

Course Syllabus
KN5331H – Preaching Luke-Acts
Knox College
Toronto School of Theology
Fall 2020

COVID-19 Notice: *As a result of public health events requiring physical distancing, this course is offered using a remote delivery method. In this circumstance, the course outcomes and requirements will remain unchanged, but some accommodations may be made in the areas of content delivery and the manner of assessment. This format will require a computer with a webcam and microphone as well as access to high speed internet. If you have questions about what remote delivery might mean for you, please feel free to contact the course instructor or the Knox College registrar.*

Instructor Information

Instructor: Stephen Farris, PhD, Visiting Professor
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Course Identification

Course Number: KN5331H
Course Format: *Distance education as determined by TST*
Course Name: From Model to Sermon
Course Location: Knox College, Room 3
Class Times: Tuesday 11:00 AM -1:00 PM, consultations as arranged
Prerequisites: At least one Basic Degree course in Homiletics

Course Description

This course is provided primarily for Advanced Degree Students in Homiletics. It may also be useful for students in other areas with an interest either in preaching or in the work of the Third Evangelist. This course is intended to deepen students' knowledge of Luke-Acts, to increase the effectiveness of the preaching of class members and to prepare them to teach others to preach faithfully and effectively from texts in Luke-Acts. *The course will focus on learning and/or creating appropriate and broadly teachable methods of moving from text to sermon, as informed by materials in Luke-Acts*

The Gospel of Luke and its companion volume, the Acts of the Apostles constitute more than a quarter of the New Testament as a whole. These writings also have provided the source material for a proportion of the preaching of the Christian Church which cannot be accurately estimated but is certainly very large. Luke-Acts has also provided almost the entire framework from which the Church year was created. (The chief exception is Epiphany.) It therefore has a key role in the life of many Christian traditions. While it cannot be argued that the creation of the Church year was an aim of the author of Luke-Acts, consideration of the way Luke uses and arranges time may be one useful lens with

which to examine this work and also to link to contemporary listeners to preaching, especially in traditions which follow the church year. It is worth noting that the pivotal 20th century study of the theology of Luke by Hans Conzelmann was titled, *Die Mitte der Zeit*, literally, The Middle of Time. Conzelmann’s analysis of Luke’s understanding of salvation history has been thoroughly challenged but it remains testimony to the importance of time in Luke-Acts. A possible subtitle for the course would therefore be *Preaching Luke-Acts, Just in Time*.

Course Resources

Required Course Texts

- Ronald J. Allen, *Preaching Luke-Acts* (Atlanta: Chalice- Lucas Park Books, 2014)
- E. F. Davis and R. B. Hays (eds.), *The Art of Reading Scripture*. (Grand Rapids: Eerdmans, 2003)
- Stephen C. Farris, *Preaching that Matters: The Bible and Our Lives*, Louisville: Westminster/John Knox, 1998)
- David Jacobsen and Gunter Wasserberg, *Preaching Luke-Acts*, (Nashville: Abingdon, 2001)
- See also David Fleer and David Bland, *Preaching from Luke-Acts*, Abilene, TX: Abilene Christian University, 2000
- Introductory bibliographical material is available in the works noted above in but please note that the creation of an annotated bibliography is part of a major assignment of the course.

Course Website(s)

- [To Be Arranged](#)

Course Learning Objectives/Outcomes

Each graduate program has detailed statements of “degree level expectations” (goals and outcomes) found in the respective program Handbooks. The harmonized course goals and outcomes (below) describe the level of knowledge and skill that will be characteristic of a typical graduate of the program. Instructors are required to develop a statement of learning outcomes for each course. These outcomes will provide benchmarks for course evaluation/grading and program assessment. Doctoral students are typically required to demonstrate higher levels of ability or expertise.

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></p>		
<p>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</p>	<p>Students in this course will study and discuss a variety of texts in Luke-Acts so that they can demonstrate sufficient knowledge of the work of the Third Evangelist to prepare an MDiv level course on preaching Luke or Acts.</p>	<p>Students will participate in seminars studying texts in Luke-Acts, apply both in class preparation and in the seminars themselves methods and approaches identified in lectures by the instructor and in secondary reading.</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
developments and inter-disciplinarity.		
<p>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.</p>	<p>In this course preaching will be considered an act of Biblical interpretation at a practical level. Students will demonstrate attention to and capacity for responsible Biblical interpretation in their own preaching and in their preparation for teaching others to preach</p>	<p>Students will identify a variety of methods of moving from text to sermon in homiletical literature, demonstrate and identify their use in sermons and identify or create and subsequently defend a set of questions or steps for the movement from text to sermon which can be taught to MDiv level students. This knowledge will be incorporated in a major paper.</p>
<p>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.</p>	<p>The student will demonstrate familiarity with a variety of scholarly resources, focusing in particular on Luke-Acts, which will be useful in the work of an instructor teaching a course in preaching at the MDiv or equivalent level.</p>	<p>The student will create an annotated bibliography, suitable for distribution to students in an MDiv level course in homiletics, focused on either Luke or Acts</p>
<p>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</p>	<p>Homiletics is by its nature a synthetic discipline. Effective preaching and still more teaching of preaching bring together a wide variety of capabilities, among them skill in Biblical interpretation,</p>	<p>Students will demonstrate capacity in all these areas by creating and defending an outline for a course in basic degree level homiletics.</p>

