



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

LS6100 Effective Communication in Leadership: On Preparing Sermons that Connect

3 credits. Prerequisites: none.

👤 On Campus 'A' Live-Stream 📺 Video on Demand

April 25 to June 27, 2023
Summer 2023
Tuesday mornings, 9:00 a.m. to 12 noon

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Please note: This course includes reading and preparation work before the first class

Course Goals

Course Description

This advanced preaching course addresses life-based sermon-preparation practices that will contribute to the connection dynamic between the preacher and the listening audience. Attention will be given to identifying biblical concepts related to effective communication, reading extensively and continually from the field of preaching, assessing the preaching practices of others, identifying critical practices, and adopting those practices in one's sermon preparation discipline. The course would be of continuing education value to those actively involved in preaching. Equally, the course would benefit those about to begin a preaching ministry.

Relationship to Horizon's Mission

Horizon's mission is advancing God's kingdom by preparing competent Christian leaders for Spirit-empowered life and ministry. This course will help participants become more effective communicators of God's Word.

Course Competencies and Learning Outcomes

To demonstrate competency as leaders in skilled communication students will

1. Identify existing personal sermon-preparation practices that lend to connectivity in preaching
 - *Assessment:* Personal reflection exercise
2. Explore, discern, and identify key connectivity factors in preaching.
 - *Assessment:* Weekly reading reports (total of nine)

- *Assessment:* Critical reflection paper
3. Create a list of books to be read and reviewed for insights on the connectivity factor in preaching.
 - *Assessment:* Weekly reading reports (total of nine)
 - *Assessment:* Review and select book titles from the recommended reading list.
 4. Incorporate identified practices into the ongoing discipline of sermon preparation.
 - *Assessment:* Sermon

Course Work

Required Readings

- Arthurs, Jeffrey D. *Preaching with Variety: How to Re-create the Dynamics of Biblical Genres*. Grand Rapids: Kregel, 2007. ISBN: 978-0825420191.
- Charles Jr., H.B. *On Preaching. Personal and Pastoral Insights for the Preparation and Practice of Preaching*. Chicago: Moody Publishers, 2014. ISBN: 978-0802411914.
- Deere, Jack. *Why I am Still Surprised by the Voice of God. How God Speaks Today Through Prophecies, Dreams, and Visions*. Revised Edition. Zondervan: Grand Rapids, 2022. ISBN: 9780310108153.
- Martin, Albert N. *Preaching in the Holy Spirit*. Grand Rapids: Reformation Heritage Books, 2011. ISBN: 978-1601781192.
- Norman, Steve, *The Preacher as Sermon: How Who You Are Shapes What They Hear*. Carol Stream, IL.: Christianity Today, 2021. ISBN:978-1614072454.
- Overdorf, Daniel. *One Year to Better Preaching. 52 Exercises to Hone Your Skills*. Grand Rapids: Kregel, 2013. ISBN: 978-0825439100.
- Plantinga, Cornelius. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Grand Rapids; Eerdmans, 2013. ISBN: 9780802870773.
- Quicke, Michael. *360-Degree Preaching: Hearing, Speaking, and Living the Word*. Grand Rapids: Baker Academic, 2003. ISBN: 978-0801026409.

**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.

Pre-Course Assignments and Activities

1. Personal Reflection Exercise (10%)

Reflect on the following questions giving the greatest attention to the last bullet to “Identify 3 to 5 sermon-preparation factors, that in your estimation, contribute to the connectivity level between a preacher and an audience.” Upon completion, upload the document on Populi, doing so by or before Friday, April 21st.

- Are you presently involved in preaching, and if so, where? Related, how long have you been engaged in the preaching ministry? Or are you relatively new to preaching, with limited experience?
- Have you had any courses or training in preaching? If so, when and where? What was the nature of the training?
- Have you read any books on preaching in the last 2 to 3 years? If so, what are the book titles?
- Have you ever arranged for someone to review your preaching for feedback and encouragement? If so, was that a positive experience?
- Do you ever view your own preaching? If so, were there any key observations?
- Who is one of your favorite preachers? What is it about them that draws you to their preaching?
- How would you describe your preaching? Is it expository, topical, conversational, pastoral, prophetic, mixed; etc.?
- Do you preach with an outline or manuscript? Or do you preach without any notes?
- Briefly describe your process of preparing a sermon.
- If available, please provide a link to a sermon that you preached which was video recorded. Please upload the link on Populi.
- Identify 3 to 5 sermon-preparation factors that in your estimation, contribute to your connectivity with an audience.
- **Related learning outcome:** # 1
- **Assignment length:** 2-3 pages, single-spaced
- **Due date:** Friday, April 21, 2023

2. Weekly Reading Reports

A significant component of this course is weekly reading (on average of 85 to 95 pages per week). The goal is to read at least 850 pages over the duration of the course. Given time limitations, most books will be read only in part, though students will be invited (and encouraged) to read the balance of each book either concurrent with the class schedule or at a subsequent time. Weekly readings will also include a brief section from Dr. Strauss' booklet *On Preparing Sermons that Connect*, available on Populi.

