



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

B490 Biblical Communication

3 credits. Prerequisites: P302 Homiletics

Fall 2020-Winter 2021

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Course Content and Goals

Course Description

For the purpose of this course, the term 'biblical communication' refers to the diversity of avenues and methodologies, both traditional and contemporary, that are used to explore and present biblical content and truths to people.

This 3-credit course is not classroom-based. It is designed to flow concurrently with the Internship experience and extends over two semesters (i.e., it is therefore equivalent to 1.5 credit hours per semester).

The course focuses on the following areas:

- Principles and practices of teaching and preaching the Word of God including oral speaking and communication skills
- The diversity, roles and uses of digital technology in exploring and sharing the Word of God and elements of Christian community

Relationship to Horizon's Mission

In relation to the mission of Horizon College and Seminary, and the core competencies of its competency-based curriculum, this course provides support for students in:

- Skilled Communication
- Biblical and Theological Literacy
- Contextual Awareness

Core Competencies and Learning Outcomes

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

1. Expand awareness of models for effective preaching of the Word of God.

- *Assessment:* Reflection on *Preaching: The Art of Narrative Exposition & Oral Discussion*
2. Enhance ability to preach effective sermons
 - *Assessment:* Sermon Video and Evaluation
 3. Expand awareness of principles and practices for effective teaching and learning
 - *Assessment:* Reflection on *Creative Bible Teaching & Oral Discussion*
 4. Enhance ability to teach biblical truths effectively
 - *Assessment:* Bible Study Lesson: Video and Evaluation

To demonstrate competency in **Contextual Awareness**, students will:

5. Research the types and distinctions of digital/social media available today, explore the nature and extent to which the local church and Christian community should and do pursue meaningful involvement in such media, and suggest principles and practices for a Christian's effective and godly use of digital communications media in today's world
 - *Assessment:* Statement of Functions and Philosophy of Digital Communication

Course Work

Required Readings

Preaching and Teaching

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2006. Pages 21-214.

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Revised and Expanded. Chicago: Moody, 1998. Pages 61-195, 213-240.

Digital Communication

Gould, Meredith. *The Social Media Gospel: Sharing the Good News in New Ways*. Collegeville, MN: Liturgical Press, 2015. Pages 1-138.

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

Reference Resources

These books are not course textbooks but are additional resources for Christians and the Church in their relationship to digital communication:

Campbell, Heidi and Garner, Stephen. *Networked Theology: Negotiating Faith in Digital Culture*. Grand Rapids: Baker, 2016.

Dellario, David. *Social Media and Ministry: How to Use Twitter, Facebook, Instagram, YouTube, and Pinterest for Church Leaders*. (no publication data; available for Kindle download at Amazon.ca for \$1.25)

Kelly, David. *Social Media: Strategies to Mastering Your Brand - Facebook, Instagram, Twitter and Snapchat*. 2016 (no publication data; available for Kindle download at Amazon.ca for \$1.29)

Lazarus, Natchi. *The Connected Church: A Social Media Communication Strategy Guide for Churches, Nonprofits and Individuals in Ministry*. CreateSpace Independent Publishing, 2017. [available for Kindle download at Amazon.ca for \$3.94]

Course Assignments and Activities

** Biblical Communication runs concurrently with a student's Internship. Contact Dr. Kadyschuk early to set out the due dates for assignments. For an Internship that runs from September to April, all Biblical Communication assignments must be completed by the end of Revision Week for Term D.

Portfolio Components. *Sermon Video and Evaluation* and *Bible Study Lesson: Video and Evaluation*. These assignments 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.

Portfolio Components. *Statement of Functions and Philosophy of Digital Communication*. This assignment must be edited and submitted to the Contextual Awareness *e-Project* in your Portfolio on *Portfolium*. See the Portfolio Guide: "What Goes in My Portfolio" for further information.

Part 1: Preaching

1. *Reflection on Preaching: The Art of Narrative Exposition & Oral Discussion.*

Read Miller's book (pages 21-214)

- As you read each chapter, make brief notes that summarize the main points of personal learning you received from that chapter
- Arrange a discussion time with Dr.K. to 'walk through' your notes
- Hand in your notes after the discussion

- Related learning outcome: #1.
- **Assignment Length:** 5 to 6 pages (250 words per page); devote about ½ page (125-150 words to each chapter
- **Due date:** contact Dr. K. to arrange master schedule of due dates

2. *Sermon Video and Evaluation.*

Prepare and present one sermon (25-30 minutes) using a methodology of your choice (e.g., Miller, Andy Stanley, traditional expository)

