



<b>Course ID:</b>	<b>Course Title:</b>	<b>Winter 2021</b>
PR610	Just Say the Word: Expository Preaching	<b>Prerequisite:</b> PR 501 or PR 510 and NT 502 or OT 502
		<b>Credits:</b> 3

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Thursdays	<b>Instructor:</b>	Mark Buchanan, BFA, MCS	<b>First day of <i>this</i> class:</b>	Wed., Jan 14
<b>Time:</b>	3:15-6:15 PM	<b>Email:</b>	mbuchanan@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Jan 24
<b>Room:</b>	A2210	<b>Phone:</b>	403-410-2000, ext 7907	<b>Last day to request revised exam:</b>	NA
<b>Lab/</b>	NA	<b>Office:</b>	L2071	<b>Last day to withdraw from course:</b>	Mon, Mar 19
<b>Tutorial:</b>	NA	<b>Office Hours:</b>	By appt	<b>Last day to apply for coursework extension:</b>	Mon, Mar 29
<b>Final Exam:</b>	NA			<b>Last day of <i>this</i> class:</b>	Wed, Apr 8

### Course Description:

This course develops skills of “bridging” from biblical exegesis to expository preaching. Students will learn deductive and inductive methods of sermon-making. Consideration is also given to the basic principles that guide the effective delivery of the sermon. Opportunities are provided for each student to practice the principles and skills taught.

Does preaching do anything, change anything, make any difference? In a world of high-tech wizardry and media savvy, in a culture of slogan-mongering and spin-doctoring, among a generation polarized, distracted, and suspicious, does the foolishness of preaching make sense anymore: a lone flawed woman or man, armed with no more than an ancient text and the smallness of their own voice, standing up to speak? This course answers with a robust *Yes!* We will explore both the theology and the practice of expository preaching, with an eye toward four things especially: the necessity of preaching, the formation of the preacher, the making of the sermon, and effective ways to connect with listeners.

Prerequisite: PR 501 or PR 510 and NT 502 or OT 502

## Expected Learning Outcomes:

The engaged and attentive student should come away from the course with the following:

1. A theology of preaching that is rooted in both Scripture, history, and experience.
2. A deepened conviction about the call of the preacher and the need for preaching.
3. An appreciation and understanding of the role of preaching in the mission, formation and identity of the Church.
4. An appreciation and understanding of the variety of biblical genres and a sense of the various strategies for preaching each.
5. Sharpened skills for preparing and delivering sermons and connecting with the hearts and minds of listeners.

## Required Texts:

- Johnson, Darrell. *The Glory of Preaching: Participating in God's Transformation of the World*. Downers Grove, Ill: IVP Academic, 2009.
- Long, Thomas G. *The Witness of Preaching*, 2<sup>nd</sup> Edition. Louisville, KY: Westminster Knox Press, 2005
- Willimon, William. *Proclamation & Theology*. Nashville, TN: Abingdon Press, 2005.

## Course Schedule:

Jan	14	The God Who Speaks
	21	The Calling & Forming of a Preacher
	28	From Text to Pulpit, Part I
Feb	4	From Text to Pulpit, Part II
	11	From Text to Pulpit, Part III
	18	<b>NO CLASS: READING WEEK</b>
	25	Connecting with Hearts & Minds
Mar	4	Beginnings, Endings & Transitions
	11	Language, Stories, Illustrations, Implications, Applications
	18	Preaching Genre: Genesis, Law, History + In-Class Sermons
	25	Preaching Genre: Various OT + In-Class Sermons
Apr	1	Preaching Genre: Various NT + In-Class Sermons
	8	Practical & Q&A ( <b>NOTE</b> : Class starts at 4:00 pm; no break)
	15	Conclusions

## Course Requirements:

1. **Reflect** (Worth 10%; potential Learning Outcomes 1-5; Due Wednesday, January 27, 5 PM)  
Write a 700-word paper on your current philosophy of preaching. (Use formatting guidelines).
2. **Summarize** (Worth 10%; potential Learning Outcomes 1-5; Due Wednesday, February 24, 5 PM)  
Write a 1-page (1.5 spacing, 12 pt. *New Times Roman, Ariel* or *Garamond*) précis of 2 of the required texts. This is strictly a summary of the book's thesis and how its contents argue the thesis; this is not a critique, an analysis, a reflection, or a response (see Moodle for guide).

**Or**

Write an 800-1000 word summary, response and critique of one of the required texts. (Use formatting guidelines).

**Or**

Write an 800-1000 word summary, response and critique of a book of your choosing, in consultation with the instructor. (Use formatting guidelines).

3. **Video Preach** (Worth 15%; potential Learning Outcomes 2-5; Due Wednesday, March 17, 5 PM)

Prepare and deliver (preferably before a live audience) a 15-22 minute sermon. Video and post the sermon on Moodle in two places: i) a forum where fellow students can watch it and comment on it (each student will be required to comment on at least three of their fellow students' sermons); ii) the dropbox for the assignment; include a copy of exegetical notes.

