**Carey Theological College**

**APPL 602: Advanced Preaching & Communication in a Digital Age**

**INSTRUCTOR:** Dr. Stefano Piva, BR, M. Div, D. Min

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**CREDITS:** 3

**DESCRIPTION:**

The Bible is a collection of many types of literature. The preachers in the Bible (especially the Old Testament prophets) often spoke in many picturesque, poetic and even physically dramatic ways. Why then, does much of the preaching in our churches lack similar diversity, creativity, and art?

In this *advanced preaching* course, we look at the different literary genres of scripture and discuss not only what the text says, but *how* its form should affect *how* we say it. The course will also look at different delivery styles and methods, as well as discuss how the use of digital media affects preaching. Finally, we will also look at the person of the preacher and how God uses our (and our understanding of) individuality to proclaim his word.

This course assumes that the student has already had instruction in *Introduction to Preaching,* as well as some previous preaching experience.

**COURSE GOALS:**

1. Integration of biblical studies, theology, literature, art and ethics with homiletics.
2. Expand one’s repertoire of preaching styles and forms.
3. Understand the rhetorical devices and biblical genres in homiletics.
4. Mastery of exegetical tools.
5. Make exegesis and theology work for preaching.
6. Stronger awareness of how both our personhood and the media shape our preaching for good and bad.

**COURSE OUTCOMES:**

1. Be better able to preach the different genres of the Bible.
2. Have a better understanding of the difference between exegetical data and sermonic form.
3. Develop skills in using different sermonic forms to create sermons (i.e. deductive, inductive, image based, first person, etc).
4. Sharpen one’s preaching skills through practice and evaluation.
5. Begin lifelong habits of self-awareness and media-awareness to keep our preaching ministry both healthy and grounded.

**REQUIRED TEXTBOOKS:**

Arthurs, Jeffrey. *Preaching with Variety: How to Re-Create the Dynamics of Biblical Genres*. Kregel Academic & Professional, 2007.

Jonker, Peter. *Preaching in Pictures: Using Images for Sermons That Connect*. Abingdon, 2015.

Salter, Darius. *Preaching as Art: Biblical Storytelling for a Media Generation.* Beacon Hill, 2008.

**INSTRUCTOR BIOGRAPHY**

Dr. Stefano Piva has been a pastor for over 25 years. He received his Doctor of Ministry in preaching from *Gordon-Conwell Theological Seminary* under the teaching of Dr. Haddon Robinson. Dr. Piva has taught several preaching courses at *Taylor Seminary* in Edmonton, AB, the *Cameroon Baptist Theological Seminary* in Cameroon and *Rio Grande do Sul Baptist Theological Seminary* in Brazil. Stef started preaching to his teddy bears when he was 8 years old and has continued to preach, and learn how to preach, since then. He is married and has young adult children, and he enjoys teaching, reading, pastoring, painting, sports, soccer refereeing and listening to old school 1980s Christian metal.

**COURSE OUTLINE** (The dates and times in this course outline are a draft and may change).

Week 1 - March 27 (19am-12pm) - Intro to Advanced Preaching

Week 2 - Preaching Stories

Week 3 - Narrative Preaching

Week 4 - Preaching Parables

Week 5 - Big “Image” Preaching

Week 6 - Preaching Poetry & In class preaching/evaluation

Week 7 - Preaching Proverbs & In class preaching/evaluation

Week 8 - Preaching Apocalyptic Literature & In class preaching/evaluation

Week 9 - The Person of the Preacher & Small group discussion

Week 10 - Media and the Preacher & Small group discussion

**ASSIGNMENTS AND GRADES (For Masters Level)**

Reading – 10%

Class Participation – 10%

Inductive Narrative Sermon (and manuscript) – 20%

 (This will be a 15-20 minute sermon done in class)

Big “Image” Sermon (and manuscript) – 20%

 (This will be a 15-20 minute sermon done out of class, but recorded and sent in)

Two (one page single spaced) interactive papers of a Spurgeon and Phillips Brooks sermon. - (10% each)

Two sermon evaluations of contemporary preachers. (I will assign the sermons to watch). - (10% each)

**BIBLIOGRAPHY**

**INTRODUCTION TO PREACHING**

Broadus, John A. *On the Preparation and Delivery of Sermons.* HarperOne, 1979.

Fasol, Al. *A Complete Guide to Sermon Delivery.* Broadman & Holman, 1996.

Gordon, Thomas David. *Why Johnny Can’t Preach: The Media Have Shaped the Messengers.* P & R Publishing, 2009.

Kushner, Malcolm. *Public Speaking for Dummies: 2nd Edition.* Wiley, 2004.

Long, Thomas. *The Witness of Preaching.* WJKP, 2016.

Lowry. Eugene L. *The Sermon: Dancing the Edge of Mystery.* Abingdon, 1997.

Robinson Haddon W. *Biblical Preaching.* Baker Academic, 2001.

Stott, John. *I Believe in Preaching.* Hodder & Stoughton, 1998.

**CREATIVITY IN PREACHING**

Childers, Jana and Clayton J. Schmit (ed.). *Performance in Preaching: Bringing Sermons to Life.* Baker, 2008.

Frymire, Jeffrey. *Preaching the Story: How to Communicate God’s Word Through Narrative Sermons.* Warner, 2006.

Galli, Mark and Craig Brian Larson. *Preaching that Connects: Using Journalistic Techniques to Add Impact.* Zondervan, 1994.

Grant, Reg & John Reed. *Telling Stories to Touch the Heart,* Wipf and Stock, 1990.

Robinson, Haddon & Torrey Robinson. *It’s All In How You Tell It: Preaching First-Person Expository Messages.* Baker, 2003.

Wiersbe, Warren. *Preaching and Teaching with Imagination.* MI: Baker, 1994.

**NARRATIVE PREACHING**

Alter, Robert. *The Art of Biblical Narrative.* Basic Books, Inc, 1981.

Lowry, Eugene. *The Homiletical Plot.* Westminster John Knox, 2000.

Mathewson, Steven D. *The Art of Preaching Old Testament Narrative.* Grand Rapids, MI: Baker Academic, 2002.

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids, MI: Baker, 2006.

**PREACHING BIBLICAL GENRES**

Fee, Gordon D. & Stuart, Douglas. *How to Read the Bible for all its Worth.* Zondervan. 2003.

Long, Thomas. *Preaching and the Literary Forms of the Bible.* Fortress, 1989.

Lowry, Eugene. *How to Preach a Parable.* Abingdon, 1989.

Plantinga, Cornelius. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Wm. B. Eerdmans Publishing Co.. 2013

Pratt, Richard (Jr.). *He Gave Us Stories: The Bible Student’s Guide to Interpreting Old Testament Narratives.* P & R, 1993.

# Ryken, Leland. *How to Read the Bible as Literature: . . . and Get More Out of It.* Zondervan Academic, 2016.

# Wright, Christopher J. H., *How to Preach and Teach the Old Testament for All its Worth.* Zondervan Academic, 2016.

**THE PERSON OF THE PREACHER**

Brooks, Phillips. *The Joy of Preaching.* Kregel, 1989.

Carty, Austin. *The Pastor's Bookshelf: Why Reading Matters for Ministry.* Eerdmans, 2022.

Graves, Mike. *The Fully Alive Preacher: Recovering from Homiletical Burnout.* Westminster John Knox, 2006.

Massey, James Earl. *The Burdensome Joy of Preaching.* Abingdon, 1998.

Resner Jr., Andre. *Preacher and Cross.* Eerdmans, 1999.

Taylor, Barbara Brown, *The Preaching Life.* Cowley, 1995.

Live Conferences

This online course extensively uses the Zoom tool available for our gathering. The format will be collegial, fun and uplifting. There will be large group times of instruction with the professor as well as times when we will break into smaller groups for discussion. The above schedule shows the days we meet and the subject area being covered.

The student will benefit from comments we make during this seminar even if their sermons aren’t the focus. One way to learn is to see constructive critique of another person’s work.

Time Investment and Evaluation

| *Activity/Assignment*  | *Hours*  |  |
| --- | --- | --- |

| Class Time | 30 |  |
| --- | --- | --- |
| Sermon Preparation and Delivery  | 35 |  |
| Reading  | 40 |  |
| Papers  | 10 |  |
|  Sermon evaluations |  10  |  |
| **Total Hours**  | **127.5** **(3 credits)** |  |
| **Please note:** *Refer to the Carey Reading /Writing Scale. The amount of time taken by students will vary. This information is intended to be used as an approximation for planning purposes.* *For a Masters level course, “one credit hour equates to 42.5 hours of combined class time (5/6 hour per week x 15 weeks = 12.5 hours) and out-of-class work time (2 hours per week x 15 weeks = 30 hours), which would be 127.5 hours of total time allotment for a 3-credit course."* |  |  |

Evaluation Methods and Criteria

| **Grade class**  | **Descriptors**  | **Letter grades**  | **Detail**  | **%** |
| --- | --- | --- | --- | --- |
| **A class work** **Excellent, superior work** | Effectively and exceptionally accomplishes all course outcomes and objectives. Work produced is excellent quality, publishable, and beneficial to all. Shows exceptional growth/mastery. Exceptionally creativity and originality in approach to the subject. | **A+** **A** **A**  | Exceptional A-class work Consistent A-class work Generally A-class work, some lapses and areas for refinement | **100-98** **97-94** **93-90** |
| **B class work** **Good solid work** | Accomplishes all course outcomes and objectives. Work produced is good quality, publishable after some revision, and beneficial to peers and fellow students. Growth/mastery of course material is good. Shows creativity and originality in approach to subject. | **B+** **B** **B**  | Primarily B-class, superior to some areas Consistent B-class work Generally B-class work, some lapses and areas for refinement | **89-87** **86-84** **83-80** |
| **C class work** **Passible but needs to improve** | Accomplishes enough course outcomes and objectives to be passible. Work produced is not recommended for dissemination unless qualified. Growth/mastery is basic, but encouraged to repeat the course. Shows hints of creativity and originality, but not consistent. | **C+** **C** **C**  | Primarily C-class, better in some areas Consistent C-class work Generally C-class work, but this is based on generous interpretation. Elements that fall significantly short, marginally passable. | **79-77** **76-74** **73-70** |

| **F class work** **Unpassible** | Fails to accomplish course outcomes and objectives. Work should not be disseminated under any condition. Little to no growth/mastery of course material. Fails to show creativity or originality in approach to the subject. | **F**  | Generally unpassible work.  | **69-0** |
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| Academic Policies Please see the **Carey Academic Catalog** for more details: http://www.carey-edu.ca/wp-content/uploads/2016/09/Academic-Catalog-2016-2017-FINAL.pdf **Course Attendance** Students are expected to attend all scheduled class sessions to fulfil degree requirements. This includes on-line webinars and/or live-streamed portions of courses. **Carey Grading Scale** See the Carey Academic Catalogue for details on the Carey grading scale. **Course Withdrawal Policy** A student who withdraws after the period for which tuition refunds are available within the first half of the course will receive a “W” on their transcript. Beyond those dates, they will receive an “F.” **Extensions** Extensions for course work will only be granted in exceptional circumstances. If an extension will make it impossible for the professor to submit the final grade no later than one month following the final assignment, the student must petition the Registrar’s Office. If the Registrar’s Office grants such a request, the final extension deadlines will be clearly established. Work granted an extension may receive a grade reduction of up to one-third of the final mark. **Academic Integrity** Academic integrity is honest and responsible scholarship. Students are expected to submit original work and give credit to other peoples' ideas. Academic dishonesty is acting in a manner to gain unearned academic credit. Examples of academic dishonesty are: • Plagiarizing by misrepresenting the work of another person (in whole or in part) as a student’s own work or failing to give credit for either wording or ideas that belong to another. • Submitting the same material for credit in more than one course (whether the earlier submission was at Carey or another institution). • Using unauthorized aids of any sort in examinations, completing work in unauthorized collaboration with others, or the unauthorized recording and use of class lectures. Penalty for a lack of academic integrity may include a failing grade in the assignment, examination or course, depending on the severity of the offense. All students are responsible for knowing and practicing academic integrity and must become familiar with the plagiarism student resource at: http://learningcommons.ubc.ca/academic-integrity/. **Gender Language** As language usage changes, the church must discern where its language must change in order to bear faithful witness to the gospel. Modern English usage has moved away from using masculine terms to refer to groups that include women. Using of such terms in worship, writing, or conversation miscommunicates the invitation of the gospel and the nature of the church. Assignments that don’t conform to the gender language policy will be returned to the student for resubmissions. See the Carey Academic Catalogue for more details on this policy. |
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