

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 (3 credit hours)
Canadian Mennonite University: Graduate Course Syllabus
Winter, 2019
Mondays, January 7-April 1, 6:00-8:45pm, room C251

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Mission statement of Canadian Mennonite University:

CMU is an innovative Christian university, rooted in the Anabaptist faith tradition, moved and transformed by the life and teachings of Jesus Christ. Through teaching, research, and service CMU inspires women and men for lives of service, leadership, and reconciliation in church and society.

Mission statement of Mennonite Brethren Biblical Seminary Canada:

MBBS exists to educate and equip people who help lead the church in reaching Canada and the world with the good news of Jesus Christ.

Note: this course will also be delivered with a live-stream option for students who live beyond easy driving distance to CMU. They may participate by attending classes in person on campus, or through interactive online live-streaming of class sessions. For students who attend on campus, the class experience will essentially be like that of any other course. Students who join by live-streaming need to study the detailed guidelines and participation requirements in this syllabus' appendix titled "Live-Streamed Courses." When registering to join the course via live-streaming, note that the registration process and fees for live-streamed courses are slightly different than for in-class courses.

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.

Objectives of this course:

Students will

1. recognize and propose several roles and purposes of preaching.
2. identify and practice components of effective oral communication.
3. implement the basic steps of preparing a sermon (incl. studying the scripture text, developing a focus and outline, considering the audience, and writing an oral script).
4. practice preaching biblically-focused, compelling sermons.
5. analyze and evaluate the preaching of others.
6. train adult learners in one key element of preaching.

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Textbooks and reading materials:

- Thomas G. Long, *The Witness of Preaching*, Third Edition (Louisville: Westminster John Knox Press, 2016). 348 pages
Thomas H. Troeger, *The Parable of Ten Preachers* (Nashville: Abingdon Press, 1992). 128 pages

Students will also be assigned **one** of the following books (on reserve in the library) for the Workshop Presentation assignment:

1. Scott Hoezee, *Actuality: Real Life Stories for Sermons that Matter* (Nashville: Abingdon Press, 2018). 98 pages
2. Lenny Luchetti, *Preaching with Empathy: Crafting Sermons in a Callous Culture* (Nashville: Abingdon Press, 2014). 132 pages
3. Peter Jonker, *Preaching in Pictures: Using Images for Sermons that Connect* (Nashville: Abingdon Press, 2015). 136 pages

Other readings (e.g. articles and/or book excerpts) will be assigned during the course. These will normally be made available via <https://moodle.cmu.ca>. Instructions for logging in are provided when you click on 'log in.' (You can download a mobile app at <https://download.moodle.org/mobile/>.) c. 175 pages

*If you have read any of these textbooks for another course at CMU, please discuss with the professor the possibility of an alternative textbook.

See the list of Recommended Readings near the end of this syllabus.

Assignments—Summary:

- | | | |
|---|-----|------------------------------|
| 1. Oral Presentation: Self-Introduction | 5% | Due: Jan. 14 |
| 2. Exegesis Notes | 10% | Due: Jan. 28 |
| 3. Video Sermon Reflection | 5% | Due: Feb. 4 |
| 4. Practice Sermon #1 | 15% | Due: Feb. 11, 25, or Mar. 4 |
| 5. Workshop Presentation | 15% | Due: Feb. 25, Mar. 11, or 18 |
| 6. Engagement Worksheet | 10% | Due: Mar. 18 |
| 7. Practice Sermon #2 | 20% | Due: Mar. 25 or Apr. 1 |
| 8. Final Paper | 15% | Due: Apr. 15 |
| 9. Participation | 5% | Due: Throughout |

Assignments—Details:*

1. Oral Presentation: Self-Introduction 5% Due: Jan. 14

To practice the basics of public speaking, give the class a 3-minute speech that introduces yourself. The speech can describe a significant experience you have had, describe one of your special interests or hobbies, highlight an 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. It is critical, however, that you prepare carefully, practice your speech out loud, and not go overtime. After each speech the class will have opportunity to reflect on what went well, and what could have been done differently.

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2. Exegesis Notes 10% Due: Jan. 28
Using the exegesis guide by Stuart, study the Old Testament passage for your Practice Sermon #1. Write notes (handwritten or typed) on those findings that you think may be significant for your sermon (maximum 4 pages; remember, this is not an exegesis paper.)
3. Video Sermon Reflection 5% Due: Feb. 4
Watch a video recording of a sermon by a preacher whom you consider to be an effective preacher. Afterwards, write a 2-page (600-word) reflection paper in which you (1) write concise focus and function statements for the sermon (1 sentence for each statement), (2) describe the structure (form) of the sermon, and (3) consider what made this sermon compelling or not.
4. Practice Sermon #1 15% Due: Feb. 11, 25, or Mar. 4
Prepare and preach to the class a 10- to 11-minute sermon based on an Old Testament text. The sermon is to be prepared and delivered using the methods and principles taught and discussed in this course. In order for the sermon to stay within its time limit, it needs to have been 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. Students will choose their scripture text and in-class preaching slots during the 2nd week of 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 one-on-one 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.

