

BRIERCREST

CM 832 Contemporary Issues in Preaching Evangelical Homiletics Society Annual Meeting in New Orleans, LA Evangelical Preaching: The State of the Art Fall 2018 Event & Online Course

Professor: Blayne Banting, DMin, PhD

Email: bbanting@briercrest.ca

Phone: 306-631-8275

Course Dates: EHS meets at New Orleans Baptist Theological Seminary on October 11-13, 2018 (attendance is optional), and;

Full-engagement online sessions: November 17, 2018 and January 26, 2019 from 9:00 am-4:30 pm (SK time)

3 Credit Hours

COURSE DESCRIPTION

An exploration of a current issue in preaching as addressed by the Evangelical Homiletics Society in its annual conference in mid-October. Students will be guided in their interaction with the papers presented (whether they attend in person or access them from the EHS website). An Associate Membership in EHS is required.

Prerequisite: CM 632 Homiletics (or approval of Program Coordinator)

COURSE INTEGRATION

In concert with the theme of the 2018 EHS annual meeting, this course will help each student develop an enhanced understanding of the current state and the pressing issues within contemporary evangelical preaching in the North American context. The interaction with the work of leading homileticians, fellow students and the professor will enhance the student's grasp of the field and his/her practice of preaching.

COURSE TEXTS

Required Reading for Part One (in preparation for the EHS meeting on October 11-13):

Read each of the conference papers and make detailed notes. The papers can be accessed on the EHS website (<http://ehomiletics.com/join/>). Each student will need to become an EHS Associate member (\$25 USD) to gain access to the conference papers.

Required Reading for Part Two of the Course (in preparation for the online discussions on November 17, 2018):

Eslinger, Richard L. *The Web of Preaching. New Options in Homiletical Method*. Nashville, TN: Abingdon,

2002.

Graves, Mike, ed. *What's the Matter with Preaching Today?* Louisville, KY: Westminster John Knox, 2004.

Johnston, Scott B., Ted A. Smith and Leonora Tubbs Tisdale, eds. *Questions Preachers Ask*. Louisville, KY: Westminster John Knox, 2016.

Ryken, Leland and Todd Wilson, eds. *Preach the Word*. Wheaton, IL: Crossway, 2007.

Vibert, Simon. *Excellence in Preaching*. Downers Grove, IL: InterVarsity, 2011.

Required Reading for Part Three of the Course (in preparation for the online discussions on January 26, 2019):

Each student will read the books associated with the one issue in contemporary preaching he/she will present during the online discussions.

1. Christocentric Preaching versus Christiconic Preaching:

Keller, Timothy. *Preaching*. New York, NY: Viking, 2015.

Kuruvilla, Abraham. *Privilege the Text!* Chicago, IL: Moody, 2013.

Pelton, Randal E. *Preaching with Accuracy*. Grand Rapids, MI: Kregel, 2014.

2. Traditional versus Innovative Preaching (left-brained versus right-brained):

Akin, Daniel L. and David L. Allen and Ned L Mathews, eds. *Text-Driven Preaching*. Nashville, TN: Broadman and Holman, 2010.

Mohler, R. Albert, Jr. *He is Not Silent. Preaching in a Postmodern World*. Chicago, IL: Moody, 2008.

Sweet, Leonard. *Giving Blood. A Fresh Paradigm for Preaching*. Grand Rapids, MI: Zondervan, 2014.

3. Theology of Preaching:

Adam, Peter. *Speaking God's Words. A Practical Theology of Preaching*. Vancouver, BC: Regent College Publishing, 1996.

Meyer, Jason C. *Preaching: A Biblical Theology*. Wheaton, IL: Crossway, 2013.

Willimon, William H. *Proclamation and Theology*. Nashville, TN: Abingdon, 2005.

4. The Relation of Preaching to Worship

Quicke, Michael J. *Preaching as Worship*. Grand Rapids, MI: Baker, 2011.

Piper, John. *Expository Exultation. Christian Preaching as Worship*. Wheaton, IL: Crossway, 2018.

Tisdale, Leonora Tubbs. *Preaching as Local Theology and Folk Art*. Minneapolis, MN: Fortress, 1997.

5. Embodied/Word Preaching versus Virtual/Image Preaching:

Blackwood, Rick. *The Power of Multi-Sensory Preaching and Teaching*. Grand Rapids, MI: Zondervan, 2008.

Hipps, Shane. *The Hidden Power of Electronic Culture*. Grand Rapids, MI: Zondervan, 2005.

Rice, Charles L. *The Embodied Word. Preaching as Art and Liturgy*. Minneapolis, MN: Fortress, 1991.

6. An Issue in Contemporary Preaching Arising from the EHS Papers:

Topic to be researched and appropriate bibliography to be determined in consultation with the professor.

Helpful Preaching Reference Works (optional):

Duduit, Michael, ed. *Handbook of Contemporary Preaching*. Nashville, TN: Broadman, 1992.

Robinson, Haddon and Craig B. Larson, eds. *The Art and Craft of Biblical Preaching*. Grand Rapids, MI: 2005.

Wiersbe, Warren W. and Lloyd Perry, eds. *The Wycliffe Handbook of Preaching and Preachers*. Chicago, IL: Moody, 1984.

Willimon, William H. and Richard Lischer, eds. *Concise Encyclopedia of Preaching*. Louisville, TN: 1995.

