

BRIERCREST

CM 632 Homiletics Winter 2024

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Course Dates: January 9, 2024 to March 26, 2024 – Tuesday evenings 7:00 – 10:00 SK time

Course Delivery Method: Semester Long Online

3 Credit Hours

COURSE DESCRIPTION

An exploration of a theology of preaching and the preparation and delivery of biblical sermons from the epistles and poetic texts. Students are guided through the foundational disciplines of choosing, exegeting, and preaching a biblical passage.

COURSE INTEGRATION

This course will introduce student preachers to the theory and practice of carefully encountering biblical texts and crafting these texts into sermons that communicate with faithfulness to the Gospel and sensitivity to their respective ministry contexts.

COURSE TEXTS

Banting, Blayne A. *Take Up and Preach: A Primer for Interpreting Preaching Texts*. Eugene, OR: Wipf and Stock, 2016.

Banting, Blayne A. *Taken Up and Preached: A Collection of Biblical Sermons*. Eugene, OR: Wipf and Stock, 2019.

Langley, Kenneth J. *How to Preach the Psalms*. Dallas, TX: Fontes, 2021.

Reed, Rick. *The Heart of the Preacher*. Bellingham, WA: Lexham, 2019.

RECOMMENDED RESOURCE

Ryken, Leland and Philip G. Ryken, eds. *The Literary Study Bible: ESV*. Wheaton, IL: Crossway Bibles, 2020.

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/>.

These texts are available in store and online at the Briercrest Bookstore: <http://briercrest.ca/bookstore>.

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 OUTCOMES

With the completion of the course of studies students will be able to:

1. Thinking

- A. Identify the elements of an effective sermon.
- B. Articulate the process by which expository sermons are developed.
- C. Understand some of the elementary dynamics associated with communicating God's Word.
- D. Articulate a basic theology/philosophy of preaching.

2. Valuing and Feeling

- A. Give evidence of a growing concern for homiletical excellence in sermon design and delivery.
- B. Develop a positive attitude toward the importance of preaching in the church.
- C. Have a growing sense of competence as a communicator.
- D. Develop a gracious attitude toward both the giving and receiving of sermonic evaluation.
- E. Increase in appreciation of the biblical mandate of preaching and those who minister the Word of God.

3. Skill

- A. Depend upon the work of God in the preparation and delivery of sermons.
- B. Demonstrate a hermeneutically sound treatment of Bible passages.
- C. Follow a systematic approach to sermon preparation.
- D. Deliver two Bible messages with conviction.
- E. Constructively evaluate another's sermon content and delivery, picking up on principles and skills useful for one's own preaching.

COURSE OUTLINE AND CONTENT

Date	Topic	Required Reading/Viewing	Assignments
January 9, 2024	Course Introduction/ Theology of Preaching/Person of the Preacher	<i>Take Up</i> , pp. ix-26	
January 16, 2024	Homiletical Bridge	<i>Take Up</i> , pp. 27-76	Reed Book Review
January 23, 2024	Learning to Preach Epistolary Texts	Fee and Stuart, <i>How to Read the Bible for All Its Worth</i> , chapters 3 and 4 (on Canvas)	<i>Taken Up</i> , pp. 3-13

January 30, 2024	Learning to Preach Epistolary Texts	<i>Take Up</i> , pp. 77-100	<i>Taken Up</i> , pp. 14-24
February 6, 2024	Learning to Preach Epistolary Texts		<i>Taken Up</i> , pp. 25-41
February 13, 2024	Sermon Development	Gallaty and Smith, <i>Preaching for the Rest of Us</i> , Chapters 7 and 8 (on Canvas)	<i>Taken Up</i> , pp. 42-57
February 20, 2024	Conclusions, Introductions and Sermon Delivery	Gallaty and Smith, <i>Preaching for the Rest of Us</i> , Chapters 9 and 10 (on Canvas) <i>Take Up</i> , pp. 101-21	
February 27, 2024	Learning to Preach Poetic Texts		Epistolary Sermon
March 5, 2024	Epistolary Sermons and Analysis		Langley Book Review <i>Taken Up</i> , pp. 61-75
March 12, 2024	Learning to Preach Poetic Texts		<i>Taken Up</i> , pp. 76-102
March 19, 2024	Learning to Preach Poetic Texts		<i>Taken Up</i> , pp. 103-12 Poetic Sermon
March 26, 2022	Poetic Sermons and Analysis		