- While preparing the sermon, read the 'Criteria for Assessment of a Sermon -Rubric' document for input on how your sermon will be assessed
- Contact Dr. K. for dialogue on the process for presenting the sermon to an audience
- Video the sermon
- View the video and complete the 'Criteria for Assessment of a Sermon -Rubric' document as a self-evaluation
- Hand in the video, your sermon notes, and your self-evaluation form

- Schedule a discussion with Dr.K. for a debrief on the sermon
- Related learning outcome: #2.
- **Assignment Length:** 25-30 minutes.
Due date: contact Dr. K. to arrange master schedule of due dates

Part 2: Teaching

3. *Reflection on Creative Bible Teaching & Oral Discussion*

Read chapters 4-11 (pages 61-195) and chapters 13-14 (pages 213 to 240) of the Richards and Bredfeldt text

- For each chapter, jot personal notes to summarize the main points of personal learning you received from that chapter; maximum of two pages (500 words) per chapter
- Arrange a discussion time with Dr.K. to ‘walk through’ your notes
- Hand in your notes after the discussion

- Related learning outcome: #3.
- **Assignment Length:** 5 to 6 pages (250 words per page); devote about ½ page (125-150 words to each chapter
- **Due date:** contact Dr. K. to arrange master schedule of due dates

4. *Bible Study Lesson: Video and Evaluation.*

Prepare and present a Bible lesson of 30-45 minutes using the methodology presented in Richards’ book.

- Use the ‘Guidelines for Bible Lesson’ document for assistance in preparing your lesson
- Also use ‘The Effective Use of Questions in Teaching’ document for input on how to present your lesson
- Contact Dr. K. for dialogue on the process for presenting the Bible lesson to an audience
- Video the lesson
- View the video and complete the ‘Evaluation Form for Bible Lesson’ document
- Hand in the video plus your self-evaluation form
- Schedule a discussion with Dr.K. for a debrief on the lesson.

- Related learning outcome(s): #4.
- **Assignment Length:** 30-45 minutes.
Due date: contact Dr. K. to arrange master schedule of due dates

Part 3: Biblical Communication in a Digital Age

5. *Statement of Functions and Philosophy of Digital Communication.*

Read pages 1-138 in the Gould textbook; also explore one or more of the other reference books (listed above) if you are interested in this subject and want to expand your use of reference material in the assignment.

Prepare a written or video *Statement of Functions and Philosophy of Digital Communication* in which you:

- a) Compile a list of the major digital means of communication, including social media, in use today; include a brief description of the format and purpose of each media and relative advantages and disadvantages of each form,
- b) Explore (on the internet and in real life) a variety of specific examples of ways and means that Christians and churches presently use digital media to enhance their personal communications, their ministries, and the fulfilment of their mission, and
- c) Summarize principles and practices that you view as desirable for Christian use of digital communications media in today's world.

- Related learning outcome: #5.
- **Assignment Length:** 7-8 pages written (1700-2000 words) OR 5 to 6 minutes video for parts a) and b) plus 2 additional written pages (500 words) OR 2 additional video minutes for part c).

Due date: contact Dr. K. to arrange master schedule of due dates

Estimate of Time Investment (individual time investments may vary)

1. Reflection on <i>Preaching: The Art of Narrative Exposition & Oral Discussion</i>	20 hrs	See Dr. K.
2. Sermon Video and Evaluation	16 hrs	See Dr. K.
3. Reflection on <i>Creative Bible Teaching & Oral Discussion</i>	18 hrs	See Dr. K.
4. Bible Study Lesson: Video and Evaluation	14 hrs	See Dr. K.
5. Statement of Philosophy of Digital Communication <i>Reading: 12 hrs</i> <i>Written Report or Video: 10 hrs</i> <i>Personal Statement: 2 hrs</i>	24 hrs	See Dr. K.
Total =	92 hrs	

Assessment Rubrics

Rubrics will be made available on Populi under the Lesson "Biblical Communication Assessment Rubrics."

Course Outline / Class Schedule

**Biblical Communication runs concurrently with a student's Internship. Contact Dr. Kadyschuk early to set out the due dates for assignments. For an Internship that runs from September to April, all Biblical Communication assignments must be completed by the end of Revision Week for Term D.

** Revisions will take place throughout the course.

** First submissions of assignments will not be accepted after Friday, April 16, 2021.

** No resubmission of assignments will be accepted after April 23, 2021.

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 Adjunct Faculty Advisor 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		B+	3.3	77-79

		Student met competency requirements for all learning outcomes and may have exceeded in one.	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; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@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.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

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.