

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2022</b>
<b>PR 510</b>	<b>Introduction to Preaching &amp; Communication</b>	<b>Prerequisite: None</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesdays	<b>Instructor:</b>	Mark Buchanan, BFA (UBC), MCA (Regent)	<b>First day of this class:</b>	Sept 13
<b>Time:</b>	2:30-5:30 PM	<b>Email:</b>	mbuchanan@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sept 18
<b>Room:</b>	A2012	<b>Phone:</b>	403-4100-2000, ext 7907	<b>Last day to request revised final exam:</b>	NA
<b>Lab/ Tutorial:</b>	In-Class	<b>Office:</b>	L2170	<b>Last day to withdraw from course w/o academic penalty:</b>	Nov 21
	NA	<b>Office Hours:</b>	By appointment	<b>Last day to apply for coursework extension:</b>	Nov 23
<b>Final Exam:</b>	NA			<b>Last day of this class:</b>	Dec 6

## Course Description

An introduction to the principles and practices of preparing and delivering messages in public contexts. Students will be introduced to various kinds of addresses and assisted to find a “voice” with which they can speak in public contexts.

Some talks hold us rapt, touch us deeply, stir our convictions, change our minds. Others do the opposite: bore us, annoy us, harden our biases. Many do neither: neither awaken us nor put us to sleep, but lull us along, and are quickly forgotten. What makes the difference? Some part of communication is sheer mystery, beyond our ability to create or predict. Some of it is situational – the dynamics of the venue, the quality of the sound system, the friendliness or hostility of the audience, the time of day, the mood we’re in. But some of it – a great deal, in fact - is speechcraft: techniques we learn, skills we hone, strategies we adopt. This course focuses on the speechcraft part of public speaking. Student will learn how to speak in various contexts with confidence, clarity, brevity, and impact.

## Expected Learning Outcomes

The attentive and engaged student should finish the course with the following:

- An understanding of the theology and philosophy of speech – why speech remains one of the most powerful ways to affect the way people think, feel, and act.
- A grasp of the ways various speech forms can be used to do this.
- Basic skills in using several of these speech forms.
- Basic skills in good storytelling.

- An understanding and appreciation for his or her unique style and personality, and how to honour these without indulging them as part of their communication.

### Required Textbooks

- Chris J. Anderson, *TED TALKS: The Official TED Guide to Public Speaking*
- Timothy Keller, *Preaching: Communicating Faith in an Age of Skepticism*

### Recommended/Required Texts – Each student must choose **one** of the following:

- Lisa Cron, *Wired for Story: The Writer's Guide to Using Brain Science to Hook Readers from the Very First Sentence*
- Will Storr, *The Science of Storytelling: Why Stories Make Us More Human & How to Tell Them Better*
- John Walsh, *The Art of Storytelling*

### Course Schedule

The course will be part instruction, part interaction, but mostly field practice, in-class and out. We will discuss why some talks work, why others fail, and we will experiment throughout with various elements of speechcraft. Thus, there will be little by way of a fixed schedule. But we will cover storytelling, illustrations, beginnings and endings, persuading without manipulating, the use of various technology, vocal technique, as well as strategies for personal preparation, and much more. We will also host a few guests with expertise in public communication. The student should come to each class with anticipation, curiosity, as well as a willingness to engage fully, take some risks, and learn from one another.

**NOTE:** I will post in Moodle a Session Outline for each class no later than 24-hours prior to the class.

**NOTE:** Classes on **October 4** and **November 15** will be on-line.

### Requirements

1. Each student will choose one of the following assignments (**Monday, Oct 3, 5 PM**; worth 20%):
  - a. Write a 1000-word paper on why human speech remains one of the most potent forms of communication.

**Or**

  - b. Write a 1000-word paper on how and why stories work.

**Or**

  - c. Write a 1000-word paper based on any one of Jesus' parables. Discuss what impact the parable had or likely had on its listeners. Discuss what impact the story has on you, and why. Discuss why Jesus used stories as his primary means of communicating.

**Or**

  - d. Write a 1000-word talk that attempts to communicate clearly and persuasively a biblical idea (grace, forgiveness, repentance, sacrifice, holiness, the meaning of eucharist, the meaning of baptism, the uniqueness of Christ, the nature of the church, etc.) to a non-Christian audience.

