



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

P302 Homiletics

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

April 26-30, 2021
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 *LS5100 Communicating God's Word*.

*Please note: This course includes reading/assignments before and during the module.

Course Content and Goals

Introduction

Jesus challenged his disciple Peter to "feed my sheep." This mandate has remained true for every preacher since that time. Many speakers have the ability to 'wing it' and move the emotions of an audience skillfully with little or no advance preparation. Preachers may be able to survive with this approach for a season but, eventually, the call of Jesus to "feed my sheep" stares back at them in the mirror.

Course Description

Effective public speaking in any forum is a combination of both art and science. 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 in the Bible.

Core Competencies and Learning Outcomes

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

1. Examine the biblical basis for preaching presented in the New Testament.
 - *Assessment:* Personal Reflection on article ‘The Doctrine of Preaching in the New Testament’

To demonstrate competency in *Skilled Communication* students will:

2. Explore the diversity of preaching models offered by writers of homiletical theory and practice.
 - *Assessment:* Written Response to Anderson Textbook, Personal Reflection on Stanley Textbook
3. Evaluate the sermons of current pastor-preachers in their ability 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 towards effective preaching.
 - *Assessment:* Video Critical Review of Dale Carnegie Textbook
5. Demonstrate personal application of principles and practices of effective preaching.
 - *Assessment:* Prepare and Present Three Sermons, Critiques by Instructor, Self-Critiques of 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). ISBN: 978-0310267508.
 - Anderson is a concise and articulate student of homiletics. His book raises a number of 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 later 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. It is not as appealing to me as the basic model Anderson sets out in *Choosing to Preach*.

2. Carter, J. W. ‘The Doctrine of Preaching in the New Testament’ (2000). Article is available 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.
3. Dale Carnegie Training. *Stand and Deliver: How to Become a Masterful Communicator and Public Speaker*. New York: Touchstone (Simon and Schuster), 2011. 230 pages. ISBN: 978-1439188293.

- This book expands the course’s field of reference beyond those students 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. The Dale Carnegie organization has been equipping public speakers in all types of occupations for many years.
4. Stanley, Andy and Jones, Lane. *Communicating for a Change*. Sisters, Oregon: Multnomah, 2006. Pages 87-191 (105 pages). ISBN: 9781590525142.
- 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.

**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.

Reference Reading (not required)

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

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

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.

Note the descriptions of a Personal Reflection and a Critical Review later in this syllabus.

Pre-Module

1. *Written Response to Anderson Textbook.*

- Read pages 15-125 in the Anderson textbook.
- Anderson raises four ‘options’ for the preacher stated in the form of questions.
- The questions:
 1. Are you going to preach?
 2. Are you going to preach the Bible?
 3. How will you discern your message from the Bible?
 - a. Begin with the text: deductive study
 - b. Begin with the listener: inductive study

4. How will you communicate the message?
 - a. Focus on the idea: cognitive style
 - b. Focus on the image: affective style
 - Respond to each of the questions: a) To show your understanding of the issue(s) he is raising in that question, and b) To share your personal assessment on how to answer the question.
 - Related learning outcome(s): #2.
 - **Assignment Length:** 1 to 2 pages for each of questions 1 and 2; 2 to 3 pages for each of questions 3 and 4. **Due date:** April 26, 2021.
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2. *Personal Reflection on 'The Doctrine of Preaching in the New Testament.'*
 - 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: A 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

2. *Three Sermons.*
 - a) Extemporaneous Testimonial (S1)
 - 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.
 - Length: 4 to 5 minutes
 - b) Brief Parable Devotional (S2)
 - I assign a parable and give you a day to prepare a thematic message from that parable.
 - 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): #5.
- **Assignment Length:** see above. **Due date:** Module Week.

Post-Module

3. *Personal Reflection on Stanley Textbook.*

- Read Stanley's '7 imperatives' on pages 87-191.
- Write a 3-page Personal Reflection on the approach Stanley presents in this book; also include reference to the fable if you read it.
- Related learning outcome(s): #2.
- **Assignment Length:** 3 pages. **Due date:** May 14, 2021.

Note: See descriptions of 'Critical Review' and 'Personal Reflection' later in this syllabus.

4. *Written Analyses of Two Contemporary 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): #3.
- **Assignment Length:** 3 pages for each critique (see form). **Due date:** May 21, 2021.

5. *Critical Review of Dale Carnegie Textbook.*

- 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 12 chapters in the book. 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
 - c) A statement at the end (up to 2 minutes) that summarizes your overall value from the book
- Related learning outcome(s): #4.
- **Assignment Length:** 12-14 minutes (estimate) plus a 2-minute summary statement. **Due date:** June 04, 2021.

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.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A
1. Written Response to Anderson Textbook		
a) Reading	10 hrs	
b) Writing the Response	3 hrs	April 26, 2021
2. Personal Reflection on ‘The Doctrine of Preaching in the New Testament’		
a) Reading	1 hr	
b) Writing Personal Reflection	2 hrs	April 26, 2021
3. Three Sermons		
a) S1 -preparation done in class		
b) S2	3 hrs	Module Week
c) S3	8 hrs	Module Week
4. Personal Reflection on Stanley Textbook		
a) Reading	8 hrs	
b) Writing Personal Reflection	3 hrs	May 14, 2021
5. Written Analyses of Two Contemporary Sermons		
a) View/Listen	2 hrs	
b) Writing the Analyses	3 hrs	May 21, 2021
6. Critical Review of Carnegie Textbook		
a) Reading	18 hrs	

b) Video Critical Review	4 hrs	June 04, 2021
Total =		95 hrs

- First submissions of assignments will not be accepted after **June 4, 2021**.
- Revisions will be assigned by the professor throughout the course; watch your rubric for more information.
- No resubmission of assignments will be accepted after **June 11, 2021**.

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

1. Introduction
 - What is 'preaching'? The 'foolishness' of preaching
 - Paradoxes in 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'
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'
7. Types of Sermons
 - Overview of topical, textual, and expository approaches
8. Genres in the Bible
 - Why genres matter in preaching; The use of voice in preaching
9. Expository Preaching
 - The nature and variety of expository preaching; 'The Big Idea' in preaching
 - Traditional homiletical structure for an expository sermon
10. Textual and Topical Sermons
11. 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
11. Plagiarism in the Pulpit
12. The Place of 'the Anointing' in Preaching
13. The Great Delivery Debate

- Manuscript, notes, or ‘performing without a net’
14. Learning from Andy Stanley in *Communicating for a Change*
 - The “Me, We, God, You, We” approach to preaching
 15. Kent Anderson’s *Choosing to Preach* Model
 - Four crucial questions
 - Exploring the cognitive/affective and deductive/inductive domains
 - Five approaches to preaching
 16. Overview of Dale Carnegie’s *Stand and Deliver*
 17. Practical Preaching Assignments

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; 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.

Bibliography

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