



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

LS5101 Communicating God's Word

3 credit hours.

 On Campus  Live-Stream  Video on Demand

April 25-29, 2022
Module E
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

Horizon's mission 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.

Course Competencies and Learning Outcomes

To expand knowledge and skills of leadership and administration, students will

1. Examine the biblical and theological basis for preaching.
 - *Assessment:* Critical Review of Two Church Sermons
2. Explore the diversity of preaching models offered by writers of homiletical theory and practice.
 - *Assessment:* Class Presentation
 - *Assessment:* Critical Review of Vines and Dooley Textbook
3. Evaluate the sermon structure and delivery used by current pastor-preachers to communicate biblical truth effectively.
 - *Assessment:* Critical Review of Two Church Sermons

4. Assess the value of 'secular' principles and practices of public speaking to contribute toward effective preaching or teaching.
 - *Assessment:* Video Personal Reflection on Dale Carnegie Textbook
5. Demonstrate personal application of principles and practices of effective preaching and teaching.
 - *Assessment:* One Sermon in Class
 - *Assessment:* Post-Module Sermon or Bible Lesson

Course Work

Required Readings

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

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

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

Required readings also include the following article and blog entries (all items are available on Populi):

- a) Article: Carter, J. W. "The Doctrine of Preaching in the New Testament."
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. (11 pages)
- b) Blog: Mohler, Albert. "Why Do We Preach: A Foundation for Christian Preaching -Parts One, Two, and Three." (6 pages)
- c) Blog: Williams, Glyn. "The Biblical and Theological Basis for Expository Preaching." (8 pages)

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

Option A: Preaching Emphasis

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

Reference (not required)

Griffiths, Jonathan. *Preaching in the New Testament: An Exegetical and Biblical-Theological Study*. Downers Grove: IVP, 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." Available on Populi. (3 pages)

Richards, Lawrence and Gary Bredfeldt. *Creative Bible Teaching*. Revised and Updated. Chicago: Moody, 2020. ISBN: 978-0802419590.

*Selected pages to be assigned in dialogue.

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. Preparation for Class Presentation

- Read the assigned pages 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 two of the following sections to the class:
 - a) Option 3A: Begin with the Text: Deductive Study (pp 51-67)
 - b) Option 3B: Begin with the Listener: Inductive Study (pp 69-84)
 - c) Option 4A: Focus on the Idea: Cognitive Style (pp 89-103)
 - d) Option 4B: Focus on the Image: Affective Style (pp 105-125)
- As part of your class presentation, include the following:
 - a) A critical review of the four questions that Anderson raises in the first part of the book:
 - Are you going to preach?
 - Are you going to preach the Bible?

- How will you discern your message from the Bible?
 - Begin with the text: deductive study
 - Begin with the listener: inductive study
 - How will you communicate the message?
 - Focus on the idea: cognitive style
 - Focus on the image: affective style
 - b) A brief overview of the core material in the assigned sections.
 - c) A summary of your understanding of the significance of the deductive/inductive and cognitive/affective elements for the work of the preacher.
 - d) Two or three relevant and focused questions to stimulate class discussion of the topic and your presentation.
- Related learning outcome(s): #2
 - **Assignment Length:** 20-minute oral presentation plus 10 minutes for discussion of questions.
 - **Due date:** Module week.

*Note: All written assignments in this course assume a template of about 300 words per page with 12-point Times New Roman font.

During Module

2. *Class Presentation (20%)*

- Your presentation will occur early in the module week. Complete your preparations, as described above, before the start of the module.

3. *One Sermon (20%)*

- Select a topic/theme and a methodological approach. Prepare a sermon based on elements of homiletical structure that are appropriate for the type of sermon you have chosen.
- Dr. Kadyschuk will video your sermon for you to view and do a self-evaluation. After you complete the self-evaluation, you will meet with Dr. K. to review your evaluation and his evaluation of the sermon.

- Related learning outcome(s): #5.
- **Assignment Length:** 20 minutes.
- **Due date:** Module Week.

Post-Module

4. *Video Personal Reflection on Dale Carnegie Textbook (10%)*

- Read the assigned pages in the textbook *Stand and Deliver*.
- Prepare a video Personal Reflection that includes 1 minute of personal commentary (maximum of 1.5 minutes) for each of the assigned chapters in the book.
- Assigned chapters are 1-3, 6-10, and 12. Some chapters will inspire you more than others.

- Along with the elements of a Personal Reflection (described later in the syllabus), 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 gained from the book.
- Related learning outcome(s): #4.
- **Assignment Length:** 9-12 minutes (estimate) for chapter reflections plus a 2-minute summary statement.
- **Due date:** May 13, 2022.