The reading focus will be on exploring the material for ideas and thoughts related to the connectivity dynamic in preaching. The fundamental question is, "What can be done in the sermon-preparation experience that will contribute to connectivity with an audience when the sermon is actually preached?" The purpose of the assignment is to identify, record, and consider critical practices via a weekly reading report. Each report (a total of nine) should be at most 1-2 pages in length, single-spaced, 12-point font. The report should include the following:

- Your name
- Author and title of the book
- Identification and elaboration of sermon-preparation practices (explicit or implied) that can contribute to connectivity in preaching. The identification could include ideas, quotes, stories, biblical emphases, etc. Include page numbers from

where material is sourced. And most importantly provide an elaboration on why the material was significant to you.

- **Related learning outcome: # 2**
- **Assignment length:** 1-2 pages, single-spaced
- **Due date:** Due dates are the Sundays (6:00 p.m.) before class, beginning April 23. The weekly assignment is to be uploaded on Populi. At least one student per Tuesday will be asked to share their findings via a 5 to 10-minute report. Students will sign up for their reporting dates.
- **Pre-course reading for April 25 class**
 - Read the “Introduction” to *On Preparing Sermons that Connect* by H. Strauss. The document can be found on the course site on Populi.
 - Charles Jr., H.B. *On Preaching. Personal and Pastoral Insights for the Preparation and Practice of Preaching*. Chicago: Moody Publishers, 2014.
 - Preaching Magazine’s 2015 book of the year.
 - Reading Assignment
 - Introduction, 9-11
 - Chapter 3- Finding Time to Study, 24-27
 - Chapter 5- Sermon Preparation, 35-39
 - Chapter 6- Why I Pray Before I Preach, 40-43
 - Chapter 8- Using Scripture in Preaching, 50-53
 - Chapter 11- Becoming a Better Expositor, 63-67
 - Chapter 16- Sermon Illustrations, 86-90
 - Chapter 18- Writing Sermon Manuscripts, 95-100
 - Chapter 19- Preaching Without Notes, 101-105
 - Chapter 20- Being Yourself in the Pulpit, 108-110
 - Chapter 21- Developing Your Style of Preaching, 111-115
 - Chapter 22- Pulpit Consistency, 116-118
 - Chapter 23- Indecent Exposure in the Pulpit, 119-123
 - Chapter 24- Pulpit Plagiarism, 124-127
 - Chapter 25- Protecting Your Voice for Preaching, 128-131
 - Chapter 29- Do You Want to be a Somebody, 148-151
 - Chapter 30- The Bottom Line of Christian Ministry, 152-156
 - Total pages required: 72 pages (book length is 156 pages)
 - **Reading Report Due Date:** Sunday, April 23

During Module Assignments and Activities

3. **Weekly Reading and Reading Reports** (as outlined above and below) – (45%)
 - **Related learning outcome: # 2**
 - **Assignment length:** 1-2 pages, single-spaced
 - **Due dates:** As outlined above and below, Sundays (6:00 p.m.) before Tuesday’s class.

Reading Schedule

- May 2 Class: “Saturated in Scripture”
 - Read section on “Saturated in Scripture” from *On Preparing Sermons that Connect* by H. Strauss.