On the day that the student preaches, she or he will also submit the following:

1. a 2-sentence focus and function statement for the sermon,
2. one paragraph that outlines the form or structure of the sermon, and
3. the sermon manuscript or notes.

The sermon will be graded on the content and style of presentation (in light of accepted principles of sermon preparation and presentation as criteria), and on the 3 supplementary submissions.

Choose one of the following texts for your sermon. If you want to preach on a different text, or want to change the starting and/or ending verse of one of these passages, you need to obtain the professor's approval in advance.

Genesis 1:1-2:3	Exodus 32:1-35	Joshua 24:1-28
Genesis 2:18-24	Leviticus 25:1-55	1 Samuel 3:1-21
Genesis 3:1-24	Deuteronomy 5:12-15	1 Samuel 8:1-22
Genesis 12:1-9	Deuteronomy 6:4-9	2 Samuel 12:1-14
Genesis 20:1-18	Deuteronomy 8:1-20	1 Kings 18:1-46
Genesis 32:22-32	Deuteronomy 26:1-19	1 Kings 19:1-21
Exodus 1:15-22	Joshua 1:1-9	1 Kings 21:1-29
Exodus 3:1-17	Joshua 2:1-24	

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Psalm 1, or 8, or 46, or 51, or 103, or 121, or 137	Jeremiah 1:1-19 Jeremiah 7:1-15	Daniel 3:1-30 Amos 5:1-24
Isaiah 1:10-20	Jeremiah 29:1-14	Jonah 1:1-16
Isaiah 35:1-10	Jeremiah 32:1-15	Jonah 3:1-4:1
Isaiah 40:1-11	Ezekiel 37:1-14	

5. Workshop Presentation 15% Due: Feb. 25, Mar. 11, or 18
In groups of 3 or 4, present a 1-hour workshop that will train the class in one dimension of effective preaching. Students will be assigned to groups by the professor.

- Group 1 will train the class in preaching with real life stories, as presented in the book by Hoezee.
- Group 2 will train the class in preaching with empathy, as presented in the book by Luchetti.
- Group 3 will train the class in preaching with images, as presented in the book by Jonker.

Each group is responsible to divide up this assignment in such a way that each student will do a similar amount of preparation, and will contribute equally to the presentation. (Students will be graded individually, not as a group.) The presenting groups must remember that this is to be a training workshop, not a lecture. In other words, although some presentation of content will be necessary, the workshop must be interactive and must include experiences by which the class will practice the skills being introduced.

6. Engagement Worksheet 10% Due: Mar. 18
In preparation for Practice Sermon #2, submit a set of notes (typed or handwritten; maximum 4 pages) using the engagement worksheet provided by the professor.

7. Practice Sermon #2 20% Due: Mar. 25 or Apr. 1
Prepare and preach to the class a 10- to 11-minute sermon based on a New Testament text. Follow the instructions as for practice sermon #1. On the day that the student preaches, she or he will also submit the following:
1. the exegetical notes (handwritten or typed) that the student developed while preparing the sermon,
 2. a 2-sentence focus and function statement for the sermon,
 3. one paragraph that outlines the form or structure of the sermon, and
 4. a manuscript for the sermon, written in an oral format (cf. the reading on Moodle by Hoefler).

The sermon will be graded on the content and style of presentation (in light of accepted principles of sermon preparation and presentation as criteria), and on the 4 supplementary submissions.

Choose one of the following texts for your sermon. If you would like to preach on a different text, or would like to change the starting and/or ending verse of one of these texts, you need the professor's approval in advance.

Matthew 2:1-23	Matthew 6:19-24	Matthew 9:18-31
Matthew 4:1-11	Matthew 6:25-34	Matthew 12:1-14
Matthew 5:1-12	Matthew 7:24-27	Matthew 18:21-35

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

8. Final Paper 15% Due: Apr. 15
 After reading Troeger’s book, write a 5-page (1500-word) paper that presents your understanding of the purpose of preaching. Your paper needs to engage scripture, experience, and at least two of the main characters in Troeger’s book (whether as supports and/or foils for your own convictions). Write your paper in one of two ways:
1. as an argumentative essay,
 - OR
 2. as a mini-chapter that continues the story in Troeger’s book.
- At the end of your paper, provide a 1-page (300-word) appendix, in which you describe you intend to implement what you’ve learned in this course.
9. Participation 5% Due: Throughout
 Details about grading participation will be provided during the first class.

