



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

## **B490/P490 Biblical Communication**

3 credits. prerequisite: P302 Homiletics

Course delivery:

 Directed Study

Fall 2021 and/or Winter 2022

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*“And so it was with me, brothers and sisters. When I came to you, I did not come with eloquence or human wisdom as I proclaimed to you the testimony about God. For I resolved to know nothing while I was with you except Jesus Christ and him crucified. I came to you in weakness with great fear and trembling. My message and my preaching were not with wise and persuasive words, but with a demonstration of the Spirit’s power, so that your faith might not rest on human wisdom, but on God’s power” (1 Corinthians 2:1-5, NIV 2011).*

### **Course Goals**

#### **Course Description**

Biblical Communication focuses on teaching and preaching biblical truth, with particular attention to sound interpretation and application, thorough preparation, and effective delivery. The context is internship with assignments embedded within the field education experience. This is a directed study course, though there will be some cohort meetings. Though located primarily within the internship experience, the course will also give attention to the importance of continuing education as communicators of Scripture.

#### **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:

- Biblical and Theological Literacy
- Skilled Communication

#### **Core Competencies and Learning Outcomes**

To demonstrate competency in biblical and theological literacy students will



1. Interpret a selected passage (or passages) of Scripture in light of its literary and socio-historical context and distinct theological perspective with the assistance of relevant secondary literature.
  - Assessment: “I Resolve...” assignments
  - Assessment: Bible study lesson, video, and self-evaluation
  - Assessment: Sermon, video, and self-evaluation
2. Apply a selected passage (or passages) of Scripture to contemporary situations in a way that is relevant and logically related to its original meaning.
  - Assessment: “I Resolve...” assignments
  - Assessment: Bible study lesson, video, and self-evaluation
  - Assessment: Sermon, video, and self-evaluation

To demonstrate competency in skilled communication students will



3. Identify principles and practices for effective Bible teaching.
  - Assessment: Reflection on *Creative Bible Teaching* and cohort discussion
4. Create and teach a Bible lesson using principles for effective Bible teaching.
  - Assessment: Bible study lesson, video, and self-evaluation
5. Identify advanced principles and practices for effective preaching.
  - Assessment: Reflection on *Preaching: The Art of Narrative Exposition* and cohort discussion
  - Assessment: Reflection on *Reading for Preaching: The Preacher in Conversation with Storytellers* and cohort discussion.
  - Assessment: Continuing education plan with oral discussion
6. Prepare and preach a sermon using advanced homiletical principles.
  - Assessment: Sermon, video, and self-evaluation

## Course Work

### Required Readings

- Fee, Gordon and Stuart, Douglas. *How to Read the Bible for All Its Worth*. Fourth Edition. Grand Rapids: Zondervan, 2014. ISBN: 9780310517825. Reading to include Introduction and chapter or chapters related to selected passage or passages for teaching and preaching.
- Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2010. ISBN: 0780801012907.
- Plantinga, Cornelius. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Grand Rapids: Eerdmans, 2013. ISBN: 9780802870773.
- Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Revised and Expanded. Chicago: Moody, 2020. ISBN: 9780802419590.
- Strauss, Harry. *On Preparing Sermons that Connect: A Discussion Guide for Preachers*. Available on Populi.

### Recommended

Miller, Calvin. *Life is Mostly Edges. A Memoir*. Nashville: Thomson-Nelson; 2010. ISBN: 978-0785297987

\*\*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

**Portfolio Components.** (i) *Bible Study Lesson Video* and (ii) *Sermon Video*. 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.

### 1. Reflection on *Creative Bible Teaching* and Cohort Discussion

Read chapter 4-("Rightly Divided") to chapter 11 ("The Means"), pages 65-218; chapter 13 ("Teaching Principles"), pages 235-251; and one chapter out of chapters 15 to 18 (15- "Teaching Adults"; 16- "Teaching Youth"; 17- "Teaching Children"; or 18- "Teaching Preschoolers") of the Richards and Bredfelt text. Of chapters 15 to 18 read the chapter related to the group you will be teaching.

