

564.615 Preaching in Cultural Context
Course Assessment and Delivery Outline

Campus: Auckland

Intensives Week 20-24 April

Semester 1, 2015

Lecturer: Rod Thompson

NQF Level 6: 15 Credits

CONTENT OVERVIEW:

Section 1: Approaching Multiple Texts

- Course Introduction
- A “Text”ual Approach to Preaching
- Connecting preaching to the missio Dei (the mission of God)

Section 2: Culture as Text

- Approaching culture incarnationally
- Examining historical patterns and trends of culture(s)
- Examining contemporary patterns and trends of culture(s)
- Assessing implications of historical and contemporary cultural patterns and trends

Section 3: Church as Text

- Developing a theology of worship and preaching
- Examining the ways ecclesiology impacts preaching
- Examining contemporary approaches in worship and preaching
- Investigating plausibility structures and the creation of “secondary worlds.”

Section 4: Text

- Apprehending the scope of the biblical narrative: “What is God up to?”
- Examining and scriptural genres locating them within the biblical narrative
- Understanding the authority of the text
- Interpreting the text; Reading the Bible in community
- Engaging the Bible holistically

Section 5: Preacher as Text

- Becoming aware, hosting presence, cultivating encounter – exploring the relationship between the preacher, the text, the Spirit, and the congregation
- Learning to listen
- Examining the intersection of personal and scriptural narratives
- Discovering and naming personal strengths and weaknesses in communication

Section 6: Incarnating the Texts

- Approaches and methods for sermon preparation
- Approaches and methods for sermon delivery
- Designing a holistic worship experience
- Preaching over the course of a year
- Getting appropriate feedback
- Developing sustainable rhythms for preaching

Section 7: Integrative “Text”uality

- Course integration and conclusion

ASSESSMENT TASKS AND DUE DATES:

Attendance & Participation:

This course will be interactive in all aspects. Students will not only receive content through course reading assignments and lectures, but will create knowledge through conversations. Course attendance is essential.

Reading Reflection Papers:

Each student will write one reading reflection paper on the required course text, *Intuitive Leadership* by Tim Keel, and another reading reflection paper on the first three chapters of *Free for All* by Conder and Rhodes. Each three-page paper (12pt. Font, double-spaced, 2cm margins) should be a personal interaction with the key concepts from these texts. Do not simply report what the author has written. The due dates are as follows:

- Friday 24 April (Friday morning of the block course week) – the paper on three chapters of *Free for All* by Conder and Rhodes
- Sunday 3 May – the paper on *Intuitive Leadership* by Keel

Church & Culture Exegesis:

Using resources from class lectures and a worksheet to be provided in class, students will attend two consecutive weeks of worship within a particular congregation—preferably the student's home church. Students will assess the worshiping community with particular attention towards the following criteria: identification of the worship liturgy, dominant forms of communication present, assumptions regarding culture, how preaching appears to impact and/or integrate with the overall trajectory of the community, and how the Bible is engaged by the community generally, and in the preaching act specifically. Each student will use this worksheet as a template to write a 500-word reflection paper describing his or her experience and findings. Students should expect to share constructively about what they observed and learned. Students should try and choose a church where they will have the opportunity to preach their second sermon.

The Church and Culture Exegesis worksheet is due on Sunday 24 May.

Sermons:

Each student will prepare and preach two sermons.

Preaching in class will occur on the final day of the block course (Friday 24 April). Some preparation time will be given in class on Wednesday 22 April. Students will also be expected to do some preparation in the evenings of the block course week.

The following process is to be used for the in-class sermon. (20% of final grade)

1. The preacher will be assigned a select the biblical text to be used and will develop the sermon according to the values and practices discussed in this course.
2. The preacher will preach the sermon on the assigned day. The sermon should be 15 minutes long.
4. Following the sermon, peers and lecturer will spend about five minutes completing the Sermon Assessment form (see the final page of the course outline).
5. The lecturer will lead a 10-minute conversation with the preacher and his/her peers. The lecturer will collect all Sermon Assessment forms.
6. At the close of the class session, the preacher will give the lecturer all materials used in the sermon development, including notes, diary, sermon outline or manuscript, etc. These documents and the Sermon Assessment forms will be returned to the preacher.