*All assignments should conform to academic standards of formatting and of citing sources (cf. details below), except when exceptions are specified above.

Equivalency chart of letter grades to percentage and numerical grades:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Grade Points</u>	<u>Descriptor</u>
A+	95-100	4.5	Exceptional
A	88-94	4.0	Excellent
B+	81-87	3.5	Very Good
B	74-80	3.0	Good
C+	67-73	2.5	Satisfactory
C	60-66	2.0	Adequate
D	50-59	1.0	Marginal
F	0-49	0.0	Failure

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All grades submitted by CMU’s professors are provisional until vetted by the Dean’s Council. That process occurs early in January for fall semester grades and early in May for winter semester grades.

Course outline/schedule:

<u>Dates:</u>	<u>Readings</u>	<u>Topics</u>	<u>Assignments Due</u>
Jan. 7		Introductions Evaluating preaching Biblical paradigms	
Jan. 14	Long: ch. 1, 2	Oral presentations Meaning of preaching Biblical preaching	Oral Presentations
Jan. 21	Long: ch. 3 Fee: p. 145-169 Stuart: p. 67-88	Studying a Scripture passage	
Jan. 28	Long: ch. 4 Video sermon	Focus and function	Exegesis Notes
Feb. 4	Long: ch. 5, 6	Form and structure	Video Reflection
Feb. 11	Long: ch. 9, 11	The fully alive preacher Training adults Student preaching	Practice Sermon #1
READING WEEK	---	---	---
Feb. 25		Student preaching Stories workshop	Practice Sermon #1 Workshop Presentation
Mar. 4	Stevenson: p.97-154	Student preaching 3 Forms	Practice Sermon #1
Mar. 11	Long: ch. 7	Empathy workshop Sermons that connect	Workshop Presentation
Mar. 18	Long: ch. 8, 10 Hoefer: p. ??	Images workshop Oral scripts	Workshop Presentation Engagement Worksheet
Mar. 25		Student preaching	Practice Sermon #2
Apr. 1	Troeger	Student preaching What’s happening in preaching?	Practice Sermon #2
Apr. 15		Final Paper	

Academic Policies:

Students are expected to be familiar with CMU’s academic policies, as published in the *Academic Calendar—Graduate Studies* (online at www.cmu.ca). Sections of particular relevance include “Extensions and Incompletes,” “Email Submission of Assignments,” “Multiple Submissions of the Same Work,” “Attendance in Classes,” “Students with Disabilities,” “Academic Misconduct,” and “Appeals.”

The following comments are supplementary to these policies:

Voluntary Withdrawal:

The last day for voluntary withdrawal from winter courses without academic penalty is March 16.

Academic Writing:

All written assignments should conform to the *Chicago Manual of Style* (online at www.cmu.ca/library [click on 'MORE' at the bottom of the page, then look under the heading 'Writing Assistance'] and summarized in Diana Hacker's *A Pocket Style Manual*, seventh edition, which is available in CMU's bookstore). These resources specify details for formatting (e.g. 1-inch margins, formal fonts in 10- to 12-point font size, double-spacing) and for citing sources.

Excellence in terms of format, spelling, grammar, sentence and paragraph construction, etc. are assumed. Frequent and persistent errors will result in lower assessments. Formal title page, footnotes or endnotes, bibliography, skilled paragraphing, etc. are essential for academic writing. Where the length of an assignment is defined in a range, be aware that 'exceptional' and 'excellent' grades are more likely to be awarded for work that is closer to the maximum length than the minimum (unless the work is especially outstanding).

Attendance:

If a student must miss class due to illness or other extenuating circumstances, it is the student's responsibility to talk with the professor as soon as possible about missing material. Students who miss the equivalent of 2 weeks of classes will be required to complete an additional assignment for the course. Students missing an excessive number of classes without valid reason may be barred from further class attendance.

Extensions:

The professor has full discretion in granting extensions. Extensions must be requested *before* the due date of an assignment—normally at least one week or class period before the assignment's due date.

Submission of assignments:

All assignments submitted after the specified due date and time will be penalized one letter grade for each day late (e.g. from B to C+). No assignments will be accepted or graded if the professor receives them more than five business days after the due date (unless an extension has been granted prior to the due date).

All assignments are to be submitted as paper copies (i.e. not digital documents), unless prior permission has been given by the professor. When such permission is granted, assignments submitted by email must be sent as '.docx' Microsoft Word documents. Other word-processing formats or PDF's are not acceptable. The professor will notify the student by return email of the time and date on which the emailed assignment was received (normally, this will happen within 24 hours of the professor receiving the assignment, not including weekends). It is the student's responsibility to gain confirmation that the professor received his/her assignment.

NOTE: Live-streaming students are to submit assignments by email, as described above. These assignments will be returned to the students by email.

