



CM 732 Advanced Preaching Winter 2025

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Course Dates: January 7 – April 8, 2025
Course Delivery Method: Online Semester

3 Credit Hours

COURSE DESCRIPTION

An investigation of recent sermon development models in order to add variety and creativity to biblical preaching ministries. Students are guided in developing and practicing a basic theology of creativity, especially in relation to preaching.

Prerequisite: CM 632 Homiletics

COURSE INTEGRATION

This course seeks to fulfill Briercrest Seminary's Outcome #1 by guiding students to interpret and proclaim sermons derived from a robust hermeneutical and homiletical method. It addresses Outcome #2 by aiding students in serving the local church through faithful and thoughtful sermons. Outcome #3 is addressed as students are encouraged to develop their creativity as preachers of the gospel. Outcome #4 for the MCM is addressed in enhancing the students' capacity to preach the various genres of biblical literature in a congregational setting. Outcome #5 for the MCM and Outcome #4 for the MDiv is addressed in demonstrating how preaching is an expression of discipleship. Outcome #5 for the MDiv is developed through the application of The Homiletical Bridge methodology. Outcome #6 for the MDiv is addressed by helping students understand their own preaching style and audience exegesis.

COURSE TEXTS

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

For those who already have read and reviewed *Take Up and Preach* in a previous class, you may substitute **either**:

Darrell Johnson, *The Glory of Preaching*. Downers Grove, IL: InterVarsity, 2009

Or:

Robby Gallaty and Steven Smith, *Preaching for the Rest of Us*. Nashville, TN: Broadman and Holman, 2018.

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

Blayne A. Banting. *With Wit and Wonder: The Preacher's Use of Humour and Imagination*. Eugene, OR: Resource Publications, 2013.

Ian Paul and David Wenham, eds. *Preaching the New Testament*. Downers Grove, IL: InterVarsity, 2013.

Christopher J.H. Wright. *How to Preach the Old Testament for All Its Worth*. Grand Rapids, MI: Zondervan, 2016.

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>) and their myBriercrest.ca email account.

COURSE OUTCOMES

By the end of this course, you should:

A. KNOW AND UNDERSTAND:

1. The basis for inductive and narrative preaching.
2. Some of the dynamics involved in creative thinking processes.
3. The elements necessary for an inductive or narrative sermon.
4. The use of creative means of communication (i.e. media, imagery, etc.).

B. VALUE:

1. An increasing love for and care in using words and imagery in preaching.
2. A new appreciation for both the wonder and difficulty of preaching.
3. Those who exhibit creativity in written, verbal, dramatic and musical forms.
4. An increasing dissatisfaction with your present preaching, and a passion to improve and impassion it.

C. LIVE AND SERVE:

1. By analyzing the needs, mood, and style of a particular audience to adjust the material and approach used in preaching to them.
2. With a growing sense of competence in the use of variety and creativity in the preparation and delivery of a sermon.
3. By learning to deliver inductive and narrative form sermons confidently and competently.
4. With increased competence in the use of media and visual effects in preaching.

COURSE OUTLINE AND CONTENT

Date	Topic	Assigned Reading/Viewing	Assignments Due
January 7	Introductions: Personal/Course Preaching from the Old Testament		
January 14	Preaching from the Old Testament Preaching from the Prophets	<i>Take Up and Preach</i> , pp. 122-54	
January 21	Preaching from the Prophets	Sermon Viewing; Jeremiah 29:4-7 A People Scattered (Jeremiah 29:4-7) - Chris Price September 15, 2024 (youtube.com)	<i>Take Up and Preach</i> or Johnson or Gallaty and Smith Book Review
January 28	Narrative Preaching		Sermon Lane Analysis
February 4	Narrative Preaching		Wright Book Review
February 11	Narrative Preaching	Sermon Viewing: 2 Samuel 11:1-25 When Kings Avoid Battle, 2 Samuel 11:1- 25 by Gavin Ortlund (youtube.com)	Paul/Wenham Book Review
February 18	NO CLASS – mod week		
February 25	Preaching Parables/First Person Narrative Sermons	Sermon Viewing: 2 Chronicles 29, 30 A. Parsons First person Narrative sermon Hezekiah (youtube.com)	Narrative Sermon
March 4	Student Sermon Debrief		
March 11	Inductive Preaching		Theology/Philosophy of Creativity/Humour
March 18	Inductive Preaching	Sermon Listening: Judges 10:1-11:40 The Danger of a Strong Faith and a Weak Theology Preaching Today	
March 25	Creativity, Imagination, and Humour in Preaching		

April 1	Media and Personality in Preaching Cultural Exegesis		Inductive Sermon
April 8	Student Sermon Debrief		

ASSIGNMENTS

Please submit all written assignments to Canvas.

1. Book Reviews.

Read three course textbooks (*Take Up and Preach* or its replacement, *Preaching the New Testament*, and *How to Preach and Teach the Old Testament for All Its Worth*) and write a review of each one. These reviews must identify the author's thesis, summarize, and interact with the content of the book and conclude by stating whether you would recommend the book and to whom. Each review is to be **1000 words**.

Value: all the reviews together are worth 15%

Due: *Take Up and Preach*/Johnson/Gallaty and Smith January 21, 2025

Wright February 4, 2025

Paul/Wenham February 11, 2025

2. Theology/Philosophy of Creativity and Humour.

Each student will write a 6-page bipartite theology/philosophy of creativity and humour (3 pages committed to each). Each student will read *With Wit and Wonder* (and report the percentage read carefully at the beginning of the paper) and allow it to serve as a catalyst for this project, but most of it should flow from the student's own deliberations. This will be an opportunity to develop a biblically faithful perspective on creativity and humour from which a preacher may approach the tasks of exposition and application in sermon writing. The Bible is to be the primary source for this assignment. The student is to explore: 1) reasons for creativity/humour; 2) sources for creativity/humour; and 3) parameters for creativity/humour.

Value: 20%

Due: March 11, 2025

3. Sermon "Lane" Analysis

Each student will identify textual form, textual DVD, textual DNA, textual focus, textual function, textual feel, sermon form, sermon focus, sermon function, and sermon feel from the 10 sermons on narrative texts in *Taken Up and Preached* (pp. 115-65). The student may refer to the Appendix only to check his/her analysis.

Value: 5%

Due: January 28, 2025

4. Sermon on a narrative text.

Each student is to choose a narrative text from either the OT or NT, prepare, deliver, and evaluate his/her sermon. The preparation of the sermon must follow The Homiletical Bridge method examined in class (*Take Up and Preach*, pp.46-48) 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 25, 2025

5. Sermon on an inductive text.

Each student is to choose an inductive text in the other testament from the narrative text chosen for the previous sermon, prepare, deliver, and evaluate his/her sermon. The preparation of the sermon must follow The Homiletical Bridge method examined in class (*Take Up and Preach*, pp. 46-48) 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: April 1, 2025

6. Reading and Class Participation

Each student will be asked to present a 2 to 5-minute devotional thought at the beginning of a class session. The content for these presentations should come from the student's own devotional life. These could include a brief introduction to the focus of a text, and then its exposition/application.

Be prepared each class time by reviewing the applicable portions of the textbooks and completing the assigned exercises for the activities of the upcoming class. Enter prepared to contribute to the class discussion.

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.

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 without instructor authorization 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.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. 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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