- Make notes on each chapter using the following guidelines: (i) Identify key teaching principles and practices from each chapter, and (ii) Give indication why the identifications are important to you. Devote about ½ page single-spaced (approximately 200 to 250 words) to each chapter. The notes can be done in point form. There are a total of 10 chapters which would suggest a reflection of about 5 to 6 pages.
- Meet with internship cohort and Dr. H. Strauss to discuss the summary notes. A copy of the notes is due the Friday before the meeting.
- Related learning outcome: # 3
- **Assignment Length:** 5 to 6 pages
- **Due date:** Friday October 1<sup>st</sup> (12 noon) with cohort meeting set for Tuesday October 5, 1:30 to 3:00 p.m. For this assignment, cohort consists of students from P358 (4-month internship students) and P458/P459 (8-month internship students).

### 2. "I Resolve" Assignment Related to the Bible Study

Read the Introduction and the primary genre-related chapter (on the selected passage or passages of Scripture to be taught) from *How to Read the Bible for All Its Worth*. Prepare a 1-2 page paper entitled "I Resolve..." where the primary interpretive and application principles relevant to your passage or passages of Scripture are presented as a series of "I resolve statements..." The statements are meant to reflect both the identification of the primary principles as well as your commitment to adhering to them. The authors identify "exegesis" as the interpretive work and "hermeneutics" in a narrower sense as the application or the "continuing relevance of ancient texts." In preparing to write the paper, also read/review chapter 4 ("Rightly Divided: The Study of the Bible") from *Creative Bible Teaching*.

- Related learning outcomes: # 1, #2

- Assignment Length: 1-2 pages (single-spaced)
- Due date: Two weeks before the presentation of the Bible Study lesson

### 3. Bible Study Lesson: Video and Evaluation

Prepare and present a Bible lesson of 30 to 45 minutes using the methodology presented in Richards and Bredfeldt's book with particular attention to the material on specific age groups (chapters 15 to 18).

- Use the "Guidelines for Bible Lesson" document available on Populi for assistance in preparing the lesson.
- Confer with Dr. Strauss on the preparation process.
- Video the lesson. View the video and complete the 'Evaluation for Bible Lesson' document. Upload your video to a host site like YouTube and submit the link on Populi. Meet with Dr. Strauss for overall assessment.
- Related learning outcomes: #1, 2, and 4
- **Assignment Length:** 30 to 45 minutes
- **Due date:** To be set in consultation with ministry setting and with Dr. H. Strauss

### 4. Reflection on *Preaching: The Art of Narrative Exposition* and Cohort Discussion

Read Calvin Miller's book, pages 1 to 214 (from the Introduction to Chapter 9).

- Make notes on each chapter using the following guidelines: (i) Identify key preaching principles and practices from each chapter, and (ii) Give indication why the identifications are important to you. Devote about ½ page single-spaced (approximately 200 to 250 words) to each chapter. The notes can be done in point form. There are a total of 9 chapters plus the Introduction, for a total of 10. Treat the Introduction as a chapter. Assignment length would be about 5 to 6 pages.
- Also, read the short small group discussion guide *On Preparing Sermons that Connect* by Dr. H. Strauss, available on Populi. In reading the material identify one helpful insight to be shared with the related cohort meeting.
- Meet with internship cohort and Dr. H. Strauss to discuss the notes and the related learning. A copy of the notes is due the Friday before the meeting.
- Related learning outcome(s): #5
- **Assignment Length:** 5 to 6 pages (single spaced)
- **Due dates:**
  - For P358 students (4-month internships). Due Friday (12 noon) October 29 with gathering set for Tuesday November 2, 1:30 to 3:00 p.m.
  - For P458/P459 (8-month internships). Due Friday (12 noon) January 14<sup>th</sup> with gathering set for Tuesday January 18<sup>th</sup>, 1:30 to 3:00.

