



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

LS5101 Communicating God's Word

3 credit hours.

April 26-30, 2021 Module
Monday-Friday, 9am-4pm

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Course Goals

Course Description

The purpose of this course is to enhance one's capability to preach, teach, and informally share God's Word in an organized, systematic, and effective manner. It includes fundamental theory and practice in homiletics, foundational approaches to teaching, and basic principles for effective public speaking.

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 and teachers to prepare and present effective sermons and lessons based on the Word of God in the Bible.

Learning Outcomes

1. Explore the biblical basis for preaching presented in the New Testament.
 - *Assessment:* Classroom Discussion, Personal Reflection on article 'The Doctrine of Preaching in the New Testament'
2. Examine the diversity of preaching models offered by writers of homiletical theory and practice.
 - *Assessment:* Classroom Discussion, Written Notes and Classroom Presentation from Anderson Textbook, Personal Reflection on Vines and Dooley Textbook
3. Evaluate the sermon structure and delivery used by current pastor-preachers to communicate biblical truth effectively.
 - *Assessment:* Written Analyses of Two Contemporary Sermons
4. Assess the value of 'secular' principles and practices of public speaking to contribute toward effective preaching or teaching.
 - *Assessment:* Critical Review (Video) of Dale Carnegie Textbook

5. Demonstrate personal application of principles and practices of effective preaching and teaching.
 - *Assessment:* Prepare and Present One Sermon in Class, Self-Critique, Critique by Instructor; Prepare and Present One Sermon or One Bible Lesson Post-Module, Critique by Instructor, Self-Critique

Course Work

Required Readings

Anderson, Kenton C. *Choosing to Preach: A Comprehensive Introduction to Sermon Options and Structures*. Grand Rapids: Zondervan, 2006. Pages 15-125. (110 pages). (ISBN: 978-0310267508).

Dale Carnegie Training. *Stand and Deliver: How to Become a Masterful Communicator and Public Speaker*. New York: Touchstone (Simon and Schuster), 2011. Chapters 1, 2, 3, 6, 7, 8, 9, 10, and 12. (164 pages). (ISBN: 978-1439188293)

Vines, Jerry and Adam Dooley. *Passion in the Pulpit: How to Exegete the Emotion of Scripture*. Chicago: Moody, 2018. Pages 23-193. (170 pages). (ISBN: 978-0802418388). ****Not available on the DTL.**

In addition to the above three required textbooks, select one of the following options to personalize your readings and assignments towards an emphasis in preaching or teaching:

Option A: Preaching Emphasis

Carter, J. W. 'The Doctrine of Preaching in the New Testament' (2000).

- On Populi (11 pages)
- This article presents a conservative evangelical affirmation of the nature of biblical preaching and its essential need in the Church today. The author offers an overview of New Testament words for preaching, basic forms of preaching in the New Testament, and theological foundations for the New Testament's emphasis on preaching.

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker Books, 2010. 180 pages. (ISBN: 978-0801072437)

Reference (not required)

Griffiths, Jonathan. *Preaching in the New Testament: An Exegetical and Biblical-Theological Study*. Downers Grove: IVP Academic, 2017. (ISBN: 978-0830826438)

<https://www.thegospelcoalition.org/themelios/review/preaching-in-the-new-testament-an-exegetical-and-biblical-theological-study/>

Option B: Teaching Emphasis

Buice, Josh. 'Preaching and Teaching are not the Same' (3 pages). On populi.
Richards, Lawrence and Gary Bredfeldt. *Creative Bible Teaching*. Revised and Updated.
Chicago: Moody, 2020. 220 pages. (ISBN: 978-0802419590)

Sproul, R. C. 'The Difference Between Preaching and Teaching.'
<https://www.sermoncentral.com/pastors-preaching-articles/sermoncentral-r-c-sroul-the-difference-between-preaching-teaching-2289>

Note: There is a total of about 650 pages of textbook material for either option.

**While students have the benefit of accessing their textbooks online through the Digital Theological Library, they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Pre-Module

1. *Informal Written Response (jotting notes) to Anderson's 'four crucial questions' and Preparation for a Class Presentation.* (20% including presentation)
 - Read pages 15-125 in the Anderson textbook.
 - As you read, make personal notes (informal jottings) of your thoughts 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. This exercise is intended to be informal, point-form jottings.
 - Prepare to present one of the following sections to the class:
 - Option 3A: Begin with the Text: Deductive Study (pp 51-67)
 - Option 3B: Begin with the Listener: Inductive Study (pp 69-84)
 - Option 4A: Focus on the Idea: Cognitive Style (pp 89-103)
 - Option 4B: Focus on the Image: Affective Style (pp 105-125)You can volunteer for the section of your choice (first come, first served) before I assign the sections.
 - Your presentation should include a) a brief overview of core material in that section b) your understanding of what the author is talking about and c) two or three relevant questions to stimulate class discussion of the topic.
 - After your class presentation, hand in all of your notes.
- Related learning outcome(s): #2
- **Assignment Length:** Oral presentation 10-12 minutes plus 5-6 minutes for discussion of questions. **Due date:** Module week.

2. *Personal Reflection on 'The Doctrine of Preaching in the New Testament.'* (20% including Assignments 5 and 6)
 - Read the article (available on Populi)
 - Write a Personal Reflection on the content in this article.

 - Related learning outcome(s): #1.
 - **Assignment Length:** 2 pages. **Due date:** April 26, 2021.

Note: The template of about 300 words per page with 12-point Times New Roman font is assumed for all written assignments in this course.

During Module

3. *Class Presentation.* (20% including pre-module preparation)
 - Your presentation will occur early in the module week. Complete your preparations, as described above, before the start of the module.

4. *One Sermon.* (20%)
 - 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: 20-22 minutes
 - I will video the sermon for you to view and do a self-evaluation and we will meet to review your and my evaluation of the sermon

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

Post-Module

5. *Personal Reflection on Vines and Dooley Textbook.* (20% including Assignments 2 and 6)
 - Read the textbook *Passion in the Pulpit*.
 - Write a 3-page Personal Reflection on what Vines and Dooley are saying in this book.

 - Related learning outcome(s): #2
 - **Assignment Length:** 3 pages. **Due date:** May 14, 2021.

6. *Written Analyses of Two Sermons.* (20% including Assignments 2 and 5)
 - Evaluate two different Sunday sermons (in a church setting, one sermon by each of two different preachers) using an analysis and critique form to assess how the sermon has been structured, how it was presented, and its potential value to the listener.

 - Related learning outcome(s): #3.
 - **Assignment Length:** 3 pages for each critique (see form). **Due date:** May 21, 2021.

7. *Critical Review (Video) of Dale Carnegie Textbook. (20%)*

- Read the textbook *Stand and Deliver*.
- Prepare a video Critical Review that includes 1 minute of commentary (maximum of 1.5 minutes) for each of the assigned chapters in the book (i.e., chapters 1-3, 6-10, and 12). Some chapters will inspire you more than others.
- Along with the elements of a Critical Review (described below), be sure to include:
 - a) The highlight(s) of personal learning from each chapter
 - b) Some commentary on the relevance of the chapter's material for the preacher and/or the teacher of God's Word (according to whether you are doing Option A or Option B)
 - c) A statement at the end (up to 2 minutes) that summarizes your assessment of the overall value from the book
- Related learning outcome(s): #4.
- **Assignment Length:** 9-12 minutes (estimate) plus a 2-minute summary statement.
Due date: June 04, 2021.

8. *Sermon or Bible Lesson (20%)*

Option A: Preaching

- Use Miller's principles for narrative exposition as a base for preparing and presenting a sermon to a congregation
- Length: 30 minutes
- Video the sermon, view it and complete a self-evaluation, send video and self-evaluation to me
- Schedule discussion session with me: a) to review our evaluations of the sermon, and b) to share your sermon plan with concrete evidence of Miller's material
- Related learning outcome(s): #5.
- **Assignment Length:** see above. **Due date:** TBA.

Option B: Teaching

- Use Richards/Bredfeldt material as a base for preparing and presenting a Bible lesson to an age group of your choice
- Length: 30-45 minutes
- Video the lesson, view it and complete a self-evaluation, send video and self-evaluation to me
- Schedule discussion session with me: a) to review our evaluations of the lesson, and b) to share your Bible lesson plan with concrete evidence of Richard/Bredfeldt material
- Related learning outcome(s): #5.
- **Assignment Length:** see above. **Due date:** TBA.

What is a *Critical Review* and a *Personal Reflection*?

A *critical review* is a more objective response to a reading where you fulfil the following criteria:

- Demonstrate your understanding of the author's purpose for writing and show a clear grasp of the major segments of information and/or arguments used to support his/her views.
- Interact with the material in a manner that assesses:
 - the relevance and significance of the material, what audience(s) might benefit most from the material, and benefit in what ways
 - any perceived strengths and/or weaknesses you see in the author's views or conclusions
- Point out any highlight quotations from the content that really resonate with you and explain why. [But – do not quote extensively as I want to hear from YOU not just from the author]
- Raise any observations, questions, concerns, or issues that are evident as you work through the material.
- Share any suggestions you might have to add to or take away from how the author approached the topic and presented his/her material.
- Include enough of the *personal reflection* elements to show how the material has affected you personally.

A *personal reflection* is a more subjective response to a reading where you share:

- practical implications and applications of the material for life, work, and ministry,
- how the material has impacted you personally, and
- 'what if' everyone took this material seriously; how might it 'change the world'.

Both the more objective *critical review* and more subjective *personal reflection* must include enough summary information to give evidence that you have read the material or viewed the presentation. It is essential that you use specific details to illustrate points that you make about the reading/event and cover the full range of the content's major arguments or emphases. BUT - your writing cannot be just a summary of the material! I have read the book (or can find it if needed) and don't need you to tell me the whole story over again. As stated earlier, my purpose is to find out what *you* have to say *about* the material.

Course Outline / Class Schedule

1. Introduction
 - What is 'preaching'? The 'foolishness' of preaching
 - Paradoxes in preaching
2. Extemporaneous/Impromptu Preaching
 - Speaking exercise
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'
4. Rhetoric: Greco-Roman versus Pauline Approaches
 - Levels of persuasion in rhetoric
 - Elements of logos, ethos, and pathos in speaking
 - The 'persuader' versus the 'herald'

5. Types of Sermons

- Overview of topical, textual, and expository approaches

6. Genres in the Bible

- Why genres matter in preaching

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 Vines and Dooley (*Passion in the Pulpit*)

14. Kent Anderson's *Choosing to Preach* Model

- Four crucial questions
- Exploring the cognitive/affective and deductive/inductive domains
- Five approaches to preaching

15. Overview of Dale Carnegie's *Stand and Deliver*

16. Differences Between Preaching and Teaching

17. Practical Preaching/Teaching Assignments

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA
A+	97-100%	4
A	93-96%	4
A-	90-92%	3.7
B+	87-89%	3.3
B	83-86%	3.0
B-	80-82%	2.7
C+	77-79%	2.3
C	73-76%	2.0
C-	70-72%	1.7
D+	67-79%	1.3
D	63-66%	1.0
D-	60-62%	0.7
F	<60%	0

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 College [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 optimize their learning experience. 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.

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.

Bibliography

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