Course Syllabus
KNP33xx/63xxH
From Model to Sermon
Knox College
Toronto School of Theology
Fall 2019

Instructor Information

Instructor:	Stephen Farris, PhD, Visiting Professor, Knox College
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Course Identification

Course Number:	KNP33xx/63xx
Course Format:	*In-class*
Course Name:	From Model to Sermon
Course Location:	Knox College, Room ?
Class Times:	Wednesday 11:00 AM – 1:00 PM ?
Prerequisites:	At least one Basic Degree course in Homiletics

Course Description

This course is provided for both Basic and Graduate Degree Students in Homiletics.

The "New Homiletic" introduced by Fred Craddock, Eugene Lowry and many other teachers of preaching, vigorously criticized the propositional discursive and deductive preaching normative in much North American Christianity in the first three quarters of the 20th century. Such preaching was often mocked as "Three Points and a Poem." Advocates of the New Homiletic proposed a variety of models to replace that style of preaching. These models tended to be inductive in shape, valued narrative and attended to the form of the Biblical text as well as its content in shaping the sermon. The New Homiletic aimed to evoke an experience of the gospel rather than to teach key propositions about the faith. While the New Homiletic is no longer "new" and propositional discursive preaching has experienced a very considerable revival due to the introduction of Power Point to worship, it remains useful to preachers (and a relief to listeners) to preach in a variety of forms and styles.   Basic Degree students will preach two of the four models. Graduate Degree students will prepare sermons using all four forms and compare, contrast and critically evaluate all four models.

Course Resources

Required Course Texts

- Richard Eslinger, *The Web of Preaching: New Options in Homiletic Method,* (Nashville: Abingdon, 2002) Kindle edition preferred
- Stephen C. Farris, *Preaching that Matters: The Bible and Our Lives,* Louisville: Westminster/John Knox, 1998)

Recommended Texts

- Ronald Allen, Gilbert Bartholomew, *Preaching Verse by Verse* ((Louisville: Westminster/John Knox Press, 1999)
- Ronald J. Allen, *Patterns of Preaching: A Sermon Sampler* (Atlanta: Chalice , 2005)
- David G. Buttrick, *Homiletic: Moves and Structures,* (Philadelphia: Fortress Press, 1987)
- Fred Craddock, *As One Without Authority,* 4th Revised Edition, (Atlanta: Chalice, 2001)
- Fred Craddock, *Collected Sermons of Fred Craddock*, (Louisville: Westminster/John Knox Press 2011)
- Fred Craddock, *The Cherry Log Sermons,* (Louisville: Westminster/John Knox Press, 2001)
- Stephen Farris, *So, Tell Me a Story: The Art of Storytelling for Preac*hers *and Teachers,* (Portland, OR: Wipf & Stock 2018)
- Anna Carter Florence, *Preaching as Testimony,* (Louisville: Westminster/John Knox Press, 2007)
- Eugene Lowry, *The Homiletical Plot, Expanded Edition,* (Louisville: Westminster/John Knox Press, 2001)
- Eugene Lowry, *Doing Time in the Pulpit: The Relationship between Narrative and Preaching* (Nashville: Abingdon, 1985)
- Barbara Lundblad, *Marking Time: Preaching Biblical Stories in Present Tense,* (Nashville: Abingdon, 2007)
- Jerusha Matsen Neal, Anna Carter Florence, *Blessed: Monologues for Mary,* (Portland, OR: Wipf & Stock 2013)
- Edmund Steimle, Morris Niedenthal, Charles Rice, *Preaching the Story,* (Portland, OR: Wipf & Stock 2003)
- Paul Scott Wilson, *The Four Pages of the Sermon, Revised and Updated*, (Nashville: Abingdon, 2018)

Course Website(s)