GRADUATE “DEGREE LEVEL EXPECTATIONS”	CORRESPONDING COURSE GOALS AND OUTCOMES	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<p>vocations for which an advanced understanding of Theological Studies is necessary or beneficial.</p>	<p>theological analysis, understanding of the contemporary context and communication skills.</p>	
<p>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.</p>	<p>Credible teachers of homiletics must themselves be effective oral communicators. In addition to the normal writing and speaking skills required of all graduate students in theology, students will prepare four sermons and deliver at least one, depending on numbers in the course.</p>	<p>At least one sermon will be preached before the class and critiqued by instructor and by fellow students. Remaining sermons will be provided in writing to the instructor and will be critiqued in a conference or conferences, to be scheduled.</p>
<p>6. Awareness of the Limits of Knowledge is defined as the recognition that Theological 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.</p>	<p>Students will demonstrate awareness that preaching is an art which requires knowledge and capabilities drawn from a variety of theological disciplines but is in the end an act of oral communication in the life and mission of the church.</p>	<p>Students will create a set of questions or steps for moving from text to sermon which are capable of being learned by average students and used within the practical constraints of life in the church and with due attention to the most common contexts for preaching.</p>

Evaluation

Requirements

(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 on Luke and Acts. (See also assignment 3 below.) Classroom participation will include critique of student sermons and presentations.

(2) *Sermons (40%)* – Credibility as a teacher of homiletics must include a capacity to preach effectively. Students are expected to prepare four sermons, at least one of which will be preached during a class. The sermons must be accompanied by a short commentary (2 pages maximum) drawing attention to key facets of the movement from text to sermon.

3) *Final paper (40%)* – A substantial scholarly paper of forty to fifty pages outlining and defending a method of movement from text to sermon capable of being taught to typical undergraduate theology students. This method must be biblically and theologically informed and faithful, understandable by the majority of MDiv or equivalent students and brief enough that it could reasonably be used by parish and other clergy in weekly sermon preparation. The student will attach to this paper a course outline for a course on Preaching Luke or Acts, at an MDiv or equivalent level. The paper must also include an annotated bibliography suitable for distribution to the proposed course. A preliminary draft of this assignment will be presented orally in class at a time to be arranged with the instructor.

Grading System

A+ (90-100)
A (85-89)
A- (80-84)
B+ (77-79)
B (73-76)
B- (70-72)
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 Christian ethics. Likewise, copying sermons or substantial sections of sermons will also be considered plagiarism. Quotations or other borrowings must be acknowledged orally in the course of the sermon.**

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

Introduction to the course and to the Gospel of Luke,
Read the Gospel of Luke. Read the sections on Luke in Allen and in Jacobsen & Wasserberg

Week 2

Moving from Text to Sermon, some key methods
Read Farris, *Preaching that Matters*, pp. 29-124

Week 3

Preaching during Advent
Read Luke 1, also Raymond Brown, *Birth of the Messiah*, sections on Luke 1., Farris, *The Hymns of Luke's Infancy Narrative* pp. 99-142, 151-160

Week 4

Preaching at Christmas,
Read Luke 2, also Raymond Brown, *Birth of the Messiah*, sections on Luke 2., Farris, *The Hymns of Luke's Infancy Narrative*, 143-150

Week 5

Preaching in Ordinary Time, The Journey Narrative in Luke, Read Luke 9:51-19:27

Week 6

Preaching Passion and Resurrection,
Read Luke 22:1-24:49, Also Richard Hays, "Reading Scripture in Light of the Resurrection," in E. F. Davis and R. B. Hays (eds.), *The Art of Reading Scripture*. Grand Rapids: Eerdmans, 2003. Pp. 216-38.

Week 7

Introduction to the Acts of the Apostles,
Read the Acts of the Apostles.
Read the sections on Acts in Allen and in Jacobsen & Wasserberg.

Week 8

Preaching Ascension and Pentecost,
Read Luke 24:44-53, Acts 1,
Student Sermon(s) on Luke-Acts, as scheduled

Week 9

Preaching Ordinary Time, the Life and Mission of the Church in Acts
Read Acts, 10:1-11:18
Student Sermon(s) on Luke-Acts, as scheduled

Week 10

Proclamation Outside the Walls A, An exploration of communication in non-traditional worship Read
Read Acts 16:11-40
Student Sermon(s) on Luke-Acts, as scheduled

Week 11

Proclamation Outside the Walls B, An exploration of communication in public settings

Read Acts 17:16-33
Student Sermon(s) on Luke-Acts, as scheduled

Week 12
Presentation of Preliminary Drafts of major papers.