



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

P202 Homiletics

3 credits. Prerequisites: G209 Communication Skills, B119 Bible Study Methods

April 20-24, 2020
Module E
Monday-Friday, 9am-4pm

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**Students interested in taking this module for graduate-level credit towards a master's degree should contact me for the syllabus *Pentecostal Perspectives on Preaching*.

Course Content and Goals

Course Description

Effective public speaking in any forum is a combination of both art and science. Many leaders have the ability to 'wing it' and move an audience's emotions skillfully with little or no advance preparation. Preachers may be able to survive with this approach for a season but, eventually, the mandate of Jesus to 'feed my sheep' stares back at them in the mirror.

The purpose of this course is to build foundational homiletical theory and practices into your life as a preacher and to meld that awareness with the God-given unction you have for processing and delivering the Word of God to people. The course also has relevance for students who may not be preachers but will use public speaking skills regularly in their life and work.

Relationship to Horizon's Mission

The mission of Horizon College and Seminary is to *Advance God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. This course contributes to that mission by training preachers to prepare and present effective sermons based on the Word of God.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy, Skilled Communication, and Contextual Awareness*, students will:

1. Explore the biblical basis for preaching and the role of homiletical structures and principles to promote effective communication of biblical truth (BTL, CA).
 - *Assessment:* Classroom Discussion, Final Debrief Conversation

2. Analyze approaches to sermon preparation and delivery used by contemporary practitioners (SC, BTL, CA).
 - *Assessment:* Written Critical Appraisals, Oral Response Feedback
3. Evaluate the diversity of preaching models offered by writers of homiletical theory and practice (BTL, CA).
 - *Assessment:* Response to Stanley Textbook, Response to Gray Textbook, Response to Anderson Textbook
4. Value the need to 'rightly divide the word of truth' both in preparation and presentation of biblical sermons, and to affirm the importance for preachers to continually improve their sermonic skills (SC, BTL, CA).
 - *Assessment:* Three Sermons
5. Apply personal learning of theory and practices of effective preaching and demonstrate growth through actual practice of public speaking/preaching (SC, BTL, CA).
 - *Assessment:* Three Sermons

Course Work

Required Readings

1. Anderson, Kenton. *Choosing to Preach: A Comprehensive Introduction to Sermon Options and Structures*. Grand Rapids: Zondervan, 2006. (pages 15-125, 110 pages)
 - Anderson is a concise and articulate student of homiletics. The book raises some basic questions about preaching then presents five different approaches to sermon theory and structure.

Note: If you want more of Anderson's approach to diverse preaching modes, see his latest book, *Integrative Preaching: A Comprehensive Model for Transformational Proclamation* (Baker, 2017) In this book Anderson expands the final chapter of *Choosing to Preach* into a full model.

2. Gray, Jim. *How Leaders Speak: Essential Rules for Engaging and Inspiring Others*. Toronto: Dundurn Press, 2010. (210 pages)
 - This book expands the course's field of reference beyond those who will be 'preaching for a living.' In the fulfilment of your vocation you may not be called upon to prepare and present sermons on a regular basis; however, you will certainly be called upon to speak in a variety of contexts during a lifetime of service. Gray's five 'keys' are applicable for all public speaking including the preacher.
3. Stanley, Andy and Jones, Lane. *Communicating for a Change*. Sisters, Oregon: Multnomah, 2006. (pages 91-191, 100 pages)
 - Andy Stanley is a prominent mega-church pastor, prolific author and engaging conference speaker who has made a strong impact on the North American evangelical church scene. This book offers a good introduction to the essential elements of Stanley's approach to preaching.

Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Video of a Preached Sermon.* This assignment must be edited and submitted to the Skilled Communication *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): “What Goes in My Portfolio” for further information.

1. *Response to Anderson Textbook.*

- Read pages 15-125 in the Anderson textbook
- As you read, make personal notes (informal jottings) regarding the four crucial questions Anderson asks about preaching and the relationships between the cognitive/affective and deductive/inductive domains in a preacher’s audience
- Use notes for participation in class discussion then hand in notes

- Related learning outcome(s): # 3.
- **Assignment Length:** 4 to 6 pages. **Due date:** April 24, 2020.

2. *Three Sermons.*

a) Extemporaneous Testimonial (S1)

- a. I assign a verse (or short passage) of Scripture and give you about 10 minutes in class to reflect and make notes using an outline guide provided in class. You then share a testimonial from that verse.
- b. Length: 4 to 5 minutes

b) Brief Parable Devotional (S2)

- a. I assign a parable and give you a day to prepare a thematic message from that parable.
- b. Length: 7 to 8 minutes

c) Short Sermon (S3)

You select a topic/theme and a methodological approach then prepare a sermon based on elements of homiletical structure that are appropriate for the type of sermon you have chosen.