5. *Critical Review of Two Church Sermons* (10%)

- Read the following article and blog entries (available on Populi):
 - a) "The Doctrine of Preaching in the New Testament"
 - b) "Why Do We Preach: A Foundation for Christian Preaching"
 - c) "The Biblical and Theological Basis for Expository Preaching"
- Experience two different Sunday sermons in a church setting, one sermon by each of two different preachers.
- Evaluate the biblical and theological elements of each of these sermons using:
 - a) The analysis and critique form provided on Populi and
 - b) The aspects of theory and practice raised in the article and blog entries
- When handing in this assignment, schedule a debrief session with Dr. Kadyschuk to discuss your two critical reviews in the context of elements raised in the critique form, the article, and the blog entries.
- Related learning outcome(s): #1, 3.
- **Assignment Length:** 3-4 pages for each critique (see form on Populi).
- **Due dates:** May 20, 2022, for written assignment; May 27, 2022, for oral debrief session.

6. *Critical Review of Vines and Dooley Textbook* (20%)

- Read the assigned pages in the textbook *Passion in the Pulpit*.
- Write a Critical Review to evaluate what Vines and Dooley are saying in this book. Use the guidelines for a Critical Review found later in this syllabus.
- Include specific references to the two sermons you assessed in Assignment 5 (above) to indicate how those sermons relate to the material presented by Vines and Dooley.
- Related learning outcome(s): #2
- **Assignment Length:** 4-5 pages.
- **Due date:** June 03, 2022.

7. Sermon or Bible Lesson (20%)

Option A: Preaching

- Read the assigned pages in the Miller text *Preaching: The Art of Narrative Exposition*.
- Use Miller's principles for narrative exposition as a base for preparing and presenting a sermon to a congregation.
- Video the sermon, view it, and complete a self-evaluation. Send the video and self-evaluation to Dr. Kadyschuk.
- Schedule a debrief session with Dr. K.: a) to review your self-evaluation and his evaluation of the sermon, and b) to share your sermon pre-planning and notes with concrete evidence of Miller's material.

- Related learning outcome(s): #5.
- **Assignment Length:** 22-25 minutes.
- **Due date:** TBA.

The due date will be dependent on your ability to secure a place and time to share the sermon. Note that the date for closure of this course is June 20, 2022; so that is the final deadline to meet with Dr. K. and submit all assignments.

Option B: Teaching

- Confer with Dr. K. for the assigned sections to read in the Richards/Bredfeldt text.
- Use the text material as a base for preparing and presenting a Bible lesson to an age group of your choice.
- Video the lesson, view it, and complete a self-evaluation. Send the video and self-evaluation to Dr. K.
- Schedule a debrief session with Dr. K.: a) to review your self-evaluation and his evaluation of the Bible lesson, and b) to share your lesson pre-planning and notes with concrete evidence of the Richard/Bredfeldt material.

- Related learning outcome(s): #5.
- **Assignment Length:** 30-35 minutes.

Due date: TBA. The due date will be dependent on your ability to secure a place, time, and group for sharing the Bible lesson. Note that the date for closure of this course is June 20, 2022; so that is the final deadline to meet with Dr. K. and submit all assignments.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students who intend to take the course primarily through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have **the same** assignment due dates as in-class students.
- For module week assignments, VOD students must consult with Dr. Kadyschuk **prior** to the module week:
 - a) to determine a suitable substitute assignment for the Class Presentation, and

- b) to set in motion a master plan to share either two sermons or a sermon and a Bible lesson at a local church before the course ends on June 20, 2022.
- Including the module week, each week for five weeks, VOD students are required to watch and engage with all lecture content and in-class activities from one full day of the module.
 - By Monday at 11:59 pm each week, VOD students will submit either as a written statement on Populi (100-250 words) or FlipGrid video (1-3 min) the following: 1) confirmation of having watched the class recordings; and 2) brief thoughts about what stood out most from the class, what the student has learned, and/or questions that have risen. These should demonstrate engagement with the course material. Alternatively, the student may wish to meet the professor live over Zoom. This is encouraged in place of at least one of the weekly submissions, preferably one of the initial ones.
 - In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

What are 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

- Assignments will not be accepted after June 20, 2022.

Estimate of Time Investment (individual time investments may vary)

Classroom time	28 hrs	Module Week
1. Class Presentation - Anderson Textbook		
a) Reading	10 hrs	
b) Preparing presentation	8 hrs	April 25, 2022
2. Sermon in Class		
a) Preparation	8 hrs	Module Week
3. Video Personal Reflection on Carnegie Textbook		
a) Reading	14 hrs	
b) Video Personal Reflections	4 hrs	May 13, 2022
4. Critical Review of Two Church Sermons		
a) View/Listen	2 hrs	
b) Writing the Reports	4 hrs	May 20, 2022
c) Oral Debrief Session	1 hr	May 27, 2022
5. Critical Review of Vines and Dooley Textbook		
a) Reading	14 hrs	
b) Written Critical Review	6 hrs	June 03, 2022
6. Post-Module Sermon or Bible Lesson		
a) Readings	15 hrs	
b) Preparation	15 hrs	
c) Presentation	2 hrs	before June 20, 2022
d) Oral Debrief Session	1 hr	June 20, 2022
Total =	132 hrs	

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

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 facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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 full 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

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