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United Centre for Theological Studies
University of Winnipeg
Office Hours: Tuesdays 9:30-12:30 (or by
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Homiletics
GTHEO 7349 Winter 2016

NB: This syllabus is a draft. The instructor may make minor corrections or changes before the first class. After the beginning of the class, the instructor and participants may mutually negotiate changes to the syllabus in order to better meet participant's learning goals. Also note that some of the topics listed in this syllabus MAY NOT be covered.

Location: TBD

Meeting Times: Mondays 1-4

Required Textbooks (Books are available on Amazon.ca)

McLure, John S. *Preaching Words: 144 Key Terms in Homiletics*. Louisville: John Knox Westminister, 2007.

Troeger, Thomas. H. and Leonora Tubbs Tisdale. *A Sermon Workbook: Exercises in the Art and Craft of Preaching*. Nashville: Abingdon Press, 2013.

Childers, Jana, ed. *Purposes of Preaching*. St Louis: Chalice, 2004.

Recommended Readings:

(in consultation with the instructor students will select one book from this list for their book review)

Allen, Ronald J., Barbara Shires Blaisdell, and Scott Black Johnston. *Theology for Preaching: Authority, Truth and Knowledge of God in a Postmodern Ethos*. Nashville: Abingdon, 1997.

Bartow, Charles L. *God's Human Speech: A Practical Theology of Proclamation*. Grand Rapids: Wm.B.Eerdmans, 1997.

_____. *The Preaching Moment: A Guide to Sermon Delivery*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1995.

Brueggemann, Walter. *Cadences of Home: Preaching among the Exiles*. Louisville, Kentucky: John Knox Westminister, 1997.

Buttrick, David. *A Captive Voice: The Liberation of Preaching*. Louisville: Westminister John Knox, 1994.

Childers, Jana. *Performing the Word: Preaching as Theatre*. Nashville: Abingdon, 1998.

- Childers, Jana and Clayton J. Schmit editors. *Performance in Preaching: Bringing the Sermon to Life*. Grand Rapids: Baker Academic, 2008.
- Craddock, Fred B. *As One without Authority*. 3rd ed. Nashville: Abingdon, 1979.
- Florence, Anna Carter. *Preaching as Testimony*. Louisville: Westminster John Knox, 2007.
- Jensen, Richard A. *Thinking in Story: Preaching in a Post-literate Age*. Lima, Ohio: CSS Publishing Co. Inc., 1995.
- Hudson, Mary Lin Hudson and Mary Donovan Turner. *Saved from Silence: Finding Woman's Voice in Preaching*. St. Louis, Missouri: Chalice, 1997.
- Long, Thomas. *Preaching and the Literary Forms of the Bible*. Philadelphia: Fortress, 1989.
- Lose, David. *Preaching at the Crossroads: How the World and our Preaching is Changing*. Philadelphia: Fortress, 2013.
- Lowery, Eugene L. *The Sermon: Dancing on the Edge of Mystery*. Nashville: Abingdon, 1997.
- McLure, John. *Other-wise Preaching: a Postmodern Ethic for Homiletics*. St. Louis, Missouri: Chalice Press, 2001.
- _____. *The Roundtable: Where Leadership and Preaching Meet*. Nashville: Abingdon, 1995.
- Satterly, Craig A. *When God Speaks through Change: Preaching in Times of Congregational Transition*, Herndon, Virginia: Alban Institute, 2005.
- Simmons, Martha J. ed. *Preaching on the Brink: The Future of Homiletics*. Nashville: Abingdon, 1996.
- Taylor, Barbara Brown. *The Preaching Life*. Cambridge: Crowley Publications, 1993.
- Thomas, Frank A. *They Like to Never Quit Praisin' God: The Role of Celebration in Preaching*. Cleveland, Ohio: United Church Press, 1997.
- Troeger, Thomas H. *Imagining the Sermon*. Nashville: Abingdon. 1990.
- _____. *Ten Strategies for Preaching in a Multi-Media Culture*. Abingdon: Nashville, 1996.
- _____. *Preaching while the Church is Under Construction: The Visionary Role of Preachers in a Fragmented World*. Nashville: Abingdon, 1999.
- Willimon, William H. *Conversations with Barth on Preaching*. Nashville: Abingdon, 2006.
- Wilson, Paul Scott. *The Four Pages of the Sermon. A Guide to Biblical Preaching*. Abingdon Press: Nashville, 1999.
- _____. *Preaching and Homiletical Theory*. St. Louis, Missouri: Chalice Press. 2004.

Course Description

We live in a world where postmodern sensibilities, attitudes, and understandings interact with an ever present remnant of modernity. Such a world is troubled by the mixed messages of postmodern questioning and modern certainty. It is incumbent upon preachers to address this diversity.