- Quercus To Be Arranged

Course Learning Objectives/Outcomes

GRADUATE "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
EXPECTATIONS: *In this course students are expected to demonstrate the following:*		
1. Depth and Breadth of Knowledge is defined as a set of increasing levels of understanding within a student's area of specialization, methodologies, primary & secondary sources, historical developments and inter-disciplinarity.	Students in this course will study and discuss four recent homiletical models and understand them sufficiently to identify their strengths and weaknesses. Students will recognize the church contexts in which these models originated	Students will read or listen to assigned resources, including sermons, and participate in classroom discussion on these. It is anticipated that students will also gain an understanding of the models not simply from reading about the models but from composing their own sermons using these models and from hearing and evaluating their fellow students' sermons
2. Research and Scholarship is defined as the ability to identify a new or unresolved question, to locate that question within a corpus of scholarly research & assess critically the relevant literature, to adopt a methodology(-ies), and to then formulate a thesis and reasoned argument(s) on the basis of the evidence.	In this course preaching will be considered an act of Biblical and theological interpretation at a practical level. Students will demonstrate attention to and capacity for responsible Biblical interpretation and theological reflection in their own preaching and in their critiques of the preaching of others. GD students will demonstrate and extended understanding of the theoretical bases of the models,	BD students will write a Biblical Preparation paper on the text on which their first sermon is based. GD students will present an integrative paper on the models at the conclusion of the course. All students will be expected to display in their preaching the results of scholarship appropriate to their academic level.

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3. Level of Application of Knowledge is defined as the ability to engage in self-directed or assisted research, and the ability to produce innovative or original analysis within the context of graduate seminars and courses. In some cases this includes the application of a research language.	Preaching is a performance art. Basic Degree students will preach sermons recognizably shaped according to two models. Graduate Degree students will preach using four models	Student preaching sessions. Critique by instructor and fellow students
4. Professional Capacity or Autonomy is defined as the ability to translate the knowledge gained in other research or professional settings, e.g., to undertake further studies in their area of concentration; or to enter or return to other professional vocations for which an advanced understanding of Theological Studies is necessary or beneficial.	Homiletics is by its nature a synthetic discipline. Effective preaching brings together a wide variety of capabilities, among them skill in Biblical interpretation, theological analysis, understanding of the contemporary context and communication skills. Student sermons must display skills in all these areas, appropriate to their academic level, even though not all of these matters will form part of the instructional material of the course.	BD students will prepare a Biblical preparation paper. Instructor will note and comment on these matters in evaluation periods.
5. Level of Communication Skills is defined as clear and effective communication in both oral and written forms; the construction of logical arguments; the making of informed judgments on complex issues; and facility with standard conventions of style for scholarly writing. Cohort formation is a component of all graduate programs.	Preaching is the most visible and often most valued form of communication in many ministries. Improving one's ability to engage in "clear and effective communication" is the primary aim of the course. Clarity in communication, as judged by the instructor, is essential to successful completion of the course.	The preaching and evaluation of two or four sermons is the primary assignment and form of evaluation of the course.
6. Awareness of the Limits of Knowledge is defined as the recognition that Theological	Students will demonstrate awareness that preaching is an art which requires knowledge	Students will demonstrate sufficient mastery of a limited number of homiletical models to be able to use them within the

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Studies is a complex discipline, comprising: a broad array of subject areas; methods and sources; various ecclesiastical traditions and social contexts; and, insights from other disciplines.	and capabilities drawn from a variety of theological disciplines but is in the end a spiritual act of oral communication in the life and mission of the church. The effectiveness of preaching is ultimately not determined by mastery of technique.	practical constraints of life in the church, with due attention to the most common contexts for preaching, "the Lord being their Helper."

Evaluation

Requirements

For Basic Degree Candidates

(1) *Participation (10%) – In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to make regular use of a variety of commentaries and other scholarly resources in the preparation of their sermons. Classroom participation will include critique of student sermons and presentations.*

(2) *Biblical Preparation (20%) – Students will present a study of the Biblical text chosen for their first sermon, using a form supplied by the instructor. The form will be a shortened version of the method of moving from text to sermon described in Preaching that Matters*

(3) *Two Sermons (60%) – Students will preach either once or twice in class, depending on the number of participants. Each sermon must be preached using a different model presented in class. A manuscript of the sermon must be submitted at the time of preaching. If there is time only for one sermon to be preached in class, the second sermon will be submitted in writing to the instructor. One sermon must be prepared on each Testament. Time to be arranged.*