Wilson, Paul Scott, ed. *The New Interpreter's Handbook of Preaching*. Nashville, TN: Abingdon, 2008.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available as PDF documents here: <https://www.mybriercrest.ca/seminary/documents/>.

Students are responsible for course materials and communication on Canvas (<https://briercrest.instructure.com>; cf. <http://briercrest.ca/online/canvas>) and their myBriercrest.ca email account.

COURSE OBJECTIVES

1. Each participant will have a deepened sense of confidence and competence in experiencing, learning from, contributing to, and guiding dialogical learning conversations in an environment focused on the preaching ministry
2. Each participant will have a deepened and broadened sense of the contributions of some of the most highly respected 21st century voices in evangelical homiletics

3. Each participant will grow their capacity to read with fluency, understanding, wise interpretation, and significant application to a real preaching context
4. Each participant will experience, observe, and gain confidence with principles and practices of guiding coaching circle learning experiences readily transferrable to their own situation
5. Each participant will have the opportunity to study a particular issue in contemporary preaching in order to contribute to the collective understanding of the group
6. Each participant will experience and have increasing freedom in gaining close-up insight from persons who have walked the journey and are just a few strides ahead in their sense of personal and contextual experience, grasp, and application in the preaching ministry.

COURSE OUTLINE AND CONTENT

The course will assume the student has experienced the 2018 EHS annual meeting in person or by reading the conference papers at minimum. The two days of significant learning from the presentations are assumed to be a significant part of the course. The course will build off those sessions, the theme of the two days, and the resources related as we step through the learning journey together. In addition to the two days of learning we will have two added days (one in the fall and the second in the winter/spring) of intense learning as a coaching circle of persons wanting to grow together. The outline to follow will serve as a guide for this:

- A. Day One Journey when online together (November 17, 2018)
 - a. In the morning session we will review the paper presentations and plenary sessions of the EHS conference and will expect the full engagement of each participant as we do so. While doing so we will want each student to choose his/her favorite presenter and will expect that he/she will be the class expert on the chosen presenter.
 - b. In the afternoon session we will also work through the reading list of the 5 books assigned. While we will expect full engagement regarding every one of the five books we will expect that each person has chosen one book about which he or she can speak with expertise in ways that enlighten the entire group.
- B. Day Two Journey when online together (January 26, 2019)
 - a. In the morning session each student will give a report on the three books associated with the issue he/she will be presenting later in the day.
 - b. In the afternoon session each student will lead the presentation on the particular issue he/she has chosen to study in more detail (chosen from the list of topics listed above).

ASSIGNMENTS

1. Each participant will submit his or her detailed notes on the paper presentations (approx. 145 pp of single-spaced text) of the EHS conference. This journal will include summary comments and prevailing themes discerned from the materials. Each student will choose **one** paper to present in depth during the online discussions on the morning of November 17, 2018.

- a. **Due date:** (for both submission and choice of particular presentation): October 19, 2018
 - b. Value: 20%
2. Each participant will have read and submitted a four-page book review of each of the 5 books (Eslinger, Graves, Johnston, Ryken, and Vibert). Each student will have chosen **one** of the 5 books for special attention and will lead the discussion of it during the afternoon session on November 17, 2018. This choice will be communicated to the professor earlier to aid in the breadth and depth of the discussions.
 - a. **Due Date:** (for the reviews): November 17, 2018; (for choice of special text): October 11, 2018
 - b. Value: 25%
3. Each participant will be expected to lead presentations on each of the three books that relate to the topic he/she will present in the afternoon of January 26, 2019. The choice of topic will be cleared with the professor in advance to encourage a breadth of topics addressed. These presentations should give insight into the thesis of each book, the basic contents/arguments and contribution each makes to the issue under study, and their relative strengths and weaknesses. A set of journal/presentation notes should be sent to each of the class members and professor.
 - a. **Due date:** (choice of topic): November 23, 2018; (submission of journals/presentation notes): January 26, 2019
 - b. Value: 15%
4. Final Project

This is a 15-page research paper relating to the issue chosen by each student. Each student should use the 3 assigned books as a basis for a fuller, more robust treatment of the issue in relation to the contemporary practice of preaching. Each student will present his/her research on the issue during the afternoon session on January 26, 2019. Each student will serve as facilitator of the discussion surrounding the issue and will have a few more days of reflection, as well as the possible contributions of others in the class to be considered before the final copy of the paper is due.

 - a. **Due date:** February 4, 2019
 - b. Value: 40%

TECHNICAL REQUIREMENTS

Since part of this course is in an online format, students will need reliable access to a computer or device with a highspeed Internet connection, an up-to-date web browser, audio and video capability, as well as a pair of headphones. The course material will be available through Briercrest's Canvas site at: <https://briercrest.instructure.com>. In addition, you need to be able to view pdf, PowerPoint, and video files (file viewers are available online for free).

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current Seminary Calendar:

<https://www.briercrestseminary.ca/academics/calendar/>.

Attendance Policy

Students are expected to attend 100% of each modular for which they register. If this is impossible, arrangements must be made with the course professor.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24-25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or illness who may need academic accommodations should discuss them with the course instructor after contacting the Student Success Centre in person (Room #215), by telephone (1-306-756-3230) or by email (studentsuccesscentre@briercrest.ca).