**Or**

  - e. Write a 1000-word talk that attempts to communicate clearly and persuasively a cultural phenomenon (gender politics, critical race theory, queer theory, non-binary identity, cybercurrency, food security, veganism, reconciliation with indigenous communities, the demise of democracy, Covid, vaccines, etc.) to a Christian audience.

**Or**

f. Pitch me an idea...

2. Each student will prepare a sermon or a talk (neither to exceed 10 minutes) on a text or topic of their choosing and deliver it in class (**Due in-class Oct 11, 18, 25 – sign up will be distributed the first day of class**; worth 20%).
3. Each student will choose one book on communication or preaching and write a 750-word summary, evaluation, and response (**due Monday, Oct 31, 5 PM**; worth 15%).
4. Each student will choose two (or more) of the 16 innovation formats discussed in Chapter 18 of Chris Anderson’s *Ted Talks* (or come up with their own innovations) and incorporate these innovations into a talk of no more than 12 minutes; the student will record the talk, upload it to a video platform such as YouTube, Vimeo, Google+, etc., and post it on the “Forum” under “Assignments” in Moodle.  
**NOTE 1:** the videos on the forum will be accessible to all students in the course; **each student will be required to watch and respond to a minimum of four of their fellow student’s videos.**  
**NOTE 2:** If a student’s presentation does not work well as a video recording, the student can make arrangements with the instructor to present their talk in class. Please discuss this option with the instructor by October 20 (**Video due Nov 21, 5 pm; If talk is presented in-class, a date in November to be determined with the instructor**; worth 20%).
5. Each student will complete at least 700 pages of reading (this includes required texts) and submit a reading log (**due Monday, Dec 5, 5 PM; see Moodle for reading long template**; worth 10%).
6. Each student will attend all classes and participate fully in both in-class and out-of-class sessions, assignments and exercises; some of this will involve online video posting (worth 15%).

Please submit all written work through **Moodle** in **Word** format on or before the due date (no later than **5 PM** on due date). Videoed work should be downloaded onto a suitable platform (Vimeo, YouTube, Google+, etc.) and the link sent through Moodle.

**Format**

All papers must:

- Be double-spaced (except for reading reports, which can use 1.5 spacing).
- Use *Times New Roman*, *Arial* or *Garamond* 12-point font.
- Be numbered.
- Cite sources properly. **NOTE:** The student can use his/her preferred style (e.g. Kate Turabian’s *A Manual for Writers*, or *The Chicago Manual of Style*), but must remain consistent throughout the entire paper.
- Use inclusive language. The student is encouraged to avoid the consistent use of masculine terminology in reference to people in general. For example, prefer using the terms “humanity” or “people” or “humankind” over the terms “man” or “mankind” when referring to the human race.
- Include a title page with you name, the course title, and the Instructor’s name.

**Late Policy:** Due dates are valuable for several reasons. Here are three: 1) They allow me, the instructor, to adequately plan my schedule to grade and return you work in a timely and thoughtful manner; 2) They mimic reality. Most of your life involves hard deadlines - mortgage payments, project assignments, work schedules, departure flights, and so on. This is like that; 3) They create a level playing field. It’s simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. **Therefore**, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. **All requests for extension must be submitted to me in writing on or before the assignment’s due date.** Otherwise, any submissions received later than midnight on the due date will be deemed late and penalized at a 5% deduction per day.

**PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY**

## Evaluation

Assignment	Details	Due Date	% of Grade
1a-f	1000-wd paper	Oct 3, 5 PM	20%
2	Talk # 1	Oct 11, 18 or 25	20%
3	Book summary & response	Oct 31, 5 PM	15%
4	Talk # 2 with innovation(s)	Nov 21, 5 PM	20%
5	Reading Log	Dec 5, 5 PM	10%
6	Attendance & Participation	Throughout	15%

## Attendance

Because of the interactive, exploratory, and practical nature of this course, full attendance and participation is expected and is worth 15% of the student's overall grade. Any student who misses more than two classes without clear and valid reason will automatically fail.