(4) *Reflection Paper (10%) A 2-4 page reflection on the experience of preaching using their chosen model. Students should reflect on the strengths and weaknesses of the model and the usability or lack thereof of the model for their preaching. This paper is due one week after preaching in class. Note: only one such paper is required in the course.*

For Graduate Degree Candidates

(1) _Participation (10%)_ – _In addition to participating in the regular activity of the class, including the reading of the required texts, students are expected to make regular use of a variety of commentaries and other scholarly resources in the preparation of their sermons. Classroom participation will include critique of student sermons and presentations._

(2) _Four Sermons (60%)_ – _Graduate Degree candidates will prepare one sermon on each of the four models presented in class. Students will preach either once or twice in class, depending on the number of participants. Each sermon must be preached using a different model. A manuscript of the sermon must be submitted at the time of preaching. At least sermon must be prepared on each Testament. Time to be arranged._

(3) _Integrative Paper_ (30%)- _A 20 page paper on the homiletical usefulness of the four models considered in the course._

Although Graduate Degree students are not required to present a Biblical presentation paper, all sermons are expected to be Biblically and theologically informed and responsible.

* Note to all students. Successful sermons must display effective communication skills, responsible Biblical and theological interpretation and also understanding and understanding of the relevant model.

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

Grading System - Graduate Degree Students

5000, 6000 and 7000 level courses use the following alpha grading scale;

A+	(90-100)	Profound & creative
A	(85-89)	Outstanding
A-	(80-84)	Excellent
B+	(77-79)	Very Good
B	(73-76)	Good
B-	(70-72)	Satisfactory at a post-baccalaureate level
FZ	(0-69)	Failure

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

Late Work: Sermons must be preached on the date agreed on with the instructor. The only acceptable reasons for not doing so, would be those that would also be acceptable in a parish etc for not appearing to lead public worship and to preach. Late submission of other assignments must be arranged with the instructor, in light of the general rules of TST.

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. Course grades may be adjusted where they do not comply with University grading policy (http://www.governingcouncil.utoronto.ca/policies/grading.htm) 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 Christin ethics. Likewise, copying sermons or substantial sections of sermons will also be considered plagiarism. Quotations or other borrowings in a sermon must be acknowledged orally in the course of the sermon. If in doubt about the appropriateness of the use of such materials, students are urged to consult the instructor

The instructor will follow the relevant regulations of TST and the University of Toronto in cases of plagiarism. 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 should 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

Please note that the required readings from secondary literature are both provisional and incomplete. These readings will be specified in the final draft of a syllabus.

Week 1
North American preaching at the inception of the New Homiletic.
Read the sermon, "Three Dimensions of a Complete Life" in preparation for class. (See course website.)
The characteristics of Propositional Discursive Preaching
Review of the Four Pages method of Paul Scott Wilson.

Week 2
Inductive Preaching, Fred Craddock and Eugene Lowry.
Read the assigned passages from Eslinger and from Craddock, *As One Without Authority.* GD students also read passages from Lowry *The Homiletical Plot*
Listen to Craddock, "When the Roll is Called Down Here." See website.

Week 3
Preaching in Moves, David Buttrick,
Read sections on Buttrick in Eslinger. GD students read section on Moves in Buttrick, *Homiletic.*
Read Sermon on Sacrifice of Isaac
Assign preaching dates.

Week 4
Preaching the Story. Read the material on Charles Rice supplied on course website
Read two sermons by Rice from course site. GD students read assigned sections of Barbara Lundblad.

Week 5
Preaching as Running Commentary, Read assigned sections of Allen and Bartholomew, Read assigned sermons. GD students, find a sermon by John Calvin and compare it to the work of Allen and Bartholomew.

Biblical Preparation Papers due.

Week 6

Depending on class enrolment, either student preaching or a session on the implications of Power Point (or equivalent programs) for preaching and for the New Homiletic. Find and watch three sermons on the internet which make use of Power Point

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Week 7

Student Preaching and Evaluation

Week 8

Student Preaching and Evaluation

Week 9

Student Preaching and Evaluation

Week 10

Student Preaching and Evaluation

Week 11

Student Preaching and Evaluation

Week 12

Student Preaching and Evaluation
Class Summary

Graduate Degree students will be offered up to three optional one hour tutorial sessions with the instructor, times to be arranged.