Length: 18-20 minutes

- Related learning outcome(s): #4, 5.
- **Assignment Length:** see above. **Due date:** Module Week.

3. *Response to Stanley Textbook.*

- Read Stanley’s ‘7 imperatives’ on pages 91-191
- Write a 3-page personal response (700-800 words) to the approach Stanley presents in this book; also include reference to the fable if you read it

- Related learning outcome(s): #3
- **Assignment Length:** 3 pages. **Due date:** May 8, 2020.

4. *Written Critical Appraisals of Sermons.*
- Listen to two different Sunday sermons in a church setting (one sermon by each of two different preachers)
 - Complete a written analysis of each sermon using a form provided in class
 - Related learning outcome(s): #1.
 - **Assignment Length:** 3 pages for each critique (see form). **Due date:** May 15, 2020.
5. *Response to Gray Textbook.*
- Read the textbook *How Leaders Speak*
 - Write a 3-page personal response (700-800 words) to the book

Related learning outcome(s): #1.

Assignment Length: 3 pages. **Due date:** May 29, 2020.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Anderson Textbook		
a) Reading	12 hrs	
b) Written Response	3 hrs	April 24, 2020
2. Three Sermons		
a) S1 -done in class		
b) S2	3 hrs	Module Week
c) S3	8 hrs	Module Week
3. Stanley Textbook		
a) Reading	12 hrs	
b) Written Response	4 hrs	May 8, 2020
4. Critical Appraisals of Sermons (2)		
a) View/Listen	2 hrs	
b) Written Responses	4 hrs	May 15, 2020
5. Gray Textbook		
a) Reading	12 hrs	
b) Written Response	4 hrs	May 29, 2020
Total =	94 hrs	

- First submissions of assignments will not be accepted after June 3.
- First revisions for assignments may be required throughout the course, but any remaining submissions of first revisions are due on June 8.
- No resubmission of assignments will be accepted after June 12.

Assessment Rubrics

Rubrics for the assignments are available under the Files tab at the course site on populi and will be reviewed in class.

Course Outline / Class Schedule

The content listed below indicates what happens during a one-week module course.

1. Introduction
 - What is ‘preaching’?
 - The ‘foolishness’ of preaching
2. Extemporaneous/Impromptu Preaching
 - Speaking exercise 1 (S1)
3. The New Testament and Preaching
 - Sermons in the Book of Acts
 - Towards a ‘theology’ of preaching
 - Article, “The doctrine of preaching in the New Testament,” offers a good overview and introduction to New Testament words for preaching, basic forms of preaching in the New Testament, and theological foundations for the New Testament’s emphasis on preaching -located at: <http://www.biblicaltheology.com/Research/DavisS01.html>.
4. Parables and Preaching
 - Speaking exercise 2 (S2)
5. Rhetoric: Greco-Roman versus Pauline Approaches
 - Levels of persuasion in rhetoric
 - Elements of logos, ethos, and pathos in speaking
 - The ‘persuader’ versus the ‘herald’
6. Types of Sermons
 - Overview of topical, textual, and expository approaches
7. Expository Preaching
 - The nature and variety of expository preaching
 - ‘The Big Idea’ in preaching
 - Traditional homiletical structure for an expository sermon
8. Textual and Topical Sermons
9. Building a Sermon
 - Theme/Topic/Title
 - Introductions
 - “What’s the Point?”
 - Background to the ‘3-point sermon’
 - Points versus Principles
 - Illustrations, Images, ‘the story’
 - Conclusion/Appeal/Response
10. Plagiarism in the Pulpit
11. The Place of ‘the Anointing’ in Preaching
12. The Great Delivery Debate
 - Manuscript, notes, or ‘performing without a net’
13. Learning from Andy Stanley in *Communicating for a Change*
 - The “Me, We, God, You, We” approach to preaching
14. Kent Anderson’s *Choosing to Preach* Model
 - Four crucial questions
 - Exploring the cognitive/affective and deductive/inductive domains

- Five approaches to preaching
15. Essential 'Keys' from Jim Gray's *How Leaders Speak*
- How to connect with and inspire others: preparation; certainty; passion; engagement; and commitment
16. Practical Preaching Assignments
- In class and post-module

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall "grades" on individual assignments. Instead, assessment focuses on measuring students' competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon's approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

A Bibliography is available on the populi website for this course.