LS5101 Communicating God's Word
3 credit hours.

👤 On Campus ᵃ Live-Stream

July 11-15, 2022   Dr. Rob Chartrand
Summer 2022 Module   iamrobchartrand@gmail.com
Monday-Friday, 9am-4pm

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.

Course Competencies and Learning Outcomes

To expand knowledge and skills of leadership and administration, students will
1. Explore the diversity of preaching or teaching models offered by homiletical theorists and practitioners.
     - *Assessment:* Persuasive Essay, Sermon Presentation, Written Analyses of Two Sermons, Sermon or Bible Lesson

2. Evaluate the approaches to sermon and lesson preparation and delivery used to communicate biblical truth effectively.
     - *Assessment:* Sermon Journal, Persuasive Essay, Sermon Self-Reflection, Written Analyses of Two Sermons, Sermon or Bible Lesson

3. Understand universal principles and practices of public speaking to contribute towards effective preaching or teaching.
   - *Assessment:* Sermon Presentation, Written Analyses of Two Sermons, Sermon or Bible Lesson

4. Demonstrate personal application of principles and practices of effective preaching and teaching.
   - *Assessment:* Sermon Journal, Sermon Presentation, Sermon Self-Reflection, Sermon or Bible Lesson

5. Comprehend the biblical frameworks for preaching, teaching, word ministries, and public speaking.
   - *Assessment:* Sermon Journal, Sermon Presentation, Sermon or Bible Lesson

Course Work

Required Readings

You will be required to read <u>four</u> textbooks in total.

1. These <u>two</u> textbooks are required reading for each student:

   Anderson, Chris. *TED Talks: The Official TED Guide to Public Speaking.* New York: HarperCollins, 2016. ISBN: 9781443443005. 272 pages.

   Willobee, Sondra B. *The Write Stuff: Crafting Sermons That Capture and Convince.* Louisville: Westminster John Knox, 2002. ISBN: 9780664232818. 115 pages.

2. In addition, each student must read <u>one</u> of these textbooks. These are both excellent primers on preaching. Please select one that you have not read before (choose A or B):

   Option A:
   Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2010. ISBN: 978-0801072437. 218 pages.

   Option B:
   Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3rd edition. Grand Rapids: Baker, 2014. ISBN: 978-0801049125. 228 pages.

3. In addition to the above-required textbooks, each student will select <u>one</u> of the following options to emphasize either preaching or teaching (choose A or B):

   Option A: Preaching Emphasis
   Anderson, Kenton C. *Choosing to Preach: A Comprehensive Introduction to Sermon Options and Structures*. Grand Rapids: Zondervan, 2006. ISBN: 978-0310267508. 246 pages.

Option B: Teaching Emphasis
Richards, Lawrence and Gary Bredfeldt. *Creative Bible Teaching*. Revised and Updated.
  Chicago: Moody, 2020. ISBN: 978-0802419590. 220 pages.

**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. *Sermon Journal – 15%*

   In preparation for your sermon presentation during the week of class, create a sermon journal that captures the work you did. Your sermon journal should contain the following elements:

   - First, you must select a pericope (biblical text) to preach. It must be from the gospel of Luke or Philippians. Choose a Bible translation as well. Write a paragraph indicating the passage and the translation you chose and why you chose it.
   - Next, study the passage carefully and capture all of your *relevant* exegetical notes in point form. This list includes, but is not limited to, your personal observations, questions, cross-references, textual translation and exegesis (if possible), and information from supplemental sources. You should submit at least two pages of notes.
   - Then, from your notes and prayerful reflection, complete a sermon planning sheet using Miller's book (pp. 122-23) or Robinson's book (ch. 4 and pp. 229-30; subject, complement, developmental question).
   - Finally, generate a preliminary sermon outline using any framework or format from the readings. You will have the ability to adjust this outline later as you finish preparing your sermon. Again, this outline is <u>only</u> a draft.
   - Submit this assignment as one document. You may use single spacing in this assignment.
   - Come prepared to share your sermon theme or 'big idea' on the first day of class.

   - Related learning outcome(s): #2, 4, 5.
   - **Assignment Length:** N/A.
   - **Due date:** July 10, 2022.

