



Module Descriptor

Title	Creative Homiletics L9		
Session	2025/26	Status	Inactive
Code	THEO09005	SCQF Level	9
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	S Younger		
Summary of Module			
<p>This module explores contemporary approaches to homiletics influenced by postmodern cultural, theological, and communicative concerns. The various approaches considered include storytelling, collaborative preaching, the interplay between 'trouble' and 'grace', moves in consciousness, preaching as performance, prophetic imagination and global perspectives in the study and practice of homiletical performance. In exploring these approaches the integrated relationship of exegesis, hermeneutics, and homiletics will be highlighted, as will the difference between inductive and deductive preaching.</p> <p>Participants will have the opportunity to experience examples of some of these approaches, to take part in practical workshops, to critique a particular approach, and to present a sermon for peer and tutor formative feedback prior to its submission with commentary for summative assessment.</p>			

Module Delivery Method	On-Campus¹ <input type="checkbox"/>	Hybrid² <input checked="" type="checkbox"/>	Online³ <input checked="" type="checkbox"/>	Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley	<input checked="" type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)	

¹ Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

² The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

³ Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

⁴ Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

Terms for Module Delivery	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
L1	Demonstrate a critical understanding of a selection of the principal theories, principles, concepts and terminology of contemporary homiletics.
L2	Critically evaluate a variety of theoretical approaches, theological underpinnings and communication techniques related to contemporary homiletics.
L3	Demonstrate some creativity in integrating exegetical, hermeneutical and advanced homiletical skills in the preparation and delivery of sermons relevant to today's culture.
L4	n/a
L5	n/a

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF 9</p> <p>Knowledge and critical understanding of the theory and key concepts of homiletics.</p> <p>Detailed knowledge of several approaches to the theology and ethic of persuasive speech when used in the service of the church.</p>
Practice: Applied Knowledge and Understanding	<p>SCQF 9</p> <p>Homiletic theory and practice demonstrated at an advanced level through a range of rhetorical skills.</p> <p>Dealing with sensitive or controversial subjects creatively and constructively in a public speaking context.</p>
Generic Cognitive skills	<p>SCQF 9</p> <p>Conceptualise and analyse key issues arising from homiletic practice and sermon preparation and evaluation.</p> <p>Originality and creative construction in the formation of spoken material.</p>
Communication, ICT and Numeracy Skills	<p>SCQF 9</p> <p>Public speaking through the use of deliberately strategic and skilfully shaped material.</p> <p>Critical use of PowerPoint and knowledge of the benefits and limitations of electronic media in public speaking.</p>
Autonomy, Accountability and Working with Others	<p>SCQF 9</p> <p>Identifying and dealing with ethical issues related to different forms of homiletic practice demonstrating critical and responsible use of persuasive speech.</p>

	Working with others in creating and critically evaluating sermon material, and doing so in an environment of open discussion and shared learning.
--	---

Prerequisites	Module Code	Module Title
	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities	Student Learning Hours
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	24
Tutorial / Synchronous Support Activity	12
Asynchronous Class Activity	24
Independent Study	140
n/a	
n/a	
TOTAL	200

Indicative Resources
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>The core textbook for this course is * David J. Lose, <i>Preaching at the Crossroads: How the World – and Our Preaching – Is Changing</i> (Minneapolis: Fortress Press, 2013)</p> <p>Here is a list of further recommended resources, and which you're encouraged to engage in as you write your assignments: Buttrick, David, <i>Homiletic: Moves and Structures</i> (Philadelphia: fortress Press, 1987) Campbell, Charles L., <i>The Word Before the Powers: An Ethic of Preaching</i> (Louisville: Westminster John Knox Press, 2002) Childers, J., <i>Performing the Word: Preaching as Theatre</i> (Nashville: Abingdon Press, 1998) Craddock, Fred B., <i>As One Without Authority</i> (rev ed) (St Louis: Chalice, 2001) Lowry, Eugene., <i>How to Preach a Parable: Design for Narrative Sermons</i> (Nashville: Abingdon, 1989) Lowry, Eugene., <i>The Homiletical Plot</i> (Lowry, Eugene, <i>The Homiletical Plot: The Sermon as Narrative Art Form</i> (louisville: WKP, 2001) Lose, D., <i>Preaching at the Crossroads: How the World - and Our Preaching - Is Changing</i> (Minneapolis: Fortress Press, 2013)</p>

McClure, John S. The Roundtable Pulpit: Where Leadership and Preaching Meet (Nashville: Abingdon Press, 1995).
 Wilson, Paul, S., The Practice of Preaching (rev ed) (Nashville: Abingdon, 2007)
 Wilson, Paul S., Preaching and Homiletical Theory (St Louis: Chalice Press, 2004)

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Students must attend scheduled sessions, complete learning activities and submit assessments. Detailed guidance will be provided by the module coordinator.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this.

Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Module Appears in CPD catalogue	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Changes / Version Number	3.0 Module Co-ordinator; Indicative Resources; Module delivery methods updated to reflect new UWS categories
---------------------------------	--

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay 50%
Assessment 2
Presentation 50%
Assessment 3
n/a
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Essay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	0

Component 3							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
n/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Combined total for all components						100%	0 hours

Change Control

What	When	Who
Module delivery methods updated to reflect new UWS categories	Feb 2025	E Bell
Module Co-ordinator	Feb 2025	S Younger
Indicative Resources	Feb 2025	S Younger