## Grade Summary

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

## Bibliography

- Achtemeier, Elizabeth. *So You're Looking For a New Preacher*. Grand Rapids, MI: Eerdmans, 1992 Grand Rapids, MI: Eerdmans, 1991.
- Anderson, Chris J. *TED TALKS: The Official TED Guide to Public Speaking*. Toronto, ON: HarperCollins, 2016.
- Aristotle. *How to Tell a Story: An Ancient Guide to the Art of Storytelling for Writers & Readers*. Translated & Introduced by Philip Freeman. Princeton, NJ: Princeton University Press, 2022.
- Arthurs, Jeffery. *Preaching with Variety: How to Re-create the Dynamics of Biblical Genres*. Grand Rapids, MI: Kregel Academic, 2007.
- Banting, Blayne A. *Take Up and Preach: A Primer for Interpreting Preaching Texts*. Eugene, OR: Wipf & Stock, 2016.
- Brooks, Phillips. *The Joy of Preaching*. Grand Rapids, MI: Kregel Classics, 1989.
- Brueggemann, Walter. *Finally Comes the Poet: Daring Speech for Proclamation*. Minneapolis, WI: Augsburg Fortress Press, 1989.
- \_\_\_\_\_. *The Word of God Militant: Preaching a Decentering Word*. Minneapolis, MN: Fortress Press, 2010.
- Buttrick, David G. *Homiletic: Moves & Structures*. Minneapolis, MN: Fortress Press, 2006.
- Chapell, Bryan. *Christ-Centred Preaching: Redeeming the Expository Sermon*, 2<sup>nd</sup> Ed. Grand Rapids, MI: Baker Academic, 2005.
- Clowney, Edmund P. *Preaching Christ in All of Scripture*. Wheaton, IL: Crossway, 2003.
- Craddock, Fred. *Craddock on the Craft of Preaching*. Chalice Press, 2013.
- Cron, Lisa. *Story Genius: How to Use Brain Science to Go Beyond Outlining and Write a Riveting Novel*. Berkeley, CA: Ten Speed Press, 2016.
- \_\_\_\_\_. *Wired for Story: The Writer's Guide to Using Brain Science to Hook Readers from the Very First Sentence*. Berkeley, CA: Ten Speed Press, 2012.
- Dally, John A. *Choosing the Kingdom: Missional Preaching for the Household of God*. Herndon, VI: The Alban Institute, 2008.
- Eswine, Zack. *Preaching to a Post-Everything World: Crafting Biblical Sermons that Connect with Our Culture*. Grand Rapids, MI: Baker Books, 2008.
- Gallo, Carmine. *Talk Like Ted: The 9 Public-Speaking Secrets of the World's Top Minds*. New York, NY: St. Martin's Press, 2014.
- Goldsworthy, Graeme. *Preaching the Whole Bible as Christian Scripture: The Application of Biblical Theology to Expository Preaching*. Grand Rapids, MI: Eerdmans, 2000.
- Hoezee, Scott E. *Proclaiming the Wonder: Engaging Science on Sunday*. Grand Rapids, MI: Baker Books, 2003.
- Keller, Tim. *Preaching: Communicating Faith in an Age of Skepticism*. New York, NY: Viking, 2015.

