

**Course Syllabus**  
**KNP3372HS– Worship and Preaching Practicum**  
**Knox College**  
**Toronto School of Theology**  
**Winter 2026**

***Instructor Information***

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Instructor: Emily K. Bisset, B.A., M.Div, Th.D (homiletics)  
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***Course Identification***

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Course Number: KNP3372HS  
Course Format: In Class  
Course Name: Worship and Preaching Practicum  
Course Location: Room TBD  
Class Times: Tuesdays 10am-1pm  
Prerequisites: An introductory course in worship. An introductory course in preaching.  
*It is highly recommended that students be in or have completed their TFE placement, have completed a basic theology course (Reformed Theology or equivalent), and an introductory course in New Testament.*

***Course Description***

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This course is an advanced practicum in preaching and worship. It is intended to provide opportunities for practicing liturgical leadership and preaching within the class setting. Students will explore best practices for planning and preparing sermons and worship services, with an emphasis on collaboration. Students will craft holistic worship services with attention to Sacraments, technology, universal design, denominational resources, and topics such as reconciliation, multicultural worship, funerals, weddings, and intergenerational worship.

This course engages with the theme of Ministry in the post-Christendom and Ecumenism context in the Knox MDiv.

***Course Resources***

**Required Course Texts/Bibliography**

- Thomas H. Troeger and Leonora Tubbs Tisdale, *A Sermon Workbook: Exercises in the Art and Craft of Preaching* (Nashville, TN: Abingdon Press, 2013)

- Anna Carter Florence, *Rehearsing Scripture: Discovering God's Word in Community*, (Grand Rapids, MI: William B. Eerdmans Publishing Company, 2018)
- Kimberly Bracken Long, *The Worshiping Body: The Art of Leading Worship*, (Louisville, KY: Westminster John Knox Press, 2009)
- William S. Kervin, *Gathered for Worship: A Sourcebook for Worship Committees, Leaders, and Teams*. Toronto: United Church Publishing House [UCPH], 2010.
  - <https://ucrdstore.ca/products/gathered-for-worship-a-sourcebook-for-worship-committees-leaders-and-teams?variant=43833230131363>

#### Recommended Course Texts

- Ruth C. Duck, *Worship for the Whole People of God, Second Edition*, (Louisville, KY: Westminster John Knox Press, 2021)

#### Online Liturgical Resources

##### **The Presbyterian Church in Canada**

<https://presbyterian.ca/worship/> including, but not limited to, the worship planners, the PCC Book of Common Worship, seasonal resources, occasional prayers.

<https://presbyterian.ca/justice/social-action/> including, but not limited to, indigenous ministry and gender sexuality and inclusion.

##### **The United Church of Canada**

<https://united-church.ca/worship>

##### **The Presbyterian Church (USA)**

<https://pcusa.org/resource/planning-worship>

<https://pcusa.org/worship-with-us/worship-service-materials>

##### **The Revised Common Lectionary**

<https://lectionary.library.vanderbilt.edu/>

#### Course Website

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 experiencing difficulties accessing Quercus should contact the registrar's office of their college.

#### ***Course Schedule (subject to change)***

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##### **Week 1**

*Tuesday, January 6*

##### **Course introduction**

*Sermon Workbook* (assignments due by January 12)

\*Chapter 1, "Hallmarks of Good Preaching"

\*Chapter 2, "Diversity of Preaching"

Reading: Ruth Duck, *Worship for the Whole People of God*

*Chapter 3 Diverse Worship, pgs. 35-59*

**Third Hour Workshop:**

Writing style sermon/prayers

*Sermon Workbook*: Chapter 16, "Oral/Aural Speech for Preaching"

Names for God in Scripture and Hymns

The Ordo (Review)

The Revised Common Lectionary (including Easter texts)

Writing Calls to Worship and Prayers of Adoration

**Week 2**

*Tuesday, January 13*

**Opening: Call to Worship** (student led)

**Preaching and the Bible**

Reading: *Rehearsing Scripture*, chapter 2 and 3

*Sermon Workbook*

\*Chapter 22, "Shifting the Point of View"

Chapter 4 on specific text TBA

**Third Hour Workshop:**

Collective Exegesis

**JANUARY 13: Selection of preaching text for FIRST sermon DUE**

You are expected to do exegetical work for your first sermon, based on Chapter 4 of the *Sermon Workbook* or a similar model such as the one handed out in class. I am not requiring you to turn in this exegesis, as it should largely be review from Basic Preaching. But if I have a question about your sermon, I will ask to see your exegesis on that matter.

**Week 3**

*Tuesday, January 20*

**Opening: Prayer of Adoration** (student led)

**The Biblical Story, our stories and preaching**

Telling the story and engaging with Scripture

Isaiah 6 and Luke 24 and how they shape worship

Reading:

Kimberly Bracken Long, *The Worshipping Body*

Chapter 1, pg. 1-13

Chapter 3, pg. 35-50

Chapter 4, pg. 59-62 only

*Sermon Workbook*

- \*Chapter 17, "Images of God in Everyday Life"
- \*Chapter 23, "What do you see?"
- \*Chapter 27, "Celebration in Preaching"

**Third Hour Workshop:**

Writing Prayers of Confession  
Our own Moth Radio Hour Workshop

**JANUARY 20: SELECTION FOR BOOK REVIEW DUE**

**Week 4**

*Tuesday, January 27*

**Opening: Prayer of Confession** (student led)

**Worship and Preaching and Theology**

Major doctrines of the Reformed tradition,  
Homiletical Theology  
Introduction of the Theological Lexicon/Journal

Reading:

Emily K Rodgers, *Solid Food: The Integration of the Theology of Sanctification and Homiletics to Nurture Congregational Preaching, Dissertation 2007* pgs. 124-132, 151-165 (Distributed)

*Sermon Workbook*

- \*Chapter 11, "Theology and Preaching"
- \*Chapter 26, "Reason and Feeling"

**Third Hour Workshop:**

The distinctively Reformed Prayer: Prayer for Illumination  
Technical vs. Theological vocabulary  
Language for writing and offering public prayer

**Week 5**

*Tuesday, February 3*

**Opening: Prayer for Illumination** (student led)

**Preaching and Your Theology**

Reading:

Kimberly Bracken Long, *The Worshipping Body*  
Chapter 4: pgs. 51-75

*Sermon Workbook*

- \*Chapter 6, "The Role of Imagination in Preaching"
- \*Chapter 12, "Making Theology Incarnate for Preaching"
- \*Chapter 21, "Taking Part in an Experience of God's Living Word"

**Third Hour Workshop:**

Prayer Writing: Prayers of Thanksgiving and Intercession

**Week 6**

*Tuesday, February 10*

**Opening: Prayers of Thanksgiving and Intercession** (student led)

**How can this sermon best be heard?**

*Sermon Workbook*

- \*Chapter 10, "A Repertoire of Sermon Forms"
- \*Chapter 24, "Creating Parables from Life"
- \* Chapter 19, "Images that Compete for Allegiance..."

**Third Hour Workshop:**

Worship leadership Opening, Benediction, and Transitions

**FEBRUARY 10: THEOLOGICAL LEXICON/JOURNAL DUE**

**FEBRUARY 10: PREACHING TEXT FOR SECOND SERMON DUE**

### **Week 7**

*Tuesday, February 24*

**In Class Sermons**

### **Week 8**

*Tuesday, March 3*

**In Class Sermons**

### **Week 9**

*Tuesday, March 10*

**Opening: Prayers of Thanksgiving over the Water** (student led)

**Participating in Worship: Preaching and your Listeners**

Reading:

Kimberly Bracken Long, *The Worshiping Body*

Chapter 5: pg. 76-93

*Sermon Workbook*

- \*Chapter 5, "The Sermons People Receive"
- Chapter 8 (for review), "Exegeting the Congregation..."
- \*Chapter 9, "The Use of Multiple Intelligences..."
- \*Chapter 18, "Congregations as Partners in Preaching"

**Third Hour Workshop: Baptism**

Polity and Theology Review

Liturgy and Prayers for Baptism

Baptism and Context (infant, child, adult)

Baptism of a Beloved Stuffie

### **Week 10**

*Tuesday, March 17*

**Participating in Worship: Preaching and your Listeners**

Reading:

Kimberly Bracken Long, *The Worshiping Body*

Chapter 6: pg. 94-110

Ruth Duck, *Worship for the Whole People of God*  
Chapter 3: Diverse Worship, pgs. 35-59  
*Sermon Workbook*  
Chapter 13 and 14

**Third Hour Workshop: Communion**

Polity and Theology Review  
Children at the Lord's Table  
Eucharistic Prayers (student led)  
Celebration of Communion

**Week 11**

*Tuesday, March 24*

**Weddings and Funerals**

Reading:

Kimberly Bracken Long, *The Worshiping Body*  
Chapter 2: pg. 14-34

*Sermon Workbook*

\*Chapter 15, "Sermon Delivery Options"

**Third Hour Workshop:**

Gender and Sexuality  
Order of Service and Prayers for Weddings and Funerals  
Sermons for Weddings and Funerals

**MARCH 24: BOOK REVIEW DUE**

**Week 12**

*Tuesday, March 31*

**Putting it all together: Preaching and Ministry**

Reading:

Kimberly Bracken Long, *The Worshiping Body*  
Chapter 7: pg. 111-119

*Sermon Workbook*

Chapter 7, "The Weekly Sermon Preparation Process"

\*Chapter 28, "The Hungry Heart"

\*Chapter 25, "The Ambiguities of Tradition"

\*Chapter 29, "The Purposes of Preaching"

**APRIL 7: VIDEO, SERMON MANUSCRIPT, PRAYERS AND NOTES FOR SECOND SERMON DUE**

**Exam Week**

Exam Week (from Monday April 6 – Friday April 10): Sign up for a time to meet with the Instructor for feedback review of Second Sermon

**ALL ASSIGNMENTS FOR THIS CLASS ARE DUE NO LATER THAN FRIDAY APRIL 10 at 9am.**

## Evaluation

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### Requirements

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

**(1) Participation in Class (25%), which includes:**

- a. Completion of the Sermon Workbook Exercises (20%)** – We will be working through the sermon workbook as the backbone of this course. Exercises are required in the chapters that are assigned (unless otherwise noted). The exercises marked with an asterisk (\*) must be turned in to the instructor – either a scanned copy of your handwritten work or an electronic version of your typed work. They will not be assigned an individual grade, but taken cumulatively will comprise 20% of your mark. There are 21 written exercises. You will receive 1 percentage point for each one turned in (which means you can miss 1 without penalty). ***All written assignments from Chapters 16-29 of the Sermon Workbook must utilize the oral/aural style of writing in Chapter 16 of the Sermon Workbook. You will develop your own version/style of this writing as you experiment with it.*** You will often be invited to share your responses in class.
- b. Prayer Leadership in Class (5%)** – Most classes will open with an element of a Reformed Worship service (Call to worship, Prayer of Adoration, Prayer of Confession, Prayer for Illumination, Prayers of Thanksgiving and Intercession, Baptism and Eucharistic Prayer). Students will sign up at the beginning of the semester to lead one of these elements on the assigned day. The prayer will be turned in.

**(2) Theological Lexicon/Journal for Preaching (10%)** – Choose 2 doctrines/theological vocabulary words using the chart of Major Christian Doctrines that we will make together. **Provide a definition of each, in your own words**, citing at least one theological source and one Biblical text that speaks to that doctrine.

*(See recommended theological texts at the end of this document, such as Migliore, McKim, or Buechner.)*

You must write 3 entries in your journal for BOTH doctrines (6 entries in total) that provide an illustration/example/preaching point:

- 1 of the 3 entries should be an item from news/current events.
- 1 of the 3 entries should be a story of a personal encounter/conversation/memory.
- Journal entries do not have to be lengthy, but should be detailed enough to convey the story/idea, make an explicit link to the doctrine, and in a format that could be used as a sermon illustration.

**Due February 10**

**(3) Book Review (15%)** – Students will choose one book from the list below, or speak to the instructor about a homiletical book in an area of interest. Write a review of the book that includes these three components:

- 1. A summary** of the chosen book
- 2. A critical evaluation** of how it is helpful or useful to understanding and engaging in the preaching task
- 3. An assessment of if you would recommend this reading to other preachers and why or why not.**

The book review should be 4-6 double spaced, typed pages in length.

