University of the West of Scotland

Module Descriptor

Title of Module: Creative Homiletics Level 9			
Code: THEO09005	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education & Social Sciences		
Module Co-ordinator:	L Toth		

Summary of Module
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. 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.

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☒	☒	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:

| ☒ | ☐ | ☐ | ☐ | ☐ | ☒ | Add name |

Term(s) for Module Delivery
(Provided viable student numbers permit).

Term 1	☐	Term 2	☒	Term 3	☐

Learning Outcomes: (maximum of 5 statements)
These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.
At the end of this module the student will be able to:

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.

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)	SCQF Level **9** Knowledge and critical understanding of the theory and key concepts of homiletics. Detailed knowledge of several approaches to the theology and ethic of persuasive speech when used in the service of the church.
Practice: Applied Knowledge and Understanding	SCQF Level **9** Homiletic theory and practice demonstrated at an advanced level through a range of rhetorical skills. Dealing with sensitive or controversial subjects creatively and constructively in a public speaking context.
Generic Cognitive skills	SCQF Level **9** Conceptualise and analyse key issues arising from homiletic practice and sermon preparation and evaluation. Originality and creative construction in the formation of spoken material.

Communication, ICT and Numeracy Skills	SCQF Level **9**
	Public speaking through the use of deliberately strategic and skilfully shaped material.
	Critical use of PowerPoint and knowledge if the benefits and limitations of electronic media in public speaking.
Autonomy, Accountability and Working with others	SCQF Level **9**
	Identifying and dealing with ethical issues related to different forms of homiletic practice demonstrating critical and responsible use of persuasive speech.
	Working with others in creating and critically evaluating sermon material, and doing so in an environment of open discussion and shared learning.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	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 During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (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
	200 Hours Total

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Buttrick, David, Homiletic: Moves and Structures (Philadelphia: fortress Press, 1987)

Campbell, Charles L., The Word Before the Powers: An Ethic of Preaching (Louisville: Westminster John Knox Press, 2002)

Childers, J., Performing the Word: Preaching as Theatre (Nashville: Abingdon Press, 1998) Craddock, Fred B., As One Without Authority (rev ed) (St Louis: Chalice, 2001)

Lowry, Eugene., How to Preach a Parable: Design for Narrative Sermons (Nashville: Abingdon, 1989)

Lowry, Eugene., The Homiletical Plot (Lowry, Eugene, The Homiletical Plot: The Sermon as Narrative Art Form (louisville: WKP, 2001)

Lose, D., Preaching at the Crossroads: How the World - and Our Preaching - Is Changing (Minneapolis: Fortress Press, 2013)

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.

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

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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
Assessment Results (Pass/Fail)	Yes ☐No ☒
School Assessment Board	Divinity
Moderator	I Birch
External Examiner	C Gardiner
Accreditation Details	None
Changes/Version Number	2.06 Assessment

Assessment: (also refer to Assessment Outcomes Grids below)
This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). **NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.** Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.
Assessment 1: Essay 50%
Assessment 2: Presentation 50%
(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.)

Assessment Outcome Grids (See Guidance Note)

Component 1					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay	✓	✓		50	0

Component 2					
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation			✓	50	0

Combined Total for All Components	**100%**	**0 hours**