It is my commitment to return graded assignments to the students in a timely manner. Assignments will normally be returned in class.

Communication:

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Students are encouraged to engage the professor outside of class hours. His contact details and office number are above. Beyond this, email will be considered a standard means of communicating. Students should therefore check their CMU email regularly.

Academic Integrity:

All students must be familiar with CMU policies regarding plagiarism and other forms of academic misconduct. It is essential that students read the document “Academic Misconduct at CMU” that is taken from the CMU Academic Calendar (available online) and posted on the Student Portal.

Students with Disabilities

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The University will seek ways to develop and provide services that support students with disabilities. The Disability Services office coordinates with the Academic Office to provide academic accommodations to eligible students. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Disability Services at sloepky@cmu.ca or 204-487-3300 ext. 340.

Other Academic Supports

CMU offers its students academic supports at no cost. Academic tutors are available to all students; see Vern Kehler, Coordinator of Student Advising (vkehler@cmu.ca), to set up a first appointment with a tutor. Volunteer tutors are available to work on a one-on-one basis with students; see Vern for details.

Recommended Readings:

This is a small sampling of the many excellent resources available today on preaching. CMU’s library and the CommonWord Resource Centre offer many more.

TBA

Appendix: Live-Streamed Courses

A live-streamed course makes it possible for students at a distance to observe and participate interactively with an on-campus class in real time. Those who attend a class by live-streaming see and hear the professor. They can watch class media presentations (e.g. PowerPoint) on their computer screens. They can follow and participate in class discussions, posing questions and making comments of their own. They can have discussions with other students when the class breaks into smaller groups. Through the internet, students at a distance can share the essential elements of a regular class experience with those who attend class in person.

Unless otherwise stated in the syllabus, live-streaming students will do the same course assignments and follow the same course schedule as on-campus students.

Requirements for Participating in a Live-streamed Course

- Because the number of live-stream participants to a course is limited, ***students must receive faculty permission prior to the beginning of the course*** in order to participate through live-streaming.

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- **Students must participate in classes in real-time**, as they would if they were attending class in person. For example, those who take a live-streamed course that meets on Wednesday evenings will be expected to be in that class virtually, or physically when that class is in-session. (If live-streaming students come to Winnipeg, they are welcome to attend class in person.)
- Participation in a course through live-streaming **requires the following**:
 - **a fast and consistent internet connection** (broadband ADSL or cable; or wireless 3G or 4G/LTE—wired is better than wireless),
 - **a reasonably up-to-date computer** system (at least MacOS 10.6.8 or Windows 7; mobile devices may work as well),
 - **a supported browser** (e.g. Firefox, Chrome, Safari 5+, IE7+, Opera12+),
 - **Zoom software** (provided by CMU),
 - **a webcam**, and
 - **a good quality headset with a microphone** (CMU can suggest some).
- CMU has the capacity to record live-streamed courses for later viewing, but does not do so as a matter of routine. If it is difficult for students to participate in a class session, they may ask the professor for permission to watch recorded versions of the class. This permission will only be granted in exceptional circumstances.
- Students may use the Zoom software to meet together via live-streaming between classes (e.g. for group projects or other consultations). Contact the professor for instructions.
- Students must familiarize themselves with the live-streaming software platform (i.e. Zoom) and ensure that their link, webcam, and headset are working properly **before** the first class session. Please arrange for a practice run on the system with the professor **prior** to class; this is essential. A practice run can be arranged by email.
- **Be sure to login for each class session at least 15 minutes before the class begins**. Remember that any testing of the system or other logistics that requires faculty assistance needs to be done before class starts. The professor will do their best to ensure that everything is in place for the live-stream session; but they cannot allow live-stream setup to significantly delay or interfere with the smooth flow of the class session once class begins. (To avoid distracting the class, it is helpful to mute the mic on your computer when you are not speaking to the class.)
- Arrange a backup plan with your professor in case of a system failure. CMU uses high-caliber, up-to-date equipment and communication platforms for live-streaming, but hardware and internet connections are not infallible and on occasion may fail. Your professor cannot stop class in order to troubleshoot and resolve technical problems in this unlikely event. To minimize possible disruption in the case of a loss of connection:
 - provide the professor with your email, text, or phone contact information before the course begins so that the professor can contact you at the next natural break in the class;
 - if the class is meeting in room C251, you may be able to phone the professor during class at 204.594-0538.
 - discuss with the professor the possibility of a back-up link to the class in case of a system failure (e.g. a Skype or phone link if the Zoom connection fails); and
 - have a plan for follow-up contact with the professor and/or a fellow student to fill any gaps in your interaction with the class (as you would if you had to miss a class for other reasons).
- If you have technical difficulties that you cannot solve with your professor (e.g. with the login process), contact Richard Boyd from CMU's I.T. department (204.451.0980).