

# CMP 451A—Contemporary Preaching Styles

## Kentucky Christian University

### Spring 2014 (Independent Study)

*The mission of Kentucky Christian University is to educate students for Christian leadership and service in the Church and in professions throughout the world.*

#### Logistics:

Instructor: Rob O'Lynn, MDiv, *Assistant Professor of Preaching and Ministry*  
Class Time: Online (**2 required live meetings**)  
Class Location: Online through SAKAI  
Phone: 606-474-3230 (office); 304-654-8351 (cell)  
Email: [rolynn@kcu.edu](mailto:rolynn@kcu.edu)  
Office Hours: Monday/Wednesday/Friday, 11:00 am-2:00 pm  
Tuesday/Thursday, 8:00 am-11:00 am and 1:30 pm-4:00 pm

#### The Seven Standards

KCU has adopted seven standards of core competence for ministry training and development. We believe those called to work vocationally as ministers should be approaching competence in the following areas:

- **Standard 1 (S1): Theological Leadership** facilitates the creation and implementation of a ministry community founded on the authority of Scripture and specifically creates a theological understanding of ordained ministry.
- **Standard 2 (S2): Learning Leadership** nurtures and sustains a Christ-like culture and academic program that is conducive to effective learning and teaching.
- **Standard 3 (S3): Organizational Leadership** ensures that managerial tasks of the ministry support a safe, efficient, and effective environment conducive to discipleship.
- **Standard 4 (S4): Stakeholder Leadership** mobilizes, involves, and invites families and community members to work with the church community in a collaborative and meaningful way.
- **Standard 5 (S5): Discipling Leadership** relies upon integrity and Christ-likeness that is modeled through spiritual development as well as ethical and Christ-like responses to situations involving ministry and its broader community.

- **Standard 6 (S6): Developmental Leadership** understands the various developmental processes of persons and works to create a healthy community which encourages developmental growth in light of theological understanding.
- **Standard 7 (S7): Cultural Leadership** understands the broader scope of cultural development and seeks to shape a local Christ-centered culture which properly engages the local, national, and global culture in a transformative manner.

#### Course Description:

A seminar focusing on current aspects of homiletics and crafting Biblical messages that are theologically and culturally relevant (3 credit hours; Prerequisites: BTH 106, CMP 240, and COM 101).

#### Course Objectives:

1. The student will CONSTRUCT an advanced understanding of emerging culture and how to speak prophetically and creatively to such a culture.
2. The student will DISTINGUISH the central homiletical and theological elements of *ethos* (ethic) and *logos* (word), imagery and language, Bible as Scripture, culture and context, and community and mission, as they relate to the art and discipline of preaching.
3. The student will ANALYZE basic methodologies used by ministry professionals to study contemporary homiletics.
4. The student will COMPLETE one class discussion, three sermon worksheets, three sermons, four reading summaries, and one media project. The student will also be expected to take notes over class conversations.

#### Required Texts:

1. Bible, preferably a Study Bible in a modern translation; the Instructor will primarily use the New Revised Standard Version.
2. O. Wesley Allen, *Determining the Form*, Elements of Preaching (Minneapolis: Fortress Press, 2008).
3. John S. Bohannon, *Preaching and the Emerging Church: An Examination of Four Founding Leaders: Mark Driscoll, Dan Kimball, Brian McLaren, and Doug Pagitt* (Lexington, KY: CreateSpace, 2010).
4. Graham Johnston, *Preaching to a Postmodern World: A Guide to Reaching Twenty-First Century Listeners* (Grand Rapids, MI: Baker, 2001).
5. Robert Stephen Reid, *Slow of Speech and Unclean Lips: Contemporary Images of Preaching Identity* (Eugene, OR: Cascade Books/Wipf and Stock, 2010).

Additional Texts (provided as PDF files on SAKAI):

1. Ronald J. Allen, "As the Worldviews Turn: Six Key Issues for Preaching in Postmodern Ethos," *Encounter* 57 (1996): 23-37.

Assessments/Means of Evaluation:

1. *The student will "tweet" about the class.* The student is expected to both read the assigned books and required lecture material. This assignment, then, will gauge how well the student comprehends the material and integrates the material into his/her social media presence (use #CMP451 to tag "tweets"). "Tweets" come in three forms: 1) thick (convey levels of information that connect to other resources); 2) thin (convey one layer of information and are solitary); and 3) throwaway (whimsical comments about the weather, one's attire, etc.). The student will be expected to "tweet" **3 times a week** regarding the material in this course, and those "tweets" can come in any combination of "thick" and "thin" comments (no points will be awarded for "throwaway" comments). The "participation grade" is worth 220 points (5 points per "tweetable" day).
2. *The student will facilitate 1 class discussion.* This assignment will introduce the student to the concepts of comprehension, organization, facilitation and demonstration. The student will be responsible for leading a discussion based on an assigned reading and for providing a demonstration of the assigned sermon form. Further details will be provided at a later date. This assignment is worth 50 points. **However, if the student is unprepared or underprepared, he/she will half of his/her total participation grade for the semester.**
3. *The student will complete 3 sermon précis.* Each précis (which means "to cut short" in French) will follow the outline provided in class. This will provide five working outlines towards the sermons. Each précis will be submitted through SAKAI and must be in the acceptable format (1" margins, 12-pt font, Times New Roman; spacing between sections). Grades will be based on the quality of work completed *and* the potential of the précis being converted into a sermon. Due dates for each précis are located in the Course Schedule (p. 7-9). Each précis is worth 50 points.
4. *The student will complete 3 sermons.* Each sermon will be from one text, and will be in the form of one of the primary forms discussed in class. ***The first sermon will be a Teaching Sermon, the second sermon will be developed from the form assigned for the student to discuss, and the final sermon will be developed from one of the forms discussed in Bohannon's book Preaching and the Emerging Church.*** The first 2 sermons will be submitted in manuscript form (Times New Roman, 12-pt. font, double-spaced). The third sermon will be recorded before an external audience and uploaded to YouTube or Vimeo by **Friday, May 2, at 11:55 pm**. Further instructions will be made available at a later date. Due dates for each sermon on in the Course Schedule (p. 7-9). Each sermon is worth 150 points.

5. *The student will complete **4** reading summaries.* This assignment will introduce the student to the concept of summarizing in reading. The student will read each textbook in full, and then complete a reading summary form that will be provided on SAKAI by the Instructor. The reading summary will be submitted online. The due dates for each reading summary are located in the Course Schedule (p. 7-9). Each reading summary is worth 50 points (200 points total).
  
6. *The student will complete **1** group-based media project.* This assignment seeks to further develop the student's competency in preaching, theological maturity, leadership, organization, and cultural engagement. For this project, the student and his/her group will produce a 3-minute video that communicates a theological message. Examples of projects include: a spoken-word piece, a mini-doc/ testimony, a performative reading, or devotional. **This project requires initiative to be completed excellently!** (Rule of Thumb: 2 hours of pre-production and production for 1 minute of video) A proposal stating the group's planned piece, including production schedule, will be submitted through SAKAI on **Friday, February 14, at 11:55 pm**, and the final video must be uploaded to either YouTube or Vimeo—and advertised on your Twitter feed (tag me in the tweet)—by **Friday, April 25, at 11:55 pm!** Further details will be provided at a later date. This project is worth 150 points total (30 points for the proposal; 100 for the project; 20 points for the presentation).

Grading Standard:

1. There is a total of 1220 points available this semester. Your final grade will be determined by dividing *your* total score by the amount of total points available and then multiplying that number by 100. The grading scale is as follows:

90-100	A
80-89	B
70-79	C
60-69	D
0-59	F

I will use a decimal system and round up or down accordingly (i.e., a 78.6 would round up to a 79, whereas a 92.2 would round down to a 92).

2. **Late Policy:** Grace does exist. I will accept late papers and reschedule examinations for the following reasons: doctor-excused absences, school-related trips, and absences that have been pre-arranged through me. Being abducted by space aliens is not a valid excuse. Any work turned in after the due date will receive a 10-point deduction for every business day that it is late.

Statement of Academic Guidelines:

I should not have to say this, but I will—cheaters never prosper, and something really bad happens to those who lie. If this rhetoric does not engender nice, happy feelings about the importance of truth, honesty and integrity in your work, how about this:

“All scholastic dishonesty, especially within the context of a Christian college, is unacceptable. Scholastic dishonesty includes cheating on exams, turning in reports and term papers as one’s own when they are not, lying, stealing exams and other work, allowing other students to copy one’s work in order to meet a grade requirement for a course and plagiarism. Plagiarism is defined as passing off as one’s own the ideas of another. Copying and summarizing another’s ideas in written or oral reports must be correctly attributed to the source. Any of these aforementioned offenses warrant academic discipline. First offenders are subject to the discipline of the individual professor and are reported to the Vice President of Academic Affairs and the Vice President of Student Life. Offenses may be subject to review by the Student Appeals Committee and may be subject to severe penalties. Disciplinary measures may include: redoing the work, automatic failure of the course, probation, suspension, and/or expulsion.”—*KCC Student Handbook*, p. 8-9 (notice the attribution of the source)

