

Course ID:	Course Title:	Fall 2023
PR510	Introduction to Preaching & Communication	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-Person	Instructor:	Mark Buchanan	First Day of Classes:	Sept 8
Days:	Friday	Email:	mbuchanan@ambrose.edu	Last Day to Add/Drop:	Sept 17
Time:	12:45-3:45	Phone:	403-410-2000, ext 7907	Last Day to Withdraw:	Nov 20
Room:	RE 110	Office:	L2071		
Lab/Tutorial:	None	Office Hours:	By appointment	Last Day to Apply for Extension:	Dec 3
Final Exam:	None				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

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: awaken or anesthetize us, but instead lull us along, and then quickly fade from memory.

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, with a secondary focus on skills for crafting good talks. Student will learn how to speak in various contexts with confidence, clarity, brevity, and impact.

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

- A basic 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 basic understanding of the ways various speech forms can be used to do create effective and affective talks.

- A basic understanding and appreciation for his or her unique voice, style, and personality, and how to honour these without indulging them.
- Basic skills in using several speech forms.
- Basic skills in good storytelling.
- Basic skills in crafting compelling talks.

Required Textbooks

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

Recommended Texts

- 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*

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. 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 and performative technique, as well as skills for crafting talks, 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: Class on September 22 will be taught by Dr. Ric Strangway; Class on November 3 will be taught by Pastor Ian Trigg.

Requirements

NOTE: DO NOT EXCEED WORD or TIME LIMITS

1. Each student will choose one of the following assignments (**Monday, Oct 2, 5 PM**; worth 15%):
 - 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 issue (gender politics, critical race theory, queer theory, non-binary identity, cybercurrency, food security, veganism, reconciliation with indigenous communities, the demise of democracy, the politics of pandemics, the global economy, the rule of corporations, etc.) to a Christian audience.

Or

- f. Any of the above delivered orally, recorded, and downloaded. Must not exceed 10 minutes.

Or

- g. 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 13, 20, 27 – 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 23, 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 20, 5 pm; If talk is presented in-class, a date in November to be determined with the instructor**; worth 25%).
5. Each student will complete at least 700 pages of reading (this includes required texts) and submit a reading log (**due Monday, Dec 4, 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-g	1000-wd paper	Oct 2, 5 PM	15%
2	Talk # 1	Oct 13, 20 or 27	20%
3	Book summary & response	Oct 23, 5 PM	15%
4	Talk # 2 with innovation(s)	Nov 20, 5 PM	25%
5	Reading Log	Dec 4, 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

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Ambrose University Important Policies & Procedures:

Registration

Registration is the process of selecting and enrolling in classes for upcoming semesters. Only students who are registered will be permitted to attend class and receive a grade for the course. You are responsible for ensuring that the courses you take are appropriate for your program, that they do not have any scheduling conflicts, that they have the necessary prerequisites and that they meet all degree requirements.

Withdrawal From A Course

Prior to the Add/Drop deadline: through the student registration system whereby course(s) will be removed with no academic or financial penalty. After the Add/Drop deadline and until the Withdrawal deadline: through submission of the 'Withdrawal from Course' form whereby course(s) will remain on the permanent academic record/transcript with the symbol 'W'. (See ambrose.edu/registrar/request-forms.) Students who withdraw from more than 30 credits attempted at Ambrose University will be required to withdraw from their program. Students considering withdrawing from courses are encouraged to discuss with their Faculty Advisor and/or the Office of the Registrar questions relating to their withdrawal decision specifically relating to financial assistance, study permit requirements, prerequisites for subsequent courses, readmission, and/or graduation timeline. Students who do not formally withdraw from a course are still considered registered in the course, even if they are no longer attending classes. In this case, students will be assigned a grade based on coursework completed as per the course syllabus and are responsible to pay the tuition and fees assessed for the course. Under extenuating circumstances, students may request from the Office of the Registrar a course(s) withdrawal after the Withdrawal deadline and until the last day of classes. Extenuating circumstances typically consider situations such as medical emergencies, compassionate grounds, or unforeseen conditions/situations beyond the students' control that arise after the start of the semester and are considered on a case-by-case basis. Supporting documentation from a physician or Registered Health Professional must accompany this request.

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. If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course. More conditions apply.

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.

Communication

Your Ambrose email account is the University's primary and official mode of communication with you. Information delivered to your

Ambrose email is considered official notification. Ambrose University is not responsible for your failure to receive important information delivered to your Ambrose email.

Lecture Recording

The recording of lectures or any other classroom academic activity, other than an audio recording as an accommodation, is prohibited except at the discretion of the instructor. Any use other than that agreed upon with the instructor constitutes academic misconduct and may result in suspension or expulsion. Permission to allow a lecture recording is not a transfer of any copyrights, so such recordings may be used only for individual or group study with other students enrolled in the same class and may not be reproduced, transferred, distributed or displayed in any public or commercial manner. Student must destroy recordings in any, and all formats at the end of the semester in which they are enrolled in the class. All students recording lectures, must sign the Permission Form to audio record lectures which is available through the Office of the Registrar.

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.

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.

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

- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention Skills and can help you access mental health support. See <https://ambrose.edu/student-life/crisissupport> for a list of staff members.
- For additional wellness resources go to the Ambrose wellness page: <https://ambrose.edu/wellness>

Off Campus:

- Distress Centre - 403-266-4357
- Alberta Mental Health Helpline - 1-877-303-2642 (Toll free)
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

We are committed to supporting students who have experienced gender based sexual violence in the past or while at Ambrose. Many of the staff, faculty, and student leaders have received Sexual Violence Response to Disclosure training. We will support you and help you find the resources you need and you can access information about reporting. Information about the Sexual Violence policy and on and off campus supports can be found on our website—ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Alberta's Oneline for Sexual Violence - 1-866-403-8000 call or text
- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888
- Chat: www.calgarycasa.com

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