ASSIGNMENTS

Please submit all written assignments to Canvas.

1. Book Reviews.

Read Reed's *The Heart of the Preacher* and Langley's *How to Preach the Psalms*. Each of these reviews must identify the author's thesis, summarize and interact with the content of the book as well as perceived strengths and weaknesses and then conclude by stating whether the book would be recommended and to whom and why. Each review is to be 4 pages long.

Weighting: 10% (5% each)

Reed review due: January 16, 2024

Langley review due: March 5, 2024

2. Sermon Log

Each student is to read, listen to or watch 2 sermons every week (written sermons assigned from *Taken Up and Preached* do not count for this assignment). List the preacher, sermon title, one lesson learned as well as the source/link to the sermon.

Weighting: 10%

3. Sermon 'Lane' Analysis

Sermons from *Taken Up and Preached* will be assigned throughout the semester (**see course outline above**). Students will read the assigned sermons and identify textual form, textual

DVD, textual DNA, textual focus, textual function, textual feel, sermon form, sermon focus, sermon function, and sermon feel. The student may refer to the Appendix only to check his/her analysis.

Weighting: 20%

4. Sermons

Sermon on an epistolary text. Each student is to choose a text from the NT epistles (any text from Romans through Jude with the exception of Ephesians 5:15-21), prepare, deliver, and evaluate his/her sermon. The preparation of the sermon must follow the Homiletical Bridge method examined in class and include a full manuscript of the sermon. The sermon manuscript will include explanatory comments at the end of each paragraph (to show the purpose of including it in the sermon). This sermon is to be preached outside of class and then submitted to the instructor. The more natural the setting of the sermon, the better (i.e., within a regular congregational worship context – no talking heads on Zoom, please). All aspects of the sermon – preparation notes, manuscript, sermon video and sermon self-evaluation – will be submitted on the due date.

Weighting: 30% (20% for preparatory notes and sermon manuscript; 10% for sermon video and self-evaluation)

Due: February 27, 2024

Sermon on a poetic text. Each student is to choose a Psalm (with the exception of Psalm 1) or a poetic prophetic oracle from the OT, prepare, deliver, and evaluate his/her sermon. The preparation of the sermon must follow the Homiletical Bridge method examined in class and include a full manuscript of the sermon. The sermon manuscript will include explanatory comments at the end of each paragraph (to show the purpose of including it in the sermon). This sermon is to be preached outside of class and then submitted to the instructor. The more natural the setting of the sermon, the better (i.e., within a regular congregational worship context – no talking heads on Zoom, please). All aspects of the sermon – preparation notes, manuscript, sermon video and sermon self-evaluation – will be submitted on the due date.

Weighting: 30% (20% for preparatory notes and sermon manuscript; 10% for sermon video and self-evaluation)

Due: March 19, 2024

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

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Courses

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Course Schedules

Classes begin at 9:00 a.m. on Monday morning and run a minimum of 30 hours through the course of the week. The schedule is determined by the course professor. Students should check the syllabus for specifics. When the syllabus does not state class times, students are responsible to check with the professor prior to making travel plans.

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

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI (e.g., ChatGPT) without instructor authorization in the preparation and/or submission of their assignments violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately. Students are responsible to ensure they are using their sources with transparency and honesty. For more details, consult the [Seminary Calendar](#). In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (L234 in the Library), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

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