4. **Live Preach** (Worth 25%; potential Learning Outcomes 2-5; Due: Varied dates; see below)

Choose early in the semester a text you want to live in for the next three months. Read it and listen to it in multiple translations, and – if you are able – in its original language (even, attempt your own translation of the passage). Using the various tools you have acquired in this course, prepare, practice, and deliver a 10-12 minute sermon in-class. Your sermon must include a copy for the instructor of your preaching notes (*not* your exegetical notes). A sign up will be distributed on the first day of class to choose one of the following dates: **March 18, March 25, April 1**

5. **Write** (Worth 20%; Potential Learning Outcomes 1-5; Due Wednesday, April 7, 5 PM)

a. Write a 1500-word paper on your developed philosophy of preaching. Demonstrate integration of readings, lectures, discussions, and exercises. (Use formatting guidelines).

**Or**

b. Write a 1500-word paper on one aspect of preaching covered in the course (e.g., genre, textual dynamics, rhetoric, illustrations, formation of the preacher, etc.). Demonstrate integration of readings, lectures, discussions, and exercises. (Use formatting guidelines).

**Or**

c. Write a 1500-word paper summarizing and analysing one biblical sermon (e.g., Deuteronomy, Matthew 5-7, Acts 2, Acts 17, etc.), historical sermon, or contemporary. Demonstrate integration of readings, lectures, discussions, and exercises. (Use formatting guidelines).

**Or**

d. Pitch me an idea....

6. **Read** (Worth 10%; potential Learning Outcomes 1-5; Due Wednesday, April 7, 5 PM)

Select and read from the Recommended Book List enough supplemental reading to total 700 pages for the entire course (students, *in consultation with the instructor*, may select other reading material not listed in the bibliography but pertinent to the course). Total up the page count of all your reading in the provided **Reading Log** posted in **Moodle**.

7. **Participate** (Worth 10%; potential Learning Outcomes 1-5; ongoing)

We will engage in lively discussion and live communication exercises in most classes. Student engagement is essential.

## Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+	
A	Excellent
A-	
B+	
B	Good
B-	
C+	
C	Satisfactory
C-	
D+	
D	Minimal Pass
F	Failure

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g., percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

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

## Evaluation:

<b>Assignment 1: Reflect (10%)</b>	<b>Jan 27, 5 PM</b>
<b>Assignment 2: Summarize (10%)</b>	<b>Feb 24, 5 PM</b>
<b>Assignment 3: Video Preach (15%)</b>	<b>Mar 17, 5 PM</b>
<b>Assignment 4: Live Preach (25%)</b>	<b>varied</b>
<b>Assignment 5: Write (20%)</b>	<b>Apr 7, 5 PM</b>
<b>Assignment 6: Reading Log (10%)</b>	<b>Apr 7, 5 PM</b>
<b>Assignment 7: Participation (10%)</b>	<b>ongoing</b>

## Submission of Assignments & Formatting Policy:

Please submit all assignment **in Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than 5 PM on due date; see **Late Policy** below). **INCLUDE** your first and last name at the **BEGINNING** of the file name as well as the assignment name – i.e., SallyJonesFormationAssignmentb.doc

All papers must:

- 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 the general sense. 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.

### Late Policy:

Deadlines are valuable for several reasons. Here are three:

- **Deadlines honour the instructor's time.** They allow me to adequately schedule my time to grade and return your work in a timely and thoughtful manner
- **Deadlines mimic reality.** Most of your life involves hard deadlines - mortgage payments, project assignments, work schedules. This is like that
- **Deadlines 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. **NOTE: life's general busyness or poor time management do not count as life crises**) 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 5 PM on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with me (and on final assignments with the Registrar), will automatically receive an F.

### DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

#### Bibliography of Recommended Works:

- Achtemeier, Elizabeth. *So You're Looking For a New Preacher*. Grand Rapids, MI: Eerdmans, 1992 Grand Rapids, MI: Eerdmans, 1991.
- 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.
- 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.
- \_\_\_\_\_. *Preaching the Literary Forms of the Bible*. Minneapolis, MN: Fortress Press, 1988.
- \_\_\_\_\_. *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.
- Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass, 2007.
- 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.
- Stewart, James S. *Heralds of God: A Practical Book on Preaching*. Vancouver, BC: Regent College Publishing, 2001.
- 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.
- 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.
- \_\_\_\_\_. *Preaching to Strangers: Evangelism in Today's World*. Louisville, KY: Westminster John Knox Press, 1991.

## Ambrose University Academic Policies:

### 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. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders

will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. 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).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### 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 college. 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.

**Note:** Students are strongly advised to retain this syllabus for their records.