LS5101 Communicating God's Word

3 credit hours.

👤 On Campus ᴬ Live-Stream 📹 Video on Demand

April 24-28, 2023   Ron Kadyschuk, PhD
Module E   rkadyschuk@horizon.edu
Monday-Friday, 9am-4pm

Please note: This course has pre-module reading and assignments.

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 in the competencies of Skilled Communication, Ministry Development, and Leadership and Administration, students will

1. Examine the relationship between exegesis and exposition in communicating the Word of God.
   - *Assessment*: Written Critical Review of Cone Text
2. Explore the diversity of preaching models and structures in homiletical theory and practice.
   - *Assessment*: Class Presentation; Written Critical Review of Anderson's 'The Integrative Sermon';Video Personal Reflection of Vines and Dooley Text

3. Demonstrate a personal application of principles and practices of effective preaching and teaching.
   - *Assessment*: One Sermon in Class; Post-Module Sermon or Bible Lesson

Course Work

Required Readings -Books and Chapters

Anderson, Kenton C. *Choosing to Preach: A Comprehensive Introduction to Sermon Options and Structures*. Grand Rapids: Zondervan, 2006. ISBN: 978-0310267508. (195 pages)

Cone, Christopher. *Integrating Exegesis and Exposition: Biblical Communication for Transformative Learning*. Ft. Worth, TX: Exegetica Publishing, 2015. ISBN: 978-0976593058. (135 pages)

Kim, Matthew. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker, 2017. ISBN: 978-0801049620. Chapters 1 and 2: "Preaching and Cultural Intelligence" and "The Homiletical Template" (pages 3-30). Chapters are available on Populi. (28 pages)

Litfin, Duane. "Paul's Ministry Model." Chapter 17 (pages 259-283) in Duane Litfin, *Paul's Theology of Preaching: The Apostle's Challenge to the Art of Persuasion in Ancient Corinth*. Downers Grove: IVP Academic, 2015. 978-0830824717. Chapter is available on Populi. (24 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)

Required Readings -Article and Book Review (available on Populi)

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)

Book Review of Scott Gibson and Matthew Kim, Eds., *Homiletics and Hermeneutics: Four Views on Preaching Today*. Grand Rapids: Baker, 2018. In *themelios* Journal (Volume 44 - Issue 3). Reviewed by Jeremy Kimble. Available on Populi. (3 pages)
- https://www.thegospelcoalition.org/themelios/review/homiletics-and-hermeneutics-four-views-on-preaching-today/

Reference (not required)

Dockery, David. *Biblical Interpretation Then and Now: Contemporary Hermeneutics in the Light of the Early Church*. Grand Rapids: Baker, 1992.

- Interpreting God's Word (via hermeneutics) is foundational to communicating God's Word. Horizon Seminary has a full course called Interpreting God's Word. For our purposes, a class presentation will review the summary which Dockery provides in his concluding chapter: "Biblical Interpretation Then and Now."

In addition to the above required readings, select one of the following options to personalize the course 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. Pages 9-198 (190 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-sproul-the-difference-between-preaching-teaching-2289

Note
Whether you select Option A or Option B, the total reading for this course is about 750 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

<u>Pre-Module</u>

1. Preparation for Class Presentation and In-Class Sermon

a) Read Anderson's questions and options for discerning a message (i.e., deductive vs inductive) and for communicating a message (i.e., cognitive vs affective) on pages 47 to 132.
b) Read the four structures for framing your message: Declarative (pp 133-160), Pragmatic (pp 161-183), Narrative (pp 185-210), Visionary (pp 211-233) and select one of the four. Contact me with your choice. 'Early bird gets the worm.'
c) As you read, make personal notes to use for developing your class presentation.
d) Read the sample sermon manuscript for the preacher that Anderson associates with your choice of structure. Manuscripts are available in Populi.
e) In your class presentation, you will:
   - Share your understanding of the questions and options raised by Anderson
   - Present the essential features of the specific structure you have selected
   - Explain how this structure relates to the other three structures in the 'master map of homiletical structures' (pp 127-132)
   - Express 2 or 3 questions to assist the class in discussion of the nature, purpose, and value of this structure's approach to preaching
   - Describe and evaluate the sample sermon as to how it illustrates the structure
   - Provide a draft sermon outline for your sermon based on this structure, a sermon that you will share in class on Friday, April 28.

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

2. Written Critical Review of Anderson's 'The Integrative Sermon' (10%)
   - Read Ch. 9 "Sing a Song: The Integrative Sermon" in the Anderson text (pp 235-261).
   - Reflect on how this 5th potential structure relates to the other four structures in Anderson's 'master map.'
   - Write a Critical Review of Anderson's 'Integrative Sermon' to show your understanding of its characteristics, strengths, possible weaknesses, and its relationship to the other four structures.

   - Related learning outcome(s): #2
   - **Assignment length:** 3 pages.
   - **Due date:** Monday, April 24, 2023.

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

During Module

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

  - Related learning outcome(s): #2
  - **Assignment length:** 25-minute presentation including discussion plus 10 minutes to present and discuss draft sermon.
  - **Due date**: Module week. (will be early in the week)

4. One Sermon (20%)
- For your class presentation, you prepared and shared a draft outline for a sermon based on an assigned structure from Anderson's text: Declarative, Pragmatic, Narrative, or Visionary.
- Expand that draft outline into a sermon to share in class on Friday, April 28.
- You will receive a video of your sermon to view and do a self-evaluation. After completing the self-evaluation, you will meet with Dr. K. to review that evaluation and discuss his assessment of the sermon.

  - Related learning outcome(s): #3.
  - **Assignment length:** 20 minutes sermon.
  - **Due date:** Friday, April 28, 2023.

Post-Module

5. Written Critical Review of Cone Textbook (20%)
- See handout "Selected Readings from Cone" in populi.
- Read the assigned selections (135 pages) making notes from each chapter to highlight points of significance for inclusion in your review.
- Write a two-part Critical Review that examines a) Section I (pp 1-46) and b) Section III (selected pages as itemized in handout).

  - Related learning outcome(s): #1.
  - **Assignment length:** 4-5 pages for Section I and 5-6 pages for Section III
  - **Due date**: Friday, May 12, 2023.

6. Video Personal Reflection of Vines and Dooley Textbook (10%)
- Read the assigned pages in the text *Passion in the Pulpit.*
- While reading, makes notes to summarize and assess what Vines and Dooley are saying in this book. Be sure to refer specifically to the major sections of material and key ideas they present to their readers.
- Adapt your notes into a Video Personal Reflection of the book. Use the guidelines for a Personal Reflection found later in the syllabus.

- Related learning outcome(s): *#2*
- **Assignment length:** 6-7 minutes.
- **Due date:** Monday, May 29, 2023.

7. Sermon or Bible Lesson (20%)

<u>Option A: Preaching</u>
- 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.
- Arrange with a pastor for a place and time to share your sermon.
- 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 assessment of the sermon, and b) to share your sermon pre-planning and notes with concrete evidence of Miller's material.

- Related learning outcome(s): *#3*.
- **Assignment length:** 25-minute sermon.
- **Due date:** Monday June 19, 2023.

<u>Option B: Teaching</u>
- 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.
- Arrange with a pastor for a place and time to share your Bible lesson.
- 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 assessment 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): *#3*.
- **Assignment length:** 30-35 minutes Bible study teaching session.
- **Due date:** Monday, June 19, 2023.

This is the final date for completion of all aspects of this assignment. The course closes on June 19.

Video-on-Demand (VOD) Student Requirements
As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from 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 19, 2023.
- 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 Flip video (1-3 min) containing 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 are 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:
    o The relevance and significance of the material, what audience(s) might benefit most from the material, and benefit in what ways.
    o 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	Module Week
1. Class Presentation from Anderson Text		
a) Reading	10 hrs	
b) Preparing presentation	8 hrs	Module Week
2. Written Critical Review of Anderson's "The Integrative Sermon"		
a) Reading	3 hrs	
b) Written report	3 hrs	Monday, April 24, 2023
3. Sermon in Class		
a) Preparation	8 hrs	Module Week
4. Written Critical Review of Cone Text		
a) Reading	10 hrs	
b) Written report	4 hrs	Friday, May 12, 2023
5. Video Personal Reflection of Vines and Dooley Text		
a) Reading	14 hrs	
b) Written Personal Reflection	6 hrs	Monday, May 29, 2023
6. Post-Module Sermon or Bible Lesson		
a) Readings	12 hrs	Sermon or Bible lesson
b) Preparation	15 hrs	and Oral Debrief session
c) Presentation	2 hrs	must be completed before
d) Oral Debrief Session	1 hr	June 19, 2023
Total =	126 hrs	

Course Outline / Class Schedule

1. Introduction
   - Paradoxes in preaching
2. 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'
3. Rhetoric: Greco-Roman versus Pauline Approaches
   - Levels of persuasion in rhetoric

- Elements of logos, ethos, and pathos in speaking
- Litfin, "Paul's Ministry Model" - the 'herald' versus the 'persuader'

4. Exploring Pathos in Communicating God's Word
- Vines and Dooley's *Passion in the Pulpit*

5. Genres in the Bible
- Why genres matter in preaching and teaching God's Word

6. Topical and Textual Sermons

7. Expository Preaching
- Haddon Robinson's 'The Big Idea' in preaching
- Traditional homiletical structure for an expository sermon

8. Hermeneutics as Foundational to Homiletics

9. Cultural Intelligence
- Understanding the people who hear our preaching/teaching

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. Kent Anderson's *Choosing to Preach* Model
- Options and structures

14. Differences Between Preaching and Teaching

15. Practical Preaching/Teaching Assignments

- Assignments will not be accepted after **June 19, 2023.**

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; Jessie Lysholm, Associate Dean of Students, at jlysholm@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 with their camera on. 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.

Live-Streaming Etiquette
Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for class, you must 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.