### 5. "I Resolve" Assignment Related to the Preaching Assignment

Read the Introduction and the primary genre-related chapter (on the selected passage of Scripture to be preached) from *How to Read the Bible for All Its Worth*. Prepare a 1-2 page paper entitled "I Resolve..." where the primary interpretive and application principles relevant to your passage or passages of Scripture are presented as a series of "I resolve statements..." The statements are meant to reflect both the identification of the primary principles as well as your commitment to adhering to them. The authors identify "exegesis" as the interpretive work and "hermeneutics" in a narrower sense as the application or the "continuing relevance of ancient texts." In preparing to

write the paper, also read/review chapter 6 (“Digging for Treasure: The Art of Exegesis”) from *Preaching: The Art of Narrative Exposition*.

- Related learning outcomes: # 1, #2
- Assignment Length: 1-2 pages (single-spaced)
- Due date: Two weeks before the delivery of the sermon.

## 6. Sermon Video and Evaluation

Prepare and present a sermon (25-30 minutes) utilizing the advanced preaching principles and practices gained from the reading. Be mindful of Calvin Miller’s contribution to be more image-based with your sermon.

- While preparing the sermon, read and review the rubric for understanding on how the sermon will be assessed.
- Confer with Dr. Strauss on the preparation process.
- View the sermon and complete the rubric as a self-evaluation. Upload your video to a hosting site like YouTube and submit the link on Populi. Meet with Dr. Strauss for overall assessment of the assignment.
- Related learning outcomes: #1, 2, 6
- **Assignment Length:** 25 to 30 minutes.
- **Due date:** To be set in consultation with ministry setting and Dr. Strauss.

## 7. Reflection on *Reading for Preaching* and Cohort Discussion

Read Cornelius Plantinga’s book.

- Make notes on each chapter using the following guidelines: (i) Identify a key quote from each chapter; (ii) Indicate why the selection is important to you; (iii) Indicate what implications the quote might have on your practice as a communicator. (iv) In your reading also identify three book titles that you would be interested in reading. Devote about ½ page single-spaced (approximately 200 to 250 words, including the quote) to each chapter. The notes can be done in point form. There are 6 chapters which would suggest a reflection of about 2 to 3 pages.
- Meet with internship cohort and Dr. H. Strauss to discuss the notes and the vital relationship between the practice of reading and preaching. A copy of the notes is due the Friday before the meeting. Also, in preparation for the meeting, read the short 3-page article “*Enriched Through Reading*” from *On Preparing Sermons that Connect* by Dr. H. Strauss, available on Populi.
- Related learning outcome: #5
- **Assignment Length:** 2 to 3 pages
- **Due date:** Friday (noon) November 27<sup>th</sup> with cohort meeting set for Tuesday November 30<sup>th</sup>, 1:30 to 3:00 p.m. For this assignment, cohort meeting consists of both P358 (4-month internship students) and P458/P459 (8-month internship students).

## 8. Continuing Education Assignment

Design a plan for continuing education as a communicator. The plan should include the following:

- Three Books on Communication. The identification of 3 books on preaching, teaching, or communication that you would aspire to reading within one year of graduation. Potential book titles can be reviewed via Amazon and/or “The 25 Most Influential Preaching

Books of the Past 25 Years” prepared by Michael Duduit of *Preaching* journal (readily available online), and/or Dr. Strauss’ bibliography; etc. For each book selected, provided a brief statement (2 to 3 sentences) on why the book title was chosen.