- Book Assignment: Quicke, Michael. *360-Degree Preaching: Hearing, Speaking, and Living the Word*. Grand Rapids: Baker Academic, 2003.
 - #18 on Preaching Magazine’s 25 Most Influential Preaching Books
 - Reading Assignment
 - Chapter 2- Current Realities, 33-43
 - Chapter 3- Toward a More Adequate Model, 44-63
 - Chapter 5- The Person of the Preacher and the Power of the Scripture, just 86 to the top of 97
 - Chapter 6- Preaching to Changing Times, just 114-115, section entitled “Engage Scripture Holistically”
 - Chapter 8- Immerse in Scripture, 140-152
 - Chapter 9- Interpret for Today, just pages 153-156
 - Chapter 12- Experience the Outcomes, 194-201
 - Total pages required: 69 pages (book length is 233 pages)
 - **Reading Report Due Date:** Sunday, April 30
- May 9 Class: “Enriched through Reading”
 - Read section on “Enriched through Reading” in *On Preparing Sermons that Connect* by H. Strauss
 - Book Assignment: Plantinga, Cornelius. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Grand Rapids; Eerdmans, 2013.
 - Reading Assignment (In your reading, be mindful of book titles that capture your interest for future reading.)
 - Reading Assignment
 - Read the entire book except for Chapter 3, “Turning the Preacher’s Ear”
 - Total pages required: 119 pages (book length is 131 pages)
 - **Reading Report Due Date:** Sunday, May 7
- May 16 Class: “Connected to People”
 - Read section on “Connected to People” in *On Preparing Sermons that Connect* by H. Strauss.
 - Book: Overdorf, Daniel. *One Year to Better Preaching. 52 Exercises to Hone Your Skills*
 - Reading Assignment
 - Introduction
 - Chapter 1- Commission a Sermon Prayer Group, 15-20
 - Chapter 3- Speak to Three Listening Styles, 27-32
 - Chapter 11- People Watch, 73-76
 - Chapter 15- Develop Need in the Introduction, 95-100
 - Chapter 16- Assemble a Feed-Forward Group, 101-106
 - Chapter 21- Preach with Women in Mind, 131-136
 - Chapter 22- Pray for Your Listeners, 137-140
 - Chapter 23- Assemble a Feedback Group, 141-146
 - Chapter 25- Talk to an Artist, 153-158
 - Chapter 29- Expand Your Multicultural Awareness, 179-184

- Chapter 31- Assign Biographies to Children, 197-200
 - Chapter 36- Teach Preaching to High Schoolers, 221-226
 - Chapter 40- Conduct E-Interviews, 245-250
 - Chapter 41- Go to Work with a Church Member, 251-254
 - Chapter 50- Preach with Men in Mind, 299-305
 - Total pages required: 81 pages (book length is 319 pages)
- **Reading Report Due Date:** Sunday May 14
- May 23 Class: “Engaged in Life”:
 - Read section on “Engaged in Life” in *On Preparing Sermons that Connect* by H. Strauss
 - Read at least the first 100 pages of the biography or autobiography of choice, of a noted preacher/pastor, looking particularly for indicators of how they engaged in life (even as a child and/or teen), and how that in turn may have enriched their preaching. Potential book titles include:
 - Aitken, Jonathan. Foreword by Philip Yancey. *John Newton*, Wheaton: Crossway Books, 2007.
 - Augustine. *The Confessions*. New York: New City Press, 1997.
 - Collier, Winn. *A Burning in My Bones: The Authorized Biography of Eugene H. Peterson, Translator of the Message*. Colorado Springs: Waterbrook; 2021.
 - Dallimore, Arnold A., *George Whitefield. God’s Anointed Servant in the Great Revival of the Eighteenth Century*. Wheaton: Crossway, 1990.
 - Dallimore, Arnold A. *Spurgeon. A Biography*. The Banner of Truth Trust: Edinburgh, 1985.
 - Goergen, Donald. *St. Dominic; The Story of a Preaching Friar*. Mahwah, NJ; Paulist Press, 2016.
 - Grabner, Sigrid. *In the Eye of the Storm. A Biography of Gregory the Great*. San Francisco: Ignatius Press, 2009.
 - Kelly, J.N. D. *Golden Mouth. The Story of John Chrysostom- Ascetic, Preacher, Bishop*. Ithaca: Cornell University Press, 1995.
 - Kuhns, Oscar and Dickie, Robert. *Jan Hus: Reformation in Bohemia*. Scotland: Reformation Press, 2017.
 - Marsden, George M. *Jonathan Edwards: A Life*. New Haven: Yale University Press, 2004.
 - Metaxas, Eric. *Bonhoeffer: Pastor, Martyr, Prophet, Spy*. Nashville: Thomas Nelson, 2010.
 - Metaxas, Eric. *Martin Luther*. New York: Viking, 2017.
 - Miller, Calvin. *Life is Mostly Edges: A Memoir*. Nashville: Thomson Nelson, 2010.
 - Murray, Fr. Paul. *Saint Catherine of Sienna: Mystic of Fire, Preacher of Freedom*. Park Ridge: Word on Fire Catholic Ministries, 2020.
 - Oates, Stephen B., *Let the Trumpet Sound. A Life of Martin Luther King, Jr*. New York: Harper & Row, 1982.
 - Peterson, Eugene. *The Pastor: A Memoir*. HarperCollins e-books, 2011.
 - Young, Richard. *Joyce Meyer. A Life of Redemption and Destiny*. New Kensington: Whitaker House, 2009.