In this course, students will be presented with a variety of sermon forms that will speak to varied preaching contexts. Students will learn and practice the processes of moving from text to delivery.

M.Div. Program Learning Outcomes

Students will develop their ability to:

1. Articulate the church's history (including biblical writers and communities) engage develop or challenge several of the following sources: scripture, traditions, doctrine and context.
2. Articulate the contextual nature of theology using critical tools to discern the social signs of the times both locally and globally with the awareness of the pluralistic, inter-religious, secular and Indigenous contexts of Winnipeg and Turtle Island.
3. Demonstrate personal maturity, growth in a life of virtue, capacity for appropriate self- evaluation and interpersonal skills necessary to work collaboratively with others, in ways that promote justice and love for all creatures.
4. Demonstrate through reflection and practice, the capacity to proclaim and practice the Gospel with integrity and sensitivity in a variety of contexts, especially given the pluralistic and largely secular context of twenty-first century Canada, and the Christian imperative to social justice as an inherent Gospel value.

Learning Outcomes

After completing this course students will be able:

1. To articulate the context of their preaching such that students will learn how to exegete a congregation and the wider community. (program goals 2, 4)
2. To develop, write and deliver sermons in a variety of form and style that engage the biblical text, the church's tradition and the context of the preaching event. (program goals 1, 2)
3. To demonstrate an understanding of a variety of purposes and theologies of preaching. (program goals 1, 4)
- 4.
- 5.
- 6.

Grade Scale

Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade
A+	95-100	B+	78-80	C	60-67
A	84-94	B	71-77	D	50-59
A-	81-83	C+	68-70	F	below 50

Assignments and Weighting

- Readings 10%

(students will be expected to write one of two sentences based on assigned readings)

- Book Review 15%
(grade includes both an oral presentation and written assignment of a book chosen in consultation with the instructor)

Book Reviews should be approximately 5 pages and include:

1. A complete citation of the book under review in proper form (Chicago Style).
2. Introductory statement.
3. Information about the author.
4. Statement of the purpose of the book.
5. Summary of content--this is an overview stressing the main ideas and arguments employed by the author (these first 5 items should be 2-3 pages).
6. Critique--an assessment of the work in terms of its content and style, and an evaluation of its relevancy or usefulness in relation to the course topic. You should point out both positive and negative aspects of the book. The review should also set the book in the context of other books written on the subject.
7. Concluding statement.

The book review submitted for evaluation should be produced with a word processing program, double-spaced, Times New Roman 12pt font, and include a title page, footnotes and bibliography in Chicago Style.

See the latest edition of Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations; Chicago Style for Students and Researchers*. 8th ed. Revised by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, and University of Chicago Press Editorial Staff. Chicago and London: University of Chicago Press, 2013.

- Assignments (3 assignments selected from Troeger and Tubbs Tisdale, each worth 5 marks) 15%
- Homily using the Deductive Form 15%
- Homily using the Inductive Form 15%
- Sermon (students will choose the form and style of the sermon) 25%

(Students will preach two 5 minute homilies and one 10-12 minute sermon. Students will also be required to submit a Sermon Statement and Written Manuscript for each homily/sermon.)

DO NOT PLAGIARIZE: Plagiarism is a serious academic offence that consists of presenting either someone else's words, including paraphrasing, or someone else's ideas as your own. **REFERENCE YOUR SOURCES CONSISTENTLY THROUGHOUT.**

Inclusive Language

The United Centre for Theological Studies encourages the use of inclusive language for human beings and God in both classroom discussions and in academic writing. Inclusive language is that which does not discriminate based on characteristics of gender, sexual orientation, age, race, ethnicity, disability, religion, or minority. Students are expected to take seriously the underlying theological and pastoral issues related to inclusive language. Further explanation of the significance of this aspect in communication can be found in *The Canadian Style: A Guide to Writing and Editing* (available at UofW e-books) and The United Church's inclusive guidelines, which affirm the use of a variety of human and other metaphors, images and pronouns for God in church documents, worship and liturgy.

Schedule of Topics and Readings

Session 1: Introduction:

Why Preach? : The Purpose of Preaching

Reading: Troeger and Tubbs Tisdale; pp. 1-14.

McLure; words to read: authority p7, call p10, evangelistic preaching p29, fool p37, genre p43, gospel p44, herald p46, homily p51, kerygma and didache p66, pastoral preaching p100, proclamation p115, prophetic preaching p117, purposes p118, sermon p125, theology of preaching p137, witness p148, Word of God p151

Childers; pp. 23-38.

Session 2: Preaching in Today's World: The Context of Preaching

Reading: Troeger and Tubbs Tisdale; pp 15-18.

McLure; words to read: authenticity p5 , authoritarian p7, collaborative preaching p13, contextual preaching p17, culture p18, feminist preaching p35; gender p41, listener p73, multicultural preaching p87, New Homiletic p 94, pluralism p 109, postliberal preaching p111, postmodern preaching p112, testimony p132, voice p 144.