- **General Reading.** The identification of 3 book titles from Cornelius’ Plantinga’s book that you would eventually like to read. With each title provide a brief statement (2 to 3 sentences) on why the book was selected.
- **Communication Initiative.** The identification of an additional communication growth initiative that you would aspire to pursuing during the first year after graduation. The initiative could be that of joining Toastmasters; following one gifted biblical communicator closely; listening to the top 20 Ted Talks with an eye on skillful communication practices; etc. Provide a brief statement (2 to 3 sentences) on the why the initiative was selected.
- **Digital Communication.** The identification of one social media platform you would like to explore further for use in potentially extending your teaching and preaching ministry. The identification should include a related statement (2 to 3 sentences) explaining what you would like to accomplish with the application.
- **Filing System.** Give consideration to the adoption or design of an illustrations/quotes filing system, followed by taking initial steps in setting up such a file. The filing system should be user-friendly. Dr. Strauss’ filing system, a simple alphabetical word document is provided as an example on Populi. Cornelius Plantinga uses Pro-Cite. With the assignment, summarize the systems reviewed and/or considered (be it just 1 or 2), followed by indication of a preferred system.

Upon submission of the plan, meet with Dr. H. Strauss to review and discuss the plan.

- Related learning outcome(s): #5
- **Assignment Length:** 1-2 pages
- **Due date:** Two weeks before the end of the term.
  - P358 (4-month internship students), December 3, 2021
  - P458 and P459 (8-month internship students), April 7, 2022

**Estimate of Time Investment** (individual time investments may vary)

1. Reflection on <i>Creative Bible Teaching</i> and cohort discussion	18 hrs	Due Oct.1; discussion Oct. 5
2. “I Resolve” on Bible Study	5 hrs	Two weeks before Bible Study
3. Bible Study Lesson: Video/Evaluation	15 hrs	Set with ministry and Dr. Strauss
4. Reflection on <i>Preaching: The Art of Narrative Exposition</i> & cohort discussion	21 hrs	P358: Due Oct 29; discussion Nov. 2 P458/459: Due Jan 14; discussion Jan 18
5. “I Resolve” on Preaching	5 hrs	Two weeks before preaching date
4. Sermon Video and Evaluation	17 hrs	Set with ministry and Dr. Strauss
5. Reflection on <i>Reading for Preaching</i> and cohort discussion	8 hrs	Due Nov. 27; discussion Nov. 30
6. Continuing Education Assignment with follow up discussion with Dr. Strauss	6 hrs	P358: December 3, 2021 P458/459: April 7, 2022
Total =	95 hrs	

## **Assessment Rubrics**

Rubrics will be made available on Populi under the lesson “Biblical Communication Assessment Rubrics.”

## **Course Outline / Class Schedule**

Biblical Communication runs concurrent with a student’s Internship. Contact Dr. H. Strauss early to set out the due dates for assignments. For an Internship that runs from September to December (4-month internships), all Biblical Communication assignments must be completed by or before the end of Revision Week for Term B. For an Internship that runs from September to April (8-month internships) or from January to April (4-month internships), all Biblical Communication assignments must be completed by or before the end of Revision Week for Term D.

- Revisions will take place throughout the course.
- First submission of assignments will not be accepted after the last Friday before revision week.
  - For September to December internships (4-month), December 10, 2021.
  - For September to April internships (8-month) or for January to April internships (4-month), April 15, 2022.
- No resubmission of assignments will be accepted after the last day of revision week.
  - For September to December internships (4-month), December 17, 2021.
  - For September to April internships (8-month) or for January to April internships (4-month), April 21, 2022.

## **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.

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. Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions

if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### 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 <b>exceeded competency requirements for more than 40%</b> of the 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 <b>met competency requirements for all</b> learning outcomes and may have exceeded in 40% or less.	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 <b>beginning to meet competency requirements for any one or more</b> 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 <b>not yet meeting competency requirements for one or more</b> 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 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](mailto:bwilliamson@horizon.edu); Heather Wood, Associate Dean of Students, at [hwood@horizon.edu](mailto:hwood@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto: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**

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, extending the gift of engagement. 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**

### **Books on Teaching**

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### **Books on Preaching**

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