

Course Syllabus
KNP1352HS Basics of Biblical Preaching
Knox College
Toronto School of Theology
Fall 2019

Instructor Information

Instructor: The Rev. Dr. Sarah Travis
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Course Identification

Course Number: KNP1352HS
Course Format: *In-class*
Course Name: Basics of Biblical Preaching
Course Location: Knox College, Room TBA
Class Times: Tuesdays 2-4pm

Course Description

This course introduces students to the art and craft of preaching. By the end of the course, students will have the basic skills to create and deliver sermons rooted in the biblical text. The context of congregations and the social location of preachers will be taken seriously, along with a variety of patterns and approaches to sermon preparation. Students will engage with examples of excellent preaching, with the goal of beginning to develop their own style of sermon preparation and delivery.

Course Resources

On Reserve in the Caven Library:

Allen, Ronald J. *Patterns of Preaching: A Sermon Sampler*. St. Louis: Chalice Press, 1998.

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

Travis, Sarah. *Preaching the Good News: A Preaching Handbook for Presbyterians in Canada*. Available for free download from Presbyterian.ca

REQUIRED READING (these will be made available to you):

Allen, Ronald J. *Preaching is Believing: The Sermon as Theological Reflection*. Louisville, KY: Westminster John Knox Press, 2002. Chapters 1 and 2.

Fry Brown, Teresa. *Delivering the Sermon: Voice, Body and Animation in Proclamation*. Minneapolis, MN: Fortress Press, 2008. Chapter 3 and 5.

Taylor, Barbara Brown. *The Preaching Life*. Boston, MA: Cowley, 1993. Chapter 7.

Resources for exegetical paper are identified on page 3 of this syllabus.

Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>. Students who have trouble accessing Quercus should ask Joan Pries for further help.

Course Learning Objectives/Outcomes

By the end of the course, students will:

- articulate the practice of preaching in terms of its relationship to ministry and theology.
- Critically evaluate effective preaching and discuss the practices of effective preachers that will enhance their own sermons.
- Describe various patterns of preaching, prepare a sermon based on a particular pattern.
- Identify contextual nature of preaching by reflecting upon the local and global context of the congregation.
- Demonstrate a working knowledge of exegesis for the preaching task by writing an exegetical paper based on Thomas Long's exegetical method and applying Long's method to sermon development.
- Practice the art of preaching a sermon by preparing and delivering a funeral homily and a full-length sermon.

Evaluation

Requirements

The final grade for the course will be based on evaluations in five areas:

1. Participation 10%
2. Patterns of Preaching 10%

3. The Funeral Homily 20%
4. Exegetical exercise 30%
5. Preparation, Delivery and Assessment of Sermon 30%

ASSIGNMENTS: DETAILS AND DUE DATES

1. Participation

We learn to preach by listening to preachers. We learn to preach by reflecting and conversing about the nature of God's action in the world. In this class we will listen and read, reflect and engage in conversation. I expect that you will come to class each week prepared to discuss the readings for the week. I expect that you will pay attention to sermons we watch/listen to, and offer your opinions and questions.

Evaluative Criteria: Contribution to class discussions, preparation of peer evaluations, familiarity with course readings and materials, attendance (including punctuality).

2. Patterns of Preaching Exercise

- Choose 3 patterns from Allen that are most appealing to you.
- For each of 3 patterns: i) In a paragraph, briefly describe the pattern, ii) explain the benefits and disadvantages of the pattern.
- Explain which pattern you think you will like to use for your sermon, and why.

Assignment is 3 pages (total).

Evaluative Criteria: quality of description, quality of writing, grasp of benefits/disadvantages, effective use of pattern in creating sermon outline.

Due: October 15

3. Prepare and Preach a Funeral Homily

- Imagine that a member of your congregation has died, and you have been asked to deliver the funeral homily. Invent the circumstances of the man's death and the family context. Choose an appropriate biblical text, and prepare a homily to be preached to the class. The homily should be 5 MINUTES MAXIMUM.
- Write a one page description of a) the circumstances of the death; b) the family context of the deceased; c) the location of the funeral (i.e. Funeral home/ church/ graveside); d) why you chose this particular scripture text.

Evaluative Criteria: Use of biblical text; Clarity of theological reflection, Impact on listeners; effectiveness of delivery, pastoral responsiveness.

Due: November 5

The one page description is due the day your sermon is preached.

4. Exegetical Paper

- This assignment will provide the exegetical basis for the sermon you will preach at the end of the course, and is based on The New Common Lectionary Texts, Year C, Matthew 2: 13-23. This is the lectionary text for Sunday, December 29, 2019. The form of this paper is **to follow Long's Exegetical Method for Preachers**. This means that your paper describes your experience with the process of exegesis outlined by Long. You must cite at least **10 sources**, including the resources below: (read the sections of these resources that pertain to Matthew 2).
- **At the end of your paper, add a point-form sermon outline (or a few sentences) based on the Pattern you want to use for your sermon.** Although you identified a pattern in your Patterns of Preaching assignment that you thought you would like to use, it is ok to change your mind and use a different pattern if you feel the sermon moving in a different direction after you have completed the exegetical work.

Brueggemann, C. Cousar, B. Gaventa, C. Newsome, *Texts for Preaching: A Lectionary Commentary based on the NRSV – Year c*. Louisville: Westminster/ John Knox, 1993.

David L. Bartlett and Barbara Brown Taylor, eds. *Feasting on the Word, Year B*. Louisville: Westminster John Knox Press, 2008-2011.

Roger E. Van Harn, ed. *The Lectionary Commentary: Theological Exegesis for Sunday's Text: The Gospels*. Grand Rapids, MI: Eerdmans, 2001.

Evaluative Criteria: breadth of research, clarity of writing, adherence to Long's method, use of sources.

Due: October 29

5. Sermon Preparation, Delivery and Assessment:

Delivery and Assessment:

- a. The sermon should be 14-16 minutes, and is based on Matthew 2: 13-23.
- b. The sermon will follow one of the patterns described by Allen in *Patterns of*

Preaching. The pattern chosen should be clearly marked on the sermon manuscript.

- c. You are not required to preach from a manuscript, but however a manuscript must be prepared and a copy given to the instructor on the day you preach.
- d. Sermon will be watched by the instructor and the class. Member of the class will provide feedback following the presentation of the sermon.
- e. After preaching their sermon, the preacher will **submit a one page self-evaluation** according to the questions provided.

Evaluative Criteria: adherence to time limit; depth and application of biblical exegesis; clarity of thought and language; theology and creativity; delivery; form, focus and function; consideration of context; quality of self- evaluation.

Due: In class: November 25/December 3

Grading System - Basic Degree Students

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

| | |
|-------------|-------------|
| 90-100 (A+) | Exceptional |
| 85-89 (A) | Outstanding |
| 80-84 (A-) | Excellent |
| 77-79 (B+) | Very Good |
| 73-76 (B) | Good |
| 70-72 (B-) | Acceptable |
| 0-69 (FZ) | Failure |

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. [The instructor should stipulate the penalty for late work.] The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar's office in the student's college of registration no later than the last day of exam week in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline

that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work not submitted.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

Plagiarism. Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>.

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

Course Schedule

Week 1

September 10

Welcome to the World of Preaching!

Read: Long, Introduction and Chapter 1.
Travis, Chapter 3, 4, 5.

Lectures:

Introducing the Course and Syllabus
A Short History of Preaching and the Reformed Tradition
What is preaching? Why do we preach?
Engaging and Choosing a Text

Week 2

September 17

Preaching and the Biblical Text

Read: Long, Chapter 2 and 3
Travis, Chapter 6

Lectures:

- The relationship between Bible and Sermon
- Long's Pattern of Exegesis for Preachers

Week 3

September 24

Preparing a Sermon: Patterns, Focus, Function

Read: Allen, Patterns of Preaching: Introduction and Patterns # 1,2,4,11,13,18,23,28,31,34.

Travis, Chapter 9

Long, Chapter 4, 5 and 6

Lectures:

- Sketching some Common Patterns
- The Role of Imagination in Preaching
- Focus and Function
- The funeral homily

Week 4

October 1

The Art of Crafting a Sermon

Read: Long Chapters 7, 8

Travis 10

Lectures:

- Crafting a sermon
- Introductions, Illustrations, Endings

Week 5

October 8

The Art of Delivering a Sermon

Read Long: Chapters 10

Fry Brown: Chapter 3 and 5

Travis: Chapter 11

Lectures:

- Effective 21st Century Preaching
- Finding your voice

Week 6

October 15

Contexts for Preaching

Read: Travis: Chapter 7, 12

Lectures:

- Reading from this place: How do we hear scriptures and sermons based on our social locations?
- Evaluating sermons

Reading Week

Week 7

October 29

Preaching and Theology

Read: Allen, *Preaching is Believing*, chapter 1 and 2

Lectures:

- Preaching as a Theological task

Week 8

November 5

Funeral Homilies: delivered and evaluated in class

Week 9

November 12

Evaluating Sermons

To prepare: Watch sermon

Week 10

November 19

The Preaching Life

Read: Barbara Brown Taylor, *The Preaching Life*, Chapter 7
Long: Chapter 11

Lectures:

- Ongoing Practices of Effective Preachers
- Reflecting on what you have learned, and your growing edge!

Week 11

November 26

Class Sermons

Week 12

December 3

Class Sermons