- Vaughn, Ellen and Eareckson Tada, Joni (foreword), *Becoming Elisabeth Elliot*, B&H Books, Nashville, 2020.
 - **Reading Report Due Date:** Sunday, May 21
 - May 30 Class: “Attentive to Divine Revelations”
 - Read section on “Attentive to Divine Revelations” from *On Preparing Sermons that Connect* by H. Strauss.
 - Book: Deere, Jack. *Why I am Still Surprised by the Voice of God. How God Speaks Today Through Prophecies, Dreams, and Visions.*
 - Reading Assignment
 - Chapter 1- The Beginning of a Friendship with God, 1-21
 - Chapter 2- Awakened to the Ministry of the Holy Spirit, 21-36
 - Chapter 8- The Audible Voice of God, 129-142
 - Chapter 9- Impressions and Sensations, 143-156
 - Chapter 10- Dreams and Visions, 157-186
 - Chapter 11- Recognizing the Voice, 187-198
 - Total pages required: 95 pages (book length is 227 pages)
 - And...Chapter 35, “Prophetic Preaching” (pages 423-435) by Greg Haslam in *Preach the Word*, edited by Greg Haslam. The chapter will be available either on Populi or via the Digital Theological Library.
 - **Reading Report Due Date:** Sunday, May 28
 - June 6 Class: “Creative with Truth”
 - Read section on “Creative with Truth” from *On Preparing Sermons that Connect.*
 - Book: Arthurs, Jeffrey D. *Preaching with Variety: How to Re-create the Dynamics of Biblical Genres.* Grand Rapids: Kregel, 2007.
 - Reading Assignment
 - Foreword and Introduction, 11-20
 - Chapter 3- Psalms, 48 (bottom of page)-61
 - Chapter 5- Narrative, Part 2, 85-101
 - Chapter 6- Parables, 118-128
 - Chapter 7- Proverbs, 150-150
 - Chapter 8- Epistles, 165-177
 - Chapter 9- Apocalyptic Literature, 178-199
 - Epilogue- 201
 - Total pages required: 98 pages (book length is 238 pages)
 - **Reading Report Due Date:** Sunday, June 4
 - June 13 Class: “Authentic to the Message”
 - Read section on “Authentic to the Message” from *On Preparing Sermons that Connect* by H. Strauss
 - Book: Norman, Steve, *The Preacher as Sermon: How Who You Are Shapes What They Hear.* Carol Stream, IL.: Christianity Today, 2021.
 - Reading Assignment:
 - Introduction, On Flower Beds, 17-20
 - Chapter 2- The Preacher as Son/Daughter, 35-46
 - Chapter 3- The Preacher as Listener, 47-56
 - Chapter 4- The Preacher as Fellow Traveler, 57-70

- Chapter 5- The Preacher as Intercessor, 71-82
- Chapter 6- The Preacher as Artist, 83-96
- Chapter 8- The Preacher as Joy-Generator, 109-118
- Chapter 9- The Preacher as Pipeline, 119-126
- Chapter 10- The Preacher as Fellow Sufferer, 127-136
- Conclusion-A Box of Hats, 137-138
- Total pages required: 96 pages (book length is 138 pages)
- **Reading Report Due Date:** Sunday, June 11
- June 20 Class: “Empowered by the Holy Spirit”
 - Read section on “Empowered by the Holy Spirit” in *On Preparing Sermons that Connect* by H. Strauss
 - Books and Book Chapters:
 - Martin, Albert N. *Preaching in the Holy Spirit*. Grand Rapids: Reformation Heritage Books, 2011. The book is only 67 pages long. Read the book in its entirety.
 - Also read the following two chapters, both available from Horizon’s Digital Theological Library
 - Chapter 10- “The Holy Spirit and the Anointing,” in *Spirit-Led Preaching* by Greg Heisler, pages 153-183 (30 pages).
 - Chapter entitled “Singapore: Preaching in the Power of the Pneuma,” in the *Future of Christian Proclamation: What the Global South Can Teach Us About Preaching*, edited by Cleophus LaRue and Luiz Nascimento, pages 136 to 157 (21 pages)
 - Total required pages: 118 pages
 - **Reading Report Due Date:** Sunday, June 18
- June 27 Class: No reading assignment

4. Review and Selection of Book Titles from the Recommended Reading List (10%)

Become acquainted with the following list of books by reading reviews, introductions, samples, etc. on Amazon.ca. As part of the exercise, identify at least 3 titles you would like to read in the next year. Identify those titles and why they were selected via a 1-2 page paper, single-spaced.

The titles are

- Alcántara, Jared E. *The Practices of Christian Preaching. Essentials for Effective Proclamation*. Grand Rapids: Baker Academic, 2019.
- Anderson, Chris. *Ted Talks. The Official TED Guide to Public Speaking*. Toronto: HarperCollins, 2016.
- Craddock, Fred B. *As One Without Authority*, revised. St. