Course Syllabus
Wycliffe College
Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number :	WYP2301HF
Course format:	In person with remote option
Course Name:	Introduction to Preaching
Campus:	St. George
Class times:	Wednesdays, 10:00 a.m.–1:00 p.m.

Instructor Information

Instructors:

David Alenskis: david.alenskis@mail.utoronto.ca

Jeremy McClung: jeremy.mcclung@wycliffe.utoronto.ca

Office Hours: by appointment

Course Prerequisites or Requisites

This course is a second-year course. It is recommended that the student has already completed their first year of courses before taking Introduction to Preaching.

Course Description

This course provides an introduction to the skills and craft of preaching by exploring basic approaches to preaching and sermon preparation, attentive listening to a variety of preachers and practical assignments. This practical approach will be framed by a theological understanding which will take into account the elements that the preacher must be aware of in preaching including: appropriate handling of the biblical text, the life and ministry of the local church, the values and suppositions of the prevailing culture, and finally the preacher's own world view.

Course Methodology

The course will consist of lectures, preaching labs, weekly review of assigned sermons, and assigned readings

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	**This outcome will be demonstrated through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
• will develop a theological framework regarding the character and place of preaching in the life of a local Church.	Weekly review of online sermons, outline of preaching series in Ephesians.	**MTS:** 2.1 **MDiv:** 2.1
•will analyze and assess the different elements involved in constructing and delivering a sermon.	Weekly review of online sermons, class participation, preaching labs	**MTS:** 2.1 **MDiv:** 2.1
• will interpret biblical texts in the context of a clear method and hermeneutic for sermon preparation.	Preaching lab – especially the exegesis assignments, weekly review of online sermons	**MTS:** 2.2, 3.3 **MDiv:** 1.1,1.2, 2.2, 2.3
• will identify, implement, and demonstrate the basic skills that are foundational to preaching including: the practice of finding a focus for the sermon; shaping the form of a sermon in the context of both the text and the local community;	Preaching lab including - preaching twice, offering feedback to other students, weekly review of online sermons	**MTS:** 2.2, 3.3 **MDiv:** 1.1,1.2, 2.2, 2.3

Course Resources

Required Course Texts

1. Long, Thomas G. *Witness of preaching* 3rd ed, Louisville, KY: Westminster John Knox Press, 2016.
2. Stott, John R.W. *Between Two Worlds: the Challenge of Preaching Today*, Grand Rapids: Eerdmans, 1982

Textbooks are available at The University of Toronto Bookstore). The books can be picked up at the store or they will be shipped to you. Heather Weir, who works at the bookstore, can be contacted by email at hweir@uoftbookstore.com.

Course Website

- Quercus: https://q.utoronto.ca/

This course uses Quercus for its course website. To access it, go to the U of T 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 .

Class Schedule

Week 1 (September 11) **A theological foundation for preaching**.

Readings: Stott, John. *Between Two Worlds: the Challenge of Preaching Today*, Ch. 2&3;
Buttrick, David G. "Preaching Today: the Loss of a Public Voice, 1993" in *The Folly of Preaching*.

Week 2 (September 18) **The preacher in relationship to both world and Word; working with the text in the context of God's engagement with humanity**.

Readings: Long, *Witness*, Ch 2; Stott, *Between Two Worlds*, Ch 5;

additional resource: You might also have a look at the Bible Project when you can look at an overview of different books of the bible. https://thebibleproject.com/

Week 3 (September 25) **Working with the text continued**.

Readings: Long, *Witness*, Chapter 3; (additional resource: Gordon Fee, *How to Read the Bible for all its worth*).

Week 4 (October 2) **What do preachers do all day?**

Readings: Long, Thomas G. *The Witness of Preaching*. Ch 1; AND Achtemeier, Elizabeth, "The Artful Dialogue; Some Thoughts on the Relation of Biblical Studies and Homiletics", *Interpretation*. 35 (January 1981): 18–31.

optional readings: Joseph Mangina, 'Getting People Into the Story; On Not Getting Anything Out of Sermons', *The Living Church* 2011.

Preaching Lab begins in week 4 or 5 and continues each week for the rest of the course.

Week 5 (October 9) **Finding the focus: what is the one thing that needs to be heard from this text by this congregation and why?**

Readings: Long, *Witness*, Ch. 4;.

Week 6 (October 16) **Crafting a sermon: an overview of the essential building blocks**.

Readings: Buttrick, David G. "Interpretation and Preaching", *Interpretation* XXXV:1 (January 1981), 46–58; Newbigin, Lesslie "Preaching Christ Today", *The Eighteenth Joseph Smith Memorial Lecture*, Overdale College, Birmingham, 1979: http://www.newbigin.net/assets/pdf/79pct.pdf.

Week 7 (October 23) **Shaping the form of the sermon**: **inductive or deductive**

Readings: Long, *Witness*, Ch. 5 &. 6.

Week 8 Reading Week.

Week 9 (November 6). **Shaping the form of the sermon: different approaches**

Readings: Stott, *Between two Worlds*, Ch 6.

Week 10 (November 13) **Putting it all together: images, stories and the words we use.**

Readings: Long, *Witness*, Ch. 8.

Readings: Cornelius Plantinga Jr, 'Tuning the Preacher's Ear', *Books and Culture*.)

Week 11 (*November 20*) Polishing the form: connections, introductions, conclusions

Readings: Long, *Witness*, Ch. 7.

Week 12 (*November 27*) Preaching in a particular time and place: the preacher in relationship to culture (exegesis of culture).

Readings: Willimon, William H. 'Preaching as Missionary Encounter with North American Paganism', *Journal for Preachers* 22/3 (1999). Stott, *Between Two Worlds*, Ch 7.

Readings: Long, *Witness*, Chapter 10. Stott, *Between Two Worlds*, Ch 4;

Week 13 (*December 4*) The preacher in the pulpit: finding your voice & concluding remarks on the Preaching Life. The preacher in relationship to the church: formation of the community through preaching.

Readings: Stott, *Between Two Worlds*, Ch 8.

Depending on enrollment, an additional meeting during exam week may be needed to complete preaching labs.

Evaluation

Requirements

1. **Class participation, weekly readings and sermon feedback: 20% of the final grade**

The weekly assigned readings are an integral part of the course. It is expected that the students will come to class prepared to discuss what they have read. ******* There are two primary texts both of which should be available at bookstore. (John Stott, *Between Two Worlds* and Thomas Long, *The Witness of Preaching*, 3rd edition). Other assigned readings are available on-line through the University of Toronto.

The expectations for student engagement and participation which apply to in-class learning also apply to remote learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Sermon feedback: Beginning in the fourth or fifth week of class participation in the preaching lab will include students being assigned, on a rotating basis, the task of offering feedback on the sermons of their peers. Students will offer constructive critique of the sermon using the guidelines from the weekly review of assigned sermons below.

Missing 2 or more class meetings without prior authorization and medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.

2. **Weekly Review of Assigned Sermons: 20% of the final grade**.

Students will listen to an assigned sermon every week and write a brief review. The weekly reviews are to be submitted on Quercus **before the class** each week. **No late submissions will be accepted,** and so it is suggested that students undertake this assignment before the last minute to allow time for uploading, internet issues, and other unforeseen circumstances. Audio, video and pdf sermons will be assigned the first day of class and will represent a variety of preachers and styles. There are 10 sermons assigned for review but students are only required to submit reviews for 8 sermons. If a student submits all 10 then the two lowest grades will be dropped in determining their grade for this assignment. Students are expected to come to class each week prepared to discuss the assigned sermon.

Each week the student will fill out a Sermon Evaluation Form and submit it via Quercus *before* the start of class. There are sections to fill out before and after listening, as well as an optional, ungraded "Listening Notes" page meant to help students take appropriate notes during the sermon. The Sermon Evaluation Form may be typed and submitted in Word or PDF format, or may be filled out by hand and submitted as a high-resolution image or PDF (provided writing is legible). Answers may be given in sentence or full point form, provided they are clear and concise.

Sermon evaluations will graded on:

- Evidence of full engagement with sermon
- Depth of analysis and insight
- Clarity of expression (including proper grammar and spelling)

Assignment is due at the beginning of class each week.

3. Preaching: Each sermon will be 25% of the final grade

Each student will preach twice during the course. Students who have some experience in preaching are invited to go first. Sign up will be the first day of class. After all the students have preached one sermon the preaching rota will repeat. Each student will preach once from a gospel reading and once from an epistle during the term – the passages will be assigned once all students have signed up in the rota. The preaching rota will be set up on the first day of class and student preaching will begin on the fourth or fifth week of classes. The sermons are to be 12-15 minutes in length. The sermons will be recorded.

- The day that they preach they will submit a full manuscript of the sermon before the beginning of class. Included with the manuscript will be a sentence detailing the central focus of the sermon.

Sermon Exegesis Assignment: Two weeks before the student preaches in class they will submit a one page summary of their exegesis of the text highlighting the major issues. The exegesis portion of the preaching assignment is meant to ensure adequate exegesis in preparation for preaching. Rather than a complete and detailed analysis of every verse in the passage, it should be a one-page distillation of those insights uncovered during research that the student deems most relevant to preaching the passage.

- It must be no longer than one page, 12pt font, 1.5 spacing.
- It may be in point form or sentence form
- It should give evidence of engagement with the "Basic Steps in Exegesis" handout (without needing to interact with that point-by-point)
- It should include any relevant insights from the cultural context, literary context, etc.
- It should demonstrate an understanding of the main themes of the passage
- Including draft focus/function statements can be helpful for the student and instructor
- There is no need to cite sources, unless the assertion is particularly controversial, or the student feels that it needs to be reinforced (in which case informal citation is adequate)

Exegesis summaries will be graded on:
- Evidence of adequate exegetical research
- Ability to identify insights relevant to preaching the passage
- Clarity in articulating key themes in the passage
- An emerging sense of how the passage should be preached
- Clear writing and adherence to format/space limitations

Self Review: Two weeks after the student has preached they will submit a short self review based on viewing a recording of their sermon and the feedback sheets submitted by their peers. The self-review should be a maximum of one page in length. The intention is to see what you have learned through the process of preaching with feedback.

(Grading of preaching will be 30% for exegesis of the text, 30% for content, 30% for delivery, 10% for self-review).

4. **Sermon series: 10% of the final grade**

You are to design a six week sermon series based on the letter to the Ephesians. You can divide the letter up in any way you choose and you do not need to include the whole letter. You need an overall title for the series with a brief explanation of what the series is about. You then need a title for each week along with the particular passage that you will be speaking on for the week. It would be helpful to have a brief description of the community that you are designing the series for. Due one week after the last day of class.

- This is a simple, "fun" assignment – it should not be onerous
- The series should have an evocative title, and creative titles for each week
- It should fit on (about) one page
- Each week in the series should have a) a title, b) the passage, and c) 1 or 2 sentences to explain what you will be talking about
- The goal is to get a sense of how you would move a congregation through a book of the Bible (or a portion thereof)

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR   Designates credit; has no numerical equivalent or grade point value
NCR   Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF   Standing deferred (a temporary extension)
INC   Permanent incomplete; has no numerical equivalent or grade point value
WDR   Withdrawal without academic penalty
AEG   May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

Policy on Assignment and Course Extensions

Assignment Extension *(BD)*. Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, 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. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The link for the course extension form is at
https://www.wycliffecollege.ca/sites/default/files/SDF%20form%20%28fillable%29.pdf

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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf) or college grading policy.

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students 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. 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* (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/policies/behaveac.htm), a student who plagiarizes in this course. Students 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/).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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).

Writing Style. The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

Achtemeier, Elizabeth, "The Artful Dialogue; Some Thoughts on the Relation of Biblical Studies and Homiletics", *Interpretation*. 35 (January 1981): 18–31.

Allen, Ronald. *Thinking Theologically: the Preacher as Theologian*, 2008.

Buechner, Frederick. *Telling the Truth: The Gospel as Tragedy, Comedy and Fairy Tale*, 1977.

Buttrick, David G. "Interpretation and Preaching", *Interpretation* XXXV:1 (January 1981), 46–58.

———. "Preaching Today: the Loss of a Public Voice, 1993" in *The Folly of Preaching*, Michael P. Knowles, ed., 2007.

Brownlee, Annette. *Preaching Jesus Christ Today: Six Questions for Moving From Scripture to Sermon.* Baker, 2018

Fee, Gordon D. *How to Read the Bible for all its Worth*, 1982.

———, and Stuart, Douglas, *How to read the Bible Book by Book: a Guided Tour*, 2002.

Fosdick, Harry Emerson. "What's the Matter With Preaching?" *Harper's Monthly Magazine* 157 (1928): 133–41.

Long, Thomas G. and Cornelius Plantinga. *A Chorus of Witnesses*, 1994.

Long, Thomas G., *Preaching From Memory to Hope*, 2009.

Long, Thomas G. and Leonora Tubbs Tisdale, eds. *Teaching Preaching as a Christian Practice*, Westminster John Knox, 2008.

Newbigin, Lesslie "Preaching Christ Today", *The Eighteenth Joseph Smith Memorial Lecture*, Overdale College, Birmingham, 1979.

Willimon, William H. 'Preaching as Missionary Encounter with North American Paganism', *Journal for Preachers* 22/3 (1999).

Rutledge, Fleming. *Help My Unbelief*, 2004.

Stott, John *The Preacher's Portrait*, 1961.

Web resources

Pulpit Fiction: https://www.pulpitfiction.com/

Preaching.com: http://www.preaching.com/

Calvin Seminary: https://cepreaching.org/sermons/audio/

The Sermon – a site in the UK: http://www.thesermon.co.uk/sermon/

Tim Keller http://sermons2.redeemer.com/redeemer-free-sermon-resource

Text week: http://www.textweek.com/scripture.htm – plethora of resources for preaching

Working Preacher http://www.workingpreacher.org/ Weekly reflections on RCL

Duke Chapel Sermons: https://chapel.duke.edu/archives