- Koessler, John. *Folly, Grace & Power: The Mysterious Act of Preaching*. Grand Rapids, MI: Zondervan, 2011.
- Larson, Craig B., ed. *Prophetic Preaching*. Peabody, MA: Hendrickson Publishers, 2012.
- \_\_\_\_\_. *Sermon Preparation*. Peabody, MA: Hendrickson Publishers, 2012.
- \_\_\_\_\_. *Sunday's Best: Messages from Today's Most Outstanding Christian Leaders*. Peabody, MA: Hendrickson Publishers, 2012.
- Long, Thomas G., ed. *A Chorus of Witnesses: Model Sermons for Today's Preacher*. Grand Rapids, MI: Eerdmans, 1994.
- \_\_\_\_\_. *The Witness of Preaching*, 2<sup>nd</sup> Edition. Louisville, KY: Westminster Knox Press, 2005.
- Lowry, Eugene L. *The Homiletical Plot: The Sermon as Narrative Art Form*. Louisville, KY: Westminster Knox Press, 2000.
- \_\_\_\_\_. *How to Preach a Parable: Designs for Narrative Sermons*. Abingdon Press, 1989.
- McGlasson, Paul C. *Canon & Proclamation: Sermon for Our Times*. Grand Rapids, MI: Eerdmans, 2000.
- Mawhinney, Bruce. *Preaching with Freshness*. Grand Rapids, MI: Kregel, 1997.
- Miller, Calvin. *Spirit, Word, & Story: A Philosophy of Preaching*. Dallas, TX: Word Publishing, 1989.
- Nichols, Randall J. *The Restoring Word: Preaching as Pastoral Communication*. San Francisco, CA: Harper & Row, 1987.
- Overdorf, Daniel. *One Year to Better Preaching: 52 Exercises to Hone Your Skills*. Kregel, 2013.
- Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 2007.
- Pennington, Jonathan. *Small Preaching: 25 Little Things You Can Do Now to Improve Your Preaching*. Bellingham, WA: Lexham Press, 2021.
- Peterson, Eugene. *Pastor: A Memoir*. San Francisco, CA: HarperOne, 2012.
- Piper, John. *The Supremacy of God in Preaching*. Grand Rapids, MI: Baker Books, 2004.
- Plantinga, Cornelius, Jr. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets and Journalists*. Grand Rapids, MI: Eerdmans, 2013.
- Resner, Andre, Jr. *Preacher & Cross: Person & Message in Theology & Rhetoric*. Grand Rapids, MI: Eerdmans, 1999.
- Robinson, Haddon, ed. *Expository Preaching: The Development and Delivery of Expository Sermons*. Grand Rapids, MI: Baker Academic, 2014.
- \_\_\_\_\_. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Grand Rapids, MI: Zondervan, 2005.
- Schultze, Quintin. *An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill & Virtue*. Grand Rapids, MI: Baker Academic, 2006.
- Stewart, James S. *Heralds of God: A Practical Book on Preaching*. Vancouver, BC: Regent College Publishing, 2001.

- Storr, Will. *The Science of Storytelling: Why Stories Make Us More Human & How to Tell Them Better*. New York, NY: Harry N. Abrams, 2021.
- Stott, John. *Between Two Worlds: The Challenge of Preaching Today*. Grand Rapids, MI: Eerdmans, 1982.
- Sweet, Leonard. *Giving Blood: A Fresh Paradigm for Preaching*. Grand Rapids, MI: Zondervan, 2014.
- Taylor, Barbara Brown. *The Preaching Life*. Cowley Publications, 1993.
- Torrance, Thomas F. *Preaching Christ Today: The Gospel and Scientific Thinking*. Grand Rapids, MI: Eerdmans, 1992  
Grand Rapids, MI: Eerdmans, 1994.
- Truby, John. *The Anatomy of Story: 22 Steps to Becoming a Master Storyteller*. New York, NY: Farrar, Straus & Giroux, 2007.
- Walsh, John. *The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story*. Chicago, Ill: Moody Publishers, 2014.
- Willimon, William H. *The Intrusive Word: Preaching to the Unbaptized*. Grand Rapids, MI: Eerdmans, 1992  
Grand Rapids, MI: Eerdmans, 1994.
- \_\_\_\_\_. *Peculiar Speech: Preaching to the Baptized*. Grand Rapids, MI: Eerdmans, 1992.
- Willimon, W.H. *et al.* *Preaching to Strangers: Evangelism in Today's World*. Louisville, KY: Westminster John Knox Press, 1991.

## Ambrose Policies & Procedures

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

### Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported

to the Academic Dean and become part of the student's permanent record.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/academics/academic-calendar>

### Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and registrar. Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- g. all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

## Academic Success and Supports

### Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique



environment of a postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

### **Ambrose Writing Services**

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/sas/writing-services>

### **Ambrose Tutoring Services**

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled

at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

### **Mental Health Support**

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

#### On Campus:

- Counselling Services: [ambrose.edu/counselling](https://ambrose.edu/counselling)
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at [ambrose.edu/wellness](https://ambrose.edu/wellness).
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.

#### Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

### **Sexual Violence Support**

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – [ambrose.edu/sexual-violence-response-and-awareness](https://ambrose.edu/sexual-violence-response-and-awareness).

#### Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888