2. *Persuasive Essay – 15%*

Write a paper arguing the importance of using one big idea or central point for every sermon or Bible lesson. Your essay should explain why this matters, how to create one big idea or central point, and how to keep it central throughout your message. You should draw upon the course readings and provide citations to support your arguments.

- Related learning outcome(s): #1, 2.
- **Assignment Length:** 2000 words.
- **Due date:** July 10, 2022.

During Module

3. *Sermon Presentation – 15%*

Prepare an 18-20 minute sermon that you will present in class. Draw upon the work you did in *Assignment 1*. Your sermon outline can reflect any of the frameworks depicted in the course readings. During the first few days of the course, apply the in-class content and continue to refine your sermon. Presentations will be given during the final two days of the course. After each presentation, you will have the opportunity to celebrate, debrief, and assess your efforts within an affirming community of peers. NOTE: The presentation will be timed, and you will be asked to stop after twenty minutes.

- Related learning outcome(s): #1, 3, 4, 5.
- **Assignment Length:** 18-20 minutes.
- **Due date:** In-class presentation.

Post-Module

4. *Sermon Self-Reflection – 10%*

Read through the class evaluations of the sermon you presented. Based on these evaluations and what you learned from your preaching experience, provide a constructive assessment of your sermon. You can frame your outline around what worked, what you would do differently, and what you learned from the experience. Use your course readings to reinforce your evaluations and provide appropriate citations.

- Related learning outcome(s): #2, 4.
- **Assignment Length:** 1500 words.
- **Due date:** July 22, 2022.

5. *Written Analyses of Two Sermons – 15%*

Listen to two different Sunday sermons in a church setting, each from a different preacher. Provide a written analysis of each sermon using the form provided in class. Then write a three-page critique for each sermon, explaining what worked, what you would do differently, and what you learned from the experience. Submit the forms as well as the critiques. It would be preferable for you to listen to each sermon in person rather than online. If this is not possible, please explain why in your analyses.

- Related learning outcome(s): #1, 2, 3.
- **Assignment Length:** 3 pages and a completed form for each sermon.
- **Due date:** September 5, 2022.

6. *Sermon or Bible Lesson – 30%*

Prepare and present either a sermon or Bible lesson corresponding to the course textbook you opted to read.

Option A: Preaching
Use any model from Anderson's book as a framework for preparing and presenting a thirty-minute sermon to a congregation. Video record the sermon, review it and complete a self-evaluation using the form provided in class. Finally, submit the video and self-assessment for grading.

- Related learning outcome(s): #1, 2, 3, 4, 5.
- **Assignment Length:** 30 minutes.
- **Due date:** September 5, 2022.

Option B: Teaching
Use Richards/Bredfeldt material as a framework for preparing and presenting a thirty- to forty-five-minute Bible lesson to an age group of your choice. Video record the lesson, review it and complete a self-evaluation using the form provided in class. Finally, submit the video and self-assessment for grading.

- Related learning outcome(s): #1, 2, 3, 4, 5.
- **Assignment Length:** 30-45 minutes.
- **Due date:** September 5, 2022.

Course Outline / Class Schedule

A. Defining Preaching
    1. Introduction to Preaching
    2. The New Testament and Preaching
    3. Preaching and Speaking
    4. Preaching and Teaching

B. Developing Preaching
    1. Sermon Construction
    2. Sermon Forms
    3. Landing and Launching
    4. Sermon Delivery
    5. Extemporaneous/Impromptu Preaching
    6. Sticky Preaching

C. Refining Preaching
    1. Preaching and Pathos
    2. Preaching the Genres
    3. Prophetic Preaching
    4. Christ-Centred Preaching
    5. Preaching to a Skeptical, Postmodern, Post-Christendom, Post-Truth World
    6. The Preaching Life

Estimate of Time Investment (individual time investments may vary)

Readings	48hrs	N/A	Assignment
Classroom time	30hrs	N/A	Weighting
1. Sermon Journal	6hrs	Jul. 10	15%
2. Persuasive Essay	10hrs	Jul. 10	15%
3. Sermon Presentation	6hrs	In Class	15%
4. Sermon Self-Reflection	4hrs	Jul. 22	10%
5. Written Analyses of Two Sermons	10hrs	Sept. 5	15%
6. Sermon or Bible Lesson	12hrs	Sept. 5	30%
Total =	~126hrs		

- Assignments will not be accepted after September 5, 2022.

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 Seminary 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.