The second sermon will be preached in a church setting (preferably the same church for which the Cultural Analysis/Exegesis worksheet was filled out) and submitted by Sunday 7 June 2015. This sermon is intended to be the culmination of all that has been covered in class. (30% of final grade)

1. The preacher will be assigned a biblical text to be used and will develop the sermon according to the values and practices discussed in this course.
2. The preacher will arrange for the sermon to be recorded by video.
3. The preacher will preach the sermon in a church setting.
4. The preacher will watch the sermon video and fill out an assessment form evaluating the message according to the listed criteria.
5. A final packet that includes the Church and Culture Exegesis worksheet, sermon manuscript/outline, sermon video, and the sermon assessment form will be submitted.

CRITERIA FOR ASSESSMENT:

Reading Reflection Papers:

1. The key ideas from the allocated text or reading have been briefly identified and summarized.
2. The key ideas are subsequently interpreted and applied relative to preaching in the student's context.
3. The structure of the paper is clear, ideas are arranged logically, and valid conclusions are drawn.
4. The format, spelling, grammar, annotation and bibliography of the essay are presented with clarity and according to standards set forth in the academic handbook.

Church & Culture Exegesis:

1. The student has attended two worship services and completed all the appropriate sections of the Church and Culture Exegesis Worksheet.
2. The findings from the Church and Culture Exegesis worksheet are assembled into a paper that constructively describes the context of the church with particular attention given to the challenges and opportunities facing preachers in this context.
3. The structure of the paper is clear, ideas are arranged logically, and valid conclusions are drawn.
4. The format, spelling, grammar, annotation and bibliography of the essay are presented with clarity and according to standards set forth in the academic handbook.

Sermons:

Sermon 1:

1. The sermon's theme, structure and organization reflect the biblical text from which it is drawn.
2. The sermon demonstrates integration between the biblical text and the contemporary context of the preacher.
3. The sermon is preached in an engaging and authentic manner.

Sermon 2:

1. The sermon's theme, structure and organization reflect the biblical text from which it is drawn.
2. The sermon demonstrates integration between the biblical text and the contemporary context of the preacher.
3. The sermon is preached in an engaging and authentic manner.
4. The sermon reflects awareness of and attention to particular context of the church where it is given in keeping with the findings from the Church and Culture Exegesis Worksheet.

LEARNING HOURS:

Attendance & Participation	36 hours	
Reading & Reading Reflections Papers	60 hours	35%
Cultural Analysis/Exegesis	09 hours	15%
Sermons	45 hours	50%
Total	150 hours	100%

TEXTBOOK:

Keel, Tim. *Intuitive Leadership: Embracing a Paradigm of Narrative, Metaphor, and Chaos*. Baker Books, 2007 (ISBN: 9780801068133).

REQUIRED READING:

Conder, Tim and Rhodes, Daniel. *Free for All: Rediscovering the Bible in Community*. Baker, 2009 (ISBN: 9780801071478).

RECOMMENDED READING:

Martoia, Ron. *The Bible as Improv: Seeing and Living the Script in New Ways*. Zondervan, 2010 (ISBN: 9780310287704).

BIBLIOGRAPHY:

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Brueggemann, Walter. *Cadences of Home: Preaching Among Exiles*. Westminster John Knox Press, 1997 (ISBN: 9780664257491).

Brueggemann, Walter. *Finally Comes the Poet: Daring Speech for Proclamation*. Fortress Press, 1989 (ISBN: 9780800623944).

Brueggemann, Walter. *The Prophetic Imagination, Second Edition*. Fortress Press, 2001 (ISBN: 9780800632878).

Chappell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. Baker, 1994 (ISBN: 9780801025860).

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Hauerwas, Stanley. *Unleashing the Scripture: Freeing the Bible from Captivity to America*. Abingdon, 1993 (ISBN: 9780687316786).

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- Peterson, Eugene. *Subversive Spirituality*. Eerdmans, 1997 (ISBN: 9780802842978).
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