**If you are caught cheating or plagiarizing on assignments, you will receive a failing grade for the course!** If you are having difficulty with an assignment, please contact me for assistance. Don’t be like the guy in my high school economics class who tried to pass off a paper he printed off the Internet—***with the website address still on the bottom of the page***—as his own work. In short, do your own work. After all, this is a *Bible* course.

#### Attendance Policy:

With this being an online course, there is no attendance policy, *per se*. However, there is a strict schedule to follow, and your grade will be positively or negatively affected based on how well you adhere to the course schedule. My advice to you would be to “attend” class the same time every week (e.g., log on every Tuesday night at 8 p.m., and go over what has been posted that week), and follow the instructions on completing your assignments in order to gain the most benefit.

#### Statement Promoting Academic Support System:

The Malachi McDaniel Academic Success Center, located in the Young Library, is available to students and faculty. Students who wish to improve study skills, receive tutoring services, find guidance in writing papers, receive proofreading assistance, engage in guided study groups, or develop additional abilities in basic academic areas are encouraged to visit the MMASC. Computer stations, study areas, and specialized equipment are available for student use. MMASC hours are 8:30 am through 9:00 pm Monday through Friday.

#### Students with Disabilities Policy:

If you have special needs and require assistance, you are invited to contact me so that we may make special arrangements concerning your situation.

Note on Technology:

I do not conduct course business through either Facebook or Twitter. **All course business is conducted through email and SAKAI!** That being said, you are welcome to “friend” me on Facebook or follow me on Twitter (@ProfessorRob02).

Selected Bibliography:

(a more extensive bibliography will be provided throughout the semester)

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

\_\_\_\_\_, *Preaching the Topical Sermon* (Louisville: Westminster/John Knox Press, 1992).

\_\_\_\_\_, *The Teaching Sermon* (Nashville: Abingdon, 1995).

\_\_\_\_\_, Barbara Shires Blaisdell, and Scott Black Johnston, *Theology for Preaching: Authority, Truth, and Knowledge of God in a Postmodern Ethos* (Nashville: Abingdon, 1997).

Mark Barger Elliott, *Creative Styles of Preaching* (Louisville: Westminster/John Knox Press, 2000).

Walter Brueggemann, *The Word Militant: Preaching a Decentering Word* (Minneapolis: Fortress Press, 2010).

Zack Eswine, *Preaching to a Post-Everything World: Crafting Biblical Sermons that Connect With Our Culture* (Grand Rapids, MI: Baker, 2008).

Scott M. Gibson, ed., *Preaching to a Shifting Culture: 12 Perspectives on Communicating that Connects* (Grand Rapids, MI: Baker, 2004).

T. David Gordon, *Why Johnny Can't Preach: The Media Have Shaped the Messengers* (Phillipsburg, NJ: P & R Publishing, 2009).

Stanley Hauerwas, *A Cross-Shattered Church: Reclaiming the Theological Heart of Preaching* (Grand Rapids, MI: Brazos Press, 2009).

David W. Henderson, *Culture Shift: Communicating God's Truth to Our Changing World* (Grand Rapids, MI: Baker, 1998).

Craig A. Loscalzo, *Apologetic Preaching: Proclaiming Christ to a Postmodern World* (Downers Grove, IL: InterVarsity Press, 2000).

David J. Lose, *Confessing Jesus Christ: Preaching in a Postmodern World* (Grand Rapids, MI/Cambridge, England: Eerdmans, 2003).

Mark Miller, *Experiential Storytelling: (Re)Discovering Narrative to Communicate God's Message* (Grand Rapids, MI: Zondervan/Emergent YS, 2004).

Robert Stephen Reid, *The Four Voices of Preaching: Connecting Purpose and Identity Behind the Pulpit* (Grand Rapids, MI: Brazos Press, 2006).

Craig van Gelder, ed., *Confident Witness-Changing World: Rediscovering the Gospel in North America*, Gospel and Our Culture Series (Grand Rapids, MI/Cambridge, England: Eerdmans, 1999).

William H. Willimon, *The Intrusive Word: Preaching to the Unbaptized* (Grand Rapids, MI: Eerdmans, 1994).

\_\_\_\_\_, *Peculiar Speech: Preaching to the Baptized* (Grand Rapids, MI: Eerdmans, 1992).

#### Internet Resources:

[www.churchrelevance.com](http://www.churchrelevance.com)—Website developed by Kent Shaffer, a minister and marketing professional. The focus of the site is to provide congregations with creative and innovative ways to reach people through various forms of media.

[www.postmodernpreaching.net](http://www.postmodernpreaching.net)—Website developed by David Teague, former missionary and professor at Gordon-Conwell Seminary. It has several quality articles related to Postmodernism, preaching, and their intersection.

[www.redeemer.com](http://www.redeemer.com)—Website for the Redeemer Presbyterian Church in New York City. Led by Timothy Keller (author of *The Reason for God*), Redeemer serves as an excellent example of a mainline congregation that is effectively reaching the younger generations that are influenced by relativism and pluralism.

[www.wabashcenter.wabash.edu/home/default.aspx](http://www.wabashcenter.wabash.edu/home/default.aspx)—Website originally designed as a doctoral project that serves as *the* hub for scholars of religion. Of particular note is the “Internet Guide to Religion,” a continuously updated collection of websites. They do accept recommendations and suggestions.

#### Course Schedule:

<u>Day Of</u>	<u>Class Activities &amp; Assignments</u>
January 13	<u>Discussion:</u> What is “Contemporary” Preaching? <u>Reading:</u> R. Allen, p. 23-37
January 20	<u>Discussion:</u> Aesthetics and Media in Preaching <u>Reading:</u> Johnston, p. 8-59 <u>Writing Assignment:</u> <i>Precis # 1</i> due <b><u>Friday, January 24</u></b>
January 27	<u>Discussion:</u> Preaching as Culture-Making <u>Reading:</u> Johnston, p. 61-117

- February 3      Discussion: Designing “Contemporary” Sermons  
Reading: W. Allen, p. 1-19; Johnston, p. 119-175  
Writing Assignment: *Reading Summary-Johnston* due **Friday, February 7**
- February 10     Discussion: Propositional Sermons; Teaching Sermons  
Reading: W. Allen, p. 20-37  
Writing Assignment: *Media Project Proposal* due **Friday, February 14**
- February 17     Discussion: Exegetical Sermons; “Four Pages” Sermons  
Reading: W. Allen, p. 38-53
- February 24     Discussion: “Hinge” Sermons; Phenomenological Sermons  
Reading: W. Allen, p. 54-80  
Writing Assignment: *Reading Summary-Allen* due **Friday, February 28**
- March 3          Discussion: Celebration Sermons; Preacher as Messenger of Hope  
Reading: Reid, p. xiii-34  
Writing Assignment: *Sermon # 1* and *Precis # 2* due **Friday, March 7**
- March 10         Discussion: Preacher as Lover  
**(Note:** I will be attending the National Preaching Summit on Monday)  
Reading: Reid, p. 35-56
- March 17-21     ***Spring Break***
- March 24         Discussion: Preacher as God’s Mystery Steward; Ridiculous Person  
Reading: Reid, p. 57-108
- March 31         Discussion: Preacher as Fisher; Preacher as Host and Guest  
**(Note:** I will be attending the SCJ Conference on Friday)  
Reading: Reid, p. 109-143
- April 7           Discussion: Preacher as One “Out of Your Mind”; As One Entrusted  
Reading: Reid, p. 144-177  
Writing Assignment: *Precis # 3* and *Reading Summary-Reid* due **Friday, April 11**
- April 14          Discussion: Conversational Sermons; Experiential Storytelling  
Reading: Bohannon, p. 12-59



- April 21            Discussion: “Generous Storytelling”; “Progressional Dialogue”  
Reading: Bohannon, p. 60-108 and 163-230  
Writing Assignment: **Media Project** and **Sermon # 2** due **Friday, April 25**
- April 28            Discussion: “Theotopical” Preaching; “Epic Exposition”  
Reading: Bohannon, p. 109-162 and 231-273  
Writing Assignment: **Sermon # 3** due **Friday, May 2**
- May 5                Lab Activity: **Media Project Presentations**  
Writing Assignment: **Reading Summary-Bohannon** due **Monday, May 5**  
**Final Exam (Video Sermons):** The Exam Time for this class will be announced when the information becomes available.

***\*The Instructor maintains the right to alter this syllabus at anytime\****