Course Syllabus
FALL 2013

INTRODUCTION TO PREACHING
PAST 0641

TUESDAYS, 8:30 AM – 11:20 AM

INSTRUCTOR: DR. KEVIN LIVINGSTON
Telephone number: 416 226 6620 ext. 2207
Email: klivingston@tyndale.ca

Office Hours: Tuesdays 2-4 and by appointment at other times

To access your course materials, go to your Tyndale email account: http://mytyndale.ca. Please note that all official Tyndale correspondence will be sent to your <@MyTyndale.ca e-mail account. For information how to access and forward Tyndale e-mails to your personal account, see http://www.tyndale.ca/it/live-at-edu.

I. COURSE DESCRIPTION

Presents a biblical understanding of the ministry of preaching. Combines principles of effective communication with the empowerment of the Holy Spirit to inspire passionate and relevant preaching. Students learn the crucial steps in constructing a biblical sermon.

This course is designed to give a general introduction to the theology of preaching and to the art and craft of sermon design and delivery. The nature of preaching, the person of the preacher, and the principles of sermon construction will be discussed. Two expository sermons are preached in class.

PREREQUISITES: Biblical Interpretation (BIBL 0501)

II. LEARNING OUTCOMES
The overall goal of this course is to help learners become faithful preachers of God’s Word.
More specifically, learners will

- grow in their *conviction* that the biblical text is the proper foundation for preaching, as God speaks by the power of the Holy Spirit through the words of Scripture and through the sermon.
- grow in *confidence* that God is mysteriously and dynamically present in the preaching event.
- grow in their *ability* to exegete, interpret and unfold the biblical text and frame the content of their sermons in ways that are coherent, attractive and persuasive to hearers.
- improve their *delivery skills* in public speaking and Scripture reading.
- acquire a *variety of sermon assessment tools* to help them assess their own preaching, as well as to offer constructive feedback to peers.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


B. ASSIGNMENTS AND GRADING

1. **Required Reading and Class Participation.** Blessed is the student who invests the necessary time to read the assigned texts in advance of class! As you read, jot down your questions and observations, which will become a part of our weekly conversation. Each week I will ask some students to share their observations and questions on the assigned sermons and readings.

   Student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in ongoing fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation
of material; contributes significantly to ongoing discussion. Reading and class participation is worth 10% of your final grade

2. **Written Log of Assigned Sermon and Reading Questions/Observations.** During the term, we will be listening to ten preachers from a wide variety of denominational backgrounds and preaching styles. After hearing the assigned sermon, write a brief response based on the model of sermon evaluation presented in week 1 of class. Also, write two observations or questions that arise from your reading, along with the page numbers from the places in the readings that generated your observations/questions. Your log should be no more than 1 page per week, and will be due electronically or in written form on the last day of class. Log worth 20% of final grade. (2% x 10)

3. **Preparation and preaching of two sermons, including submission of exegetical notes and manuscript for each.** You will prepare an exegetical summary of the two texts you are preaching, based on the exegetical model presented in class. Identify and make use of at least three scholarly/critical commentaries, a list of which will be provided to students. You will prepare and preach two sermons including one from a Pauline epistle and another from the gospels. The length will be no more than 15 minutes. On the days you preach, please submit full sermon manuscripts. Point form is not acceptable.

4. **Interview a Preacher.** Conduct an interview with a seasoned, mature preacher, asking him/her about the methods they use to select the passages of Scripture they preach; their habits of exegesis and sermon preparation; their practices and advice about sermon delivery; and what they do in their life as pastors to keep their preaching fresh and vital. Write up a brief (2-3-page) summary of your interview and reflect on the wisdom you have gained. Include this in your Written Log (see assignment 2 above). Interview and written summary are worth 10% of final grade.

**C. ASSIGNMENT DUE DATES**

**October 22:** Preach sermon 1 in small groups and turn in exegetical notes and sermon manuscript.

**Nov. 5, 12, 19, 26 or Dec. 3:** Preach sermon 2 in class and turn in exegetical notes and sermon manuscript.

**Dec. 3:** Log of Assigned Sermon Analyses, Reading Questions and Preacher Interview

**D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an
assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

**Documentation Style:** In all assigned work, proper style guidelines (normally Chicago/Turabian) will be used and followed exactly. Consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at http://www.tyndale.ca/registrar/calendar.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required reading and class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Written Log of Assigned Sermon and Reading Questions/Observations</td>
<td>20%</td>
</tr>
<tr>
<td>Sermons preached, with exegetical notes &amp; sermon manuscripts (2 x 30)</td>
<td>60%</td>
</tr>
<tr>
<td>Interview a Preacher and 2-3 page summary in Log</td>
<td>10%</td>
</tr>
<tr>
<td>Total Grade</td>
<td>100%</td>
</tr>
</tbody>
</table>

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

**Sept. 10 Orientation**

<table>
<thead>
<tr>
<th>Readings</th>
<th>Long, ch. 1; Johnson, ch. 4</th>
</tr>
</thead>
</table>

Orientation and syllabus review  
Practicum: improving our self-confidence through story-telling  
Images of preachers  
What makes an excellent sermon?

**Sept. 17 Theological Foundations for Preaching**

<table>
<thead>
<tr>
<th>Readings</th>
<th>Long, ch. 2; Johnson, ch. 1-3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Log</th>
<th>Sermon analysis and reading questions</th>
</tr>
</thead>
</table>

Preaching from Below: self-knowledge and bearing witness  
Preaching from Above: participating in God’s work
The Priority of Grace: indicatives before imperatives
Practicum: speaking for audibility, clarity and emphasis

Sept. 24  Listening... What does this text say?

<table>
<thead>
<tr>
<th>Readings</th>
<th>Long, ch. 3; Johnson, ch. 5; Achtemeier, “The Artful Dialogue”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Exegesis for preaching
Lectio Divina and getting immersed in the text
Practicum: Lectio Divina exercise

Oct. 1  Discerning... What does this text mean?

<table>
<thead>
<tr>
<th>Readings</th>
<th>Long, ch. 4; Willimon, “Preaching as Missionary Encounter with North American Paganism;” Newbigin, “Preaching Christ Today”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Preaching as the hermeneutical task of bridge-building
The exegesis of life: congregation, self, and culture
The focus and function of a sermon
Practicum: exegeting your congregation and neighbourhood

Oct. 8  Designing... What form should this sermon take?

<table>
<thead>
<tr>
<th>Readings</th>
<th>Long, ch. 5 &amp; 6; Johnson, ch. 6, pp. 131-144</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Order and unveiling the text
Structuring the sermon to serve the text and the audience
Form and function
Practicum: pondering the best form for your sermon

Oct. 15  Refining... Connections, Illustrations and Orality

<table>
<thead>
<tr>
<th>Readings</th>
<th>Long, ch. 7, 8 and 9; Johnson, ch. 6, pp. 144-157 and ch. 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Beginnings and endings
Implications, applications and stories
Writing and Orality: preaching for the ear as well as the eye
Rehearsal and Revision: practice makes perfect
Practicum: how to tell a story well

**Oct. 22 “Performing” and Evaluating the Sermon**

Uction: preaching in Spirit’s power
Offering gracious feedback – strategies to speak the truth in love
**Student Sermon 1** (15 minutes maximum; preached in small groups)

**Oct 29 NO CLASS (Reading Week)**

**Nov. 5 Student Sermon 2** (15 minutes maximum; preached in class)

<table>
<thead>
<tr>
<th>Readings</th>
<th>Matthews, ch. 1, 2 and 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Preaching to the *whole* congregation
Preaching for moral decision-making
Preaching for psychological wholeness

**Nov. 12 Student Sermon 2** (15 minutes maximum; preached in class)

<table>
<thead>
<tr>
<th>Readings</th>
<th>Matthews, ch. 4, 5 and 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Preaching with humility
Preaching to moderns and postmoderns
Preaching to diverse spiritualities

**Nov. 19 Student Sermon 2** (15 minutes maximum; preached in class)

<table>
<thead>
<tr>
<th>Readings</th>
<th>Mathews, ch. 7, 8, 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Sermon analysis and reading questions</td>
</tr>
</tbody>
</table>

Preaching and issues of power
Preaching and leadership styles
Preaching a gospel that frees and empowers

**Nov. 26 Student Sermon 2** (15 minutes maximum; preached in class)
Readings | Johnson, ch. 9 & 10
---|---
Log | Sermon analysis and reading questions

Sustaining the Preaching Life: habits of self-care
Know yourself
Know your woundedness
Knox your giftings
Live in Christ and his gospel
Live in the Book
Live in culture
Live in prayer

Dec. 3  **Student Sermon 2** (15 minutes maximum; preached in class)

Readings | Long, ch. 10; Ooms, “Planning Ahead.”
---|---
Log | Sermon analysis and reading questions

Striving to provide a balanced preaching diet
Sermon planning: annual, seasonal, and weekly tasks
Practicum: Sharing our “Preacher Interview” discoveries

V. SELECTED BIBLIOGRAPHY


Appendix A: Preaching Texts for PAST 0641

Sermon 1

Philippians 1.3-11
Philippians 1.12-26
Philippians 2.1-13
Philippians 3.1-13
Philippians 4.1-9

Sermon 2

Choose any narrative text that includes a woman as a main or significant character, and speak seeking to understand the story through her eyes. The following are significant women whose stories should be considered:

Eve, the first woman
Sarah, fore-mother
Hagar, slave-girl
Rachel, love story
Rebecca, woman of ambition
Miriam, savior of Moses
Ruth, loyal friend
Naomi, bitter mother-in-law
Potiphar’s wife, temptress
Bathsheba, King David’s wife
Deborah and Jael, warrior-judges
Jephtah’s daughter, sacrificial victim
Esther, saved her people
Delilah, Samson’s nemesis
Jezebel, ruthless queen

Tamar, demanding justice
Mary, Jesus’ mother
Mary Magdalene, loyal to the end
Mary and Martha, two sisters
Elizabeth, mother of John the Baptist
Samaritan woman, dialogued w/ Jesus
Wife of Pilate, her dream
Crippled woman, cured
Menstruating woman, cured
Adulterous woman, forgiven
Dorcas/Tabitha, raised from death
Prisca/Priscilla, co-founder of a church
Lydia, devout business woman

http://www.womeninthebible.net