**DUE March 24**

- Blount, Brian K. and Leonora Tubbs Tisdale. *Making Room at the Table: An Invitation to Multicultural Worship*. (Westminster John Knox Press, 2000).
- Buechner, Frederick. *Telling the Truth: The Gospel as Tragedy, Comedy, and Fairy Tale* (HarperOne, 1 Edition, 2009)
- Carter Florence, Anna. *Rehearsing Scripture: Discovering God's Word in Community*, (Grand Rapids, MI: William B. Eerdmans Publishing Company, 2018)
- Childers Jana, ed. *Birthing the Sermon: Women Preachers on the Creative Process* (Chalice Press, 2001)
- Duck, Ruth C. *Worship for the Whole People of God, Second Edition*, (Louisville, KY: Westminster John Knox Press, 2021)
- Hobert, John C. and Alyce McKenzie, *What Not to Say: Avoiding the Common Mistakes That Can Sink Your Sermon* (Louisville, KY: Westminster John Knox, 2011)
- Kim, Grace Ji-Sun Kim and Jann Aldredge-Clanton, eds. *Intercultural Worship: Hope for a Changing World*. Judson Press, 2017.
- Travis, Sarah. *Unsettling Worship: Reforming Liturgy for Right Relations with Indigenous Communities* (Cascade Books, 2023)

**(4) In class Sermon 1 (20%)** – The first sermon will be preached in class and a written manuscript will be submitted. The text for the first sermon must be a Gospel text from January –March 2026 (Year A). The lectionary can be found here:

<https://lectionary.library.vanderbilt.edu/>

**Text selection is due by January 13.** A written sermon manuscript is required. The audience for this sermon can either be the class or for a congregational context. Please specify your intended audience.

In addition to preaching the sermon, you will read the Scripture text your sermon is based on.

- The evaluative focus of this first sermon is the content with a particular focus on how the sermon works with the Biblical text and expresses theology in an authentic and engaging voice.
- The focus and function, along with a theological theme examined in the sermon, should be printed at the top of each page.
- The sermon should be written in the oral/aural style of writing as demonstrated in the Sermon Workbook in Chapter 16.
- It should be about 10-12 minutes in length (4-6 written pages, depending on your style)

**(5) Congregational Sermon and Prayers (30%)** –Students will preach a sermon and write liturgy to accompany it (including Prayer of Adoration and Confession, Prayer for Illumination, and Prayers of Thanksgiving and Intercession). Students will preach the sermon, and if possible offer the prayers they have written, in a congregational setting (TFE placement, home congregation, work congregation) and submit a video of the service. Many congregations have technology for recorded or livestream (with recording available). If you do not have an opportunity to preach, please speak to the instructor as I may be able to arrange an opportunity for you. (Least preferred option, use only if all other possibilities have been exhausted: If you cannot find a preaching opportunity, you may video your sermon and prayers on your own and submit it; however, you must have a congregational context in mind. To utilize this option, you must have the permission of the Instructor.)

Text selection is due by February 10. **You must preach an Old Testament or Gospel text.**

Ideally, the sermon should be preached between March 15 and April 5. Sermons preached/recorded before March 8 or after April 5 will not be accepted.

The evaluative focus of the second sermon will include Biblical exegesis and theology, but will also include more emphasis on connecting with the listener, sermon form and effective delivery.



- The congregational context should be summarized and included at the beginning of the written sermon (name of congregation, relevant demographics, how you are connected, etc.).
- The theological doctrine you are seeking to include should be written at the top of each page.
- The prayers should correspond with the theme of the sermon and include the elements that we will study in class for each prayer.
- The sermon and the prayers should be written in the oral/aural style of writing as demonstrated in the Sermon Workbook in Chapter 16.
- **The video, along with a manuscript of the sermon (even if a full manuscript is not used in the pulpit, the prayers, and any rough notes the students made in preparation for the sermon in terms of exegesis or in consultation with resources, including the Sermon Workbook, must be submitted to the instructor no later than Tuesday April 7**
- The recorded sermon will be reviewed and evaluated through a required one-on-one meeting with the student and instructor sometime during exam week, between Tuesday April 7 and Friday April 10.

**ALL ASSIGNMENTS FOR THIS CLASS ARE DUE NO LATER THAN FRIDAY APRIL 10 at 9am.**

#### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale:

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
FZ	(0-69)	Failure

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

### ***Policies***

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***Class attendance.*** Students are expected to conduct themselves in a manner congruent with the vocation they are seeking to enter and in which they desire to give leadership. To that end, it is a regulation of Knox College that a minimum of approximately 80% attendance at courses (10 of 12 weeks) is required for credit; 100% attendance is expected at seminar courses. Habitual lateness for class will be counted as absence.

Teaching and learning are interactive, not passive, activities. Therefore, students may not “attend” an in-person class through unauthorized audio or video streaming or by watching or listening to a recording; instructors are not obligated to record or permitted to stream their in-person classes. Online classes that include a synchronous video component require the same level of attendance as an in-person course, and students may not “attend” by watching or listening to a recording. Online classes that include an asynchronous component require participation in all the activities for each week or module to meet the attendance requirement. Students requiring accommodations to attend class must

present medical and/or Accessibility Services documentation that outlines the type and duration of accommodation(s) required.

**Class recording.** Much of the learning that goes on in the virtual or in-person classroom is founded upon mutual disclosure that takes place between instructor and student, and between students. Parties outside of this learning community have not committed themselves to this relationship of trust. A student without an approved accommodation who wishes to make an audio recording of an in-person class must secure the agreement of the instructor and all classmates; livestreaming and video recordings are not permitted. Online video-streamed classes may be recorded at the discretion of the instructor. Personal recordings may be used only by the student who made the recording; no recording may be reproduced, posted, or distributed without the written permission of the instructor.

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Late work will be deducted by 2% per day. 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.

**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 <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

**Inclusive Language.** Faithfulness to the Gospel in preaching demands that we use inclusive language for both God and for human beings. This includes, but is not limited to gender-based language. Preachers of the Gospel ought to reflect the names/nature/character of God in an expansive variety of ways, as is demonstrated in the Scripture itself. Proclaimers of the good news ought to address the congregation in such a way as to ensure that all listeners feel invited and valued. For details on the inclusive language policy of Knox College, please see: [https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy\\_Use-of-Language-Policy-and-Glossary\\_221003.pdf](https://knox.utoronto.ca/wp-content/uploads/2023/04/Knox-College-Policy_Use-of-Language-Policy-and-Glossary_221003.pdf).

**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.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

**A note about “trigger” warnings:** You are preparing for vocations (congregational ministry, spiritual care, psychotherapy, teaching, research, etc.) that by their nature present you with stimulating situations, including domestic violence, child sexual abuse, effects of addiction, and other very traumatic events. Your vocational preparation anticipates that you will meet such situations in the real world, that you will not be warned about the nature of the stimulus, and that you have to protect a person from your own reaction to situations that may “trigger” a response in you. Your faculty advisor, the registrar’s staff, and the Ecumenical Chaplains can direct you to resources for you to engage in care for your own self. In your studies you will likely not be warned about the kind of “triggering” event that you may encounter. In this course, if you begin to lose control of your emotions, you may leave with one colleague from the class until you can collect yourself, or you may engage in other practices (journaling, meditation) that allow you to regain control. If you or your colleague are concerned that you cannot regain control or are unduly distressed, you and your colleague should seek assistance from the Knox Registrar’s office. Staff there have access to immediate assistance. In the end, your emotional safety is your own responsibility.

**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 their head of college or delegate according to the Graduate program Handbook linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. 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: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Use of Generative AI, e.g., ChatGPT** The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing or coding assistants, is prohibited. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT, Gemini, Claude, Microsoft Copilot and other AI writing and coding assistants, for the purpose of completing assignments in this course.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> .

**Back-up copies.** Please make back-up copies of assignments 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](http://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 me 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 Learning Objectives/Outcomes

### Basic Degrees – Knox and TST

<i><b>This course has the following course-level learning outcomes</b></i>	
<b>Outcome</b>	<b>Evaluation</b>
1. To demonstrate the ability to write a Biblical sermon and all the prayers for a worship service, as well as the ability to preach and preside in worship in a dynamic, faithful way.	Sermon 1, Sermon 2, Class Participation
2. to articulate one's own understanding of preaching and worship in relationship to other theological disciplines including exegesis, theology, and pastoral care, as well as other Christian traditions.	Sermon Workbook, Book Review, Theological Journal/Lexicon
3. to demonstrate the ability to understand the role and needs of the listeners/participants in a worship service, within a particular context.	Sermon 1, Sermon 2, Sermon Workbook, Theological Journal/Lexicon
4. to create theologically sound and pastorally sensitive services of worship, including Baptism, Communion, funerals and weddings.	Sermon 2, Class Participation/Prayers

<i><b>A student successfully completing this course has made progress towards the following Knox College degree program learning outcomes:</b></i>		
<b>MDiv</b>	<b>MTS</b>	<b>MPS</b>
<input checked="" type="checkbox"/> Interprets Scripture and Christian tradition (Reformed), using a variety of methods, sources, and norms, to preach, teach, write, and to provide care and witness. <i>Evaluation:</i> Sermons, prayer writing, Sermon Workbook	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge at a basic level in various theological disciplines, in the Reformed or another tradition. [* the student may come from another tradition] <i>Evaluation:</i> <i>Click or tap here to enter text.</i>
<input checked="" type="checkbox"/> Demonstrates skills in creative, faith-centred, adaptive, and innovative leadership for current and emerging communities of faith. <i>Evaluation:</i> Sermons, Sermon Workbook, Theological Journal/Lexicon	<input type="checkbox"/> Finds, selects, reads, and appropriately integrates theological information. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>	<input type="checkbox"/> Demonstrates knowledge and skills in spiritual care and therapy, grounded in appropriate theories, for professional practice and leadership in community and institutional settings. <i>Evaluation:</i> <i>Click or tap here to enter text.</i>

<input checked="" type="checkbox"/> Enhances the vocational and spiritual development, practices, and well-being of self and others. (See Professional and Critical Competencies.) <i>Evaluation:</i> Sermons, Sermon Workbook, Book Review	<input type="checkbox"/> Engages respectfully and constructively in a theological community of scholarship. <i>Evaluation:</i> Click or tap here to enter text.	<input type="checkbox"/> Demonstrates an appropriate spiritual and professional identity formation in relation to specialized practice. <i>Evaluation:</i> Click or tap here to enter text.
<input checked="" type="checkbox"/> Analyzes and evaluates social, cultural, and community contexts to enable communities of faith to participate in God's work and justice in a diverse and changing world. <i>Evaluation:</i> Sermons, Sermon Workbook, Book Review, Theological Journal/Lexicon	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in theological discourse. <i>Evaluation:</i> Click or tap here to enter text.	<input type="checkbox"/> Writes and speaks in English sufficiently well to engage in professional practice. <i>Evaluation:</i> Click or tap here to enter text.
TST BASIC "DEGREE LEVEL EXPECTATIONS"	CORRESPONDING COURSE GOALS AND OUTCOMES (see college outcomes above)	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
<b>EXPECTATIONS: <i>In this course students are expected to demonstrate the following:</i></b>		
<b>1. Depth and Breadth of Knowledge</b>	Course goals 1 and 2	Sermon writing and preaching  Book Review
<b>2. Knowledge of methodologies</b>	Course goal 2	Sermon Workbook Book Review
<b>3. Application of Knowledge</b>	Course goal 1, 2, 3, and 4	Sermons /Prayer Writing Sermon workbook Theological Journal/Lexicon
<b>4. Communication Skills</b>	Course goal 1	Sermon writing and preaching Offering prayer Theological Journal/Lexicon
<b>5. Awareness of Limits of Knowledge</b>	Course goal 2 and 3	Sermon workbook Book Review
<b>6. Autonomy and Professional Capacity</b>	Course goals 1, 2, 3, and 4	Sermons writing and preaching Offering Prayers