Childers; pp 1-22.

Session 3: Theology of Preaching

Reading: Troeger and Tubbs Tisdale; pp 84-96.

McLure; words to read: theology and preaching p. 136

Childers; pp 91-112, pp 141-156.

Session 4: The Homiletic Tool Chest

Reading: Troeger and Tubbs Tisdale; pp 19-48, 56-68.

McLure; words to preach: communication p14, deconstruction p19, drama p24, ethos p27, logos p79, structuralism p128.

PRESENTATION OF BOOK REVIEW

Session 5: The Process of Sermon Brainstorming

Reading: Troeger and Tubbs Tisdale; pp 66-70, 97-107.
McLure; words to preach: anti-Judaism p12, focus and function p36,
hermeneutics p47, inclusive language p 61, text-to-sermon p 133, wayer p146.

Session 6: A Repertoire of Sermon Forms

Reading: Troeger and Tubbs Tisdale; pp 71-83.
McLure; words to preach: biblical preaching p10, deductive preaching p20,
doctrinal preaching p24, Lowery Loop p80, inductive preaching p62,

Session 7: Models for Sermon Preparation

Reading: Troeger and Tubbs Tisdale; pp 49-65, pp 26-37.
McLure; words to preach: expository preaching p30, lectionary p70, liturgical
preaching p76, teaching sermon p131, topical preaching p142.

Session 8: Sermon Materials

Reading: Troeger and Tubbs Tisdale; pp 66-70, 115-118, 119-122.
McLure; words to preach; application p3, body of the sermon p10, celebration
p12, code p13, conclusion p15, contrapuntal p17, humour p51, image p57,
introduction p64, metaphor p83, metonymy p84.

PRESENTATION OF FIRST SERMON

Session 9: Preaching as Performance

Reading: Troeger and Tubbs Tisdale; pp 108-112.
Childers, Jana. "Performing the Word". (Reading to be handed out two weeks
prior to class).
McLure; words to preach; delivery p21, embodiment p26, gesture p44,
performance p102, performative language p102, poetics p110, speech act theory
p125.

Session 10: Addressing Congregational Resistances Through Preaching

Reading: Troeger and Tubbs Tisdale; pp97-107.
PRESENTATION OF SECOND SERMON

Session 11: Making Theology Incarnate for Preaching

Reading: Troeger and Tubbs Tisdale; pp 89-92.

Session 12: PRESENTATION OF FINAL SERMON

Academic Policies

Students should familiarize themselves with the University of Winnipeg's policies on
appeals and academic misconduct such as plagiarism or cheating.
(United Centre for Theological Studies Calendar - Academic Regulations and Policies)

Withdrawal

A student who is considering withdrawing from the course is requested to speak with the
instructor and check the last date to withdraw without academic penalty in the United Centre for

Theological Studies Calendar or by contacting the United Centre for Theological Studies Theology office at (204) 988-7685. To withdraw from a course, students must notify the United Centre for Theological Studies office in person (form available), in writing or by facsimile as a signature is required.

Accessibility Services

Accessibility Services (AS) at 786-9771 or email accessibilityservices@uwinnipeg.ca to discuss appropriate options. Specific information about AS is available on-line at <http://www.uwinnipeg.ca/accessibility>. All information about a student's disability or medical condition remains confidential. <http://www.uwinnipeg.ca/accessibility>.

Security and Community Ambassador Services

The phone number for UW security guards is 6666 on campus and (204) 786-6666 off campus. In emergencies, police, fire, and ambulance services can be reached by dialing 8-911 on campus. During the fall and winter there are Safe Walk and Safe Ride programs. Both can be contacted by phoning 9272 on campus and will escort faculty, staff, and students to their cars. More information and a personal safety brochure are available at www.uwinnipeg.ca/index/security-index. The UW Security & Community Ambassador Services seeks to guarantee the safety of students, faculty, staff, visitors and other users of University of Winnipeg facilities, while preserving a philosophy of unhindered community access.

Ethics Committee

Students who plan to conduct research interviews, focus groups, surveys, or any other method of collecting data from any person, even a family member, must obtain the approval of the appropriate ethics committee before commencing data collection. Exceptions are research activities in class as a learning exercise. See <http://www.uwinnipeg.ca/research/human-ethics.html> for submission requirements and deadlines.

Respectful Working and Learning Environment

All students, faculty and staff have the right to participate, learn and work in an environment that is free of harassment and discrimination. The UW Respectful Working and Learning Environment Policy may be found online at www.uwinnipeg.ca/respect.

Scent-Free Environment

UWinnipeg promotes a scent-free environment. Please be respectful of the needs of classmates and the instructor by avoiding the use of scented products while attending lectures. Exposure to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities.