student self-introduction speeches
- purpose, goals, and theology of preaching
 - Long, intro & ch. 1 (pp. 1-51)
 - Wilson, "Preaching as God's Event"

Sept. 28

- who is listening to the sermon?
 - Craddock, "Interpretation: The Listeners"
- the Bible and preaching
 - Long, chs. 2 & 3 (pp. 52-98)

Oct. 5

- moving from text to sermon
 - Long, ch. 4 (pp. 99-116)
 - Ferris, "Preaching as Creative Analogy"
- effective reading of scripture

Oct. 12

- sermon forms
 - Long, chs. 5-6 (pp. 117-71)
- putting people into sermons: stories, illustrations, humor
 - Long, ch. 8 (pp. 198-224)
 - Swears, "The Importance of the Head and Heart Connection"

Oct. 19

- preaching that connects with real life
 - Hoezee, *Actuality: Real Life Stories for Sermons That Matter*, pp. xv-129
- God-centred versus human-centred preaching

Oct. 26

- student preaching
- use of a controlling image in preaching
 - Jonker, *Preaching in Pictures: Using Images for Sermons That Connect*, pp. 1-123

Nov. 2

- student preaching
- beginnings, endings, connections
 - Long, ch. 7 (pp. 172-97)
- preaching to people's different intelligences

Nov. 9

- student preaching
- communicating and embodying the message
 - Long, chs. 9-10 (pp. 225-44)
- Allen, "Embodying the Sermon"

Nov. 16

- student preaching

- Paul Scott Wilson's understanding of "proclaiming" the gospel

Nov. 23

- student preaching
- practicing proclamation
- characteristics of orality
- Henry Mitchell, "A Biblical and Psycho-Spiritual Rationale for Preaching as Experiential Encounter with the Word"

Nov. 30

- student preaching
- practicing proclamation- preaching as encounter
- exam questions, wrap up

Final Exam: Wednesday, Dec. 14, 6:00-8:00 pm

Student Self-Introduction

As a way to practice the basics of public speaking, and as a way for students to introduce themselves to each other, each student will give a three-minute self-introduction speech. The speech can describe a significant experience you have had, or describe one of your special interests or hobbies, or highlight some important person in your life, or focus on something else about yourself that you would like to share with the class.

The speech should be **carefully prepared, presented, and timed** using the principles of public speaking discussed in the first class. It is up to you whether or not you want to write out your speech or whether you want to use any notes when you present it. However, it is critical that you prepare carefully, that you practice your speech out loud, and that you not go overtime. After each speech the class will have opportunity to reflect on what went well, and what could have been done differently. Students will deliver their speeches on Sept. 21.

Reading Reports

As a way to ensure that students are doing the assigned readings and are prepared to discuss them in class, students will be asked to submit brief reading reports for almost every class. Each report will consist of 2-5 pages of summarizing and engaging the main points of the readings.

Preaching Assignment

Each student will have opportunity to preach two sermons in class. The first sermon should be based on an Old Testament text, and the second on a New Testament text or else be a topical sermon. The sermon should be prepared and delivered using the methods and principles discussed in class. The sermon should be 10–11 minutes in length, and should be **carefully prepared, rehearsed, and timed**. Sermons which are significantly longer or shorter than 10–11 minutes will receive a lower grade, and no one will be allowed to speak for more than 13 minutes. The sermon will be graded on both content and style of presentation, using accepted principles of sermon preparation and presentation as criteria. By the third week of the course students will choose their in-class preaching slots.

In preparation for each sermon students will hand in a two-sentence “Focus and Function Statement,” whose purpose is to guide the preparation of the sermon. More detailed instructions for this assignment will be given later in the course.

After the sermon is preached the class will have opportunity to give encouraging feedback and analysis. Each sermon will be videotaped, and students will sign up for a time when they can view the sermon privately with the instructor. During the viewing session I will stop the video frequently and make numerous comments. I do not have time to give students written feedback and so students wishing written comments should take notes during the viewing session. Students are welcome to bring a flash-drive to the viewing session and download a copy of their sermon.

First Sermon: Old Testament Texts

Genesis 1:1-2:3	Deuteronomy 26:1-19	Isaiah 35:1-10
Genesis 2:18-24	Joshua 1:1-9	Isaiah 40:1-11
Genesis 3:1-24	Joshua 2:1-24	Jeremiah 1:1-19
Genesis 12:1-9	Joshua 24:1-28	Jeremiah 7:1-15
Genesis 20:1-18	1 Samuel 3:1-21	Jeremiah 29:1-14
Genesis 32:22-32	1 Samuel 8:1-22	Jeremiah 32:1-15
Exodus 1:15-22	2 Samuel 12:1-14	Ezekiel 37:1-14
Exodus 3:1-17	1 Kings 18:1-46	Daniel 3:1-30
Exodus 32:1-35	1 Kings 19:1-21	Amos 5:1-24
Leviticus 25:1-55	1 Kings 21:1-29	Jonah 1:1-16
Deuteronomy 5:12-15	Psalms 1, or 8, or 46, or 51, or 103, or 121, or 137	Jonah 3:1-4:11
Deuteronomy 6:4-9	Isaiah 1:10-20	
Deuteronomy 8:1-20		

You should also feel free to choose a text not from this list. If you do so you must clear your text with me before you begin work on your sermon.

Second Sermon: New Testament Texts

Matthew 2:1-23	Mark 10:17-31	John 15:12-25
Matthew 4:1-11	Mark 10:32-45	Romans 5:1-11
Matthew 5:1-12	Mark 11:1-11	Romans 6:1-14
Matthew 6:19-24	Luke 1:46-55	Romans 7:14-25
Matthew 6:25-34	Luke 4:1-13	Romans 8:31-39
Matthew 7:24-27	Luke 4:14-30	Romans 12:1-2
Matthew 9:18-31	Luke 5:1-11	1 Corinthians 1:10-31
Matthew 12:1-14	Luke 9:57-62	1 Corinthians 3:1-15
Matthew 18:21-35	Luke 10:25-37	1 Corinthians 5:1-13
Matthew 25:31-46	Luke 11:1-4	1 Corinthians 8:1-13
Matthew 28:16-20	Luke 14:25-33	1 Corinthians 11:17-34
Mark 1:1-15	Luke 15:1-7	1 Corinthians 12:4-31
Mark 2:1-12	Luke 15:11-32	1 Corinthians 15:12-28
Mark 2:23-3:6	Luke 24:13-35	2 Corinthians 5:16-21
Mark 6:30-44	John 3:1-21	Galatians 5:13-26
Mark 7:1-23	John 4:7-42	Ephesians 2:11-22
Mark 8:31-38	John 11:1-44	Ephesians 4:1-16
Mark 10:1-12	John 15:1-11	Philippians 2:1-11

Colossians 3:1-17
James 2:1-13

James 2:14-26
Revelation 21:1-8

You should also feel free to choose a text not from this list. If you do so you must clear your text with me before you begin work on your sermon. For your second sermon you may choose to do a topical sermon and focus on an important biblical theme (care for creation, judgment, prayer, covenant, chosen people, evangelism, etc), or a particular biblical character (Ruth, Esther, Job, Andrew, Timothy, Mary, etc.). If you choose this option you must clear your topic with me before you begin work on your sermon.

“Proclamation” Assignment

Each student will be assigned a particular type of “proclamation” as described by Paul Scott Wilson in *Setting Words on Fire: Putting God at the Center of the Sermon* (Nashville: Abingdon: 2008). On either Nov. 23 or 30 the student will demonstrate that form of proclamation in class in an oral presentation of 1-2 minutes.

Reading Response #1

Read Long, pp. 1–51 and the chapter by Paul Scott Wilson, “Preaching as God’s Event,” posted on the CMU student portal. In point-form style summarize the key points of each (600-900 words total for both readings combined). Double-space between your points and single space within points. Choose **one** key point from **each** reading that you find most helpful for understanding the ministry of preaching, and take an additional ca. 200 words to engage with this point, explaining why you find it helpful and how it might affect your preaching (total 400 words).

The assignment is due at the beginning of class on Sept. 21. Late submissions will receive half their value. Value: 50 points

Reading Response #2

Read Long, pp. 52-98, and in ca. 500 words summarize the most important points that he makes. You may use essay or point-form style. If you choose essay style make sure to double-space, and if you choose point-form style then you may single-space within points but you should double-space between points. Read Craddock, “Interpretation: The Listeners,” and in two or three paragraphs (300 words) summarize the heart of what he is trying to say.

The assignment is due at the beginning of class on Sept. 28. Late submissions will receive half their value. Value: 50 points

Reading Response #3

Read Long, ch. 4, pp. 99-116. In point-form style provide a 400 word summary of the key points of the chapter, paying particular attention to what Long says about the nature of the focus and

function statements. Read Ferris, “Preaching as Creative Analogy” and provide a 300 word point-form summary of his key points.

The assignment is due at the beginning of class on Oct. 5 Late submissions will receive half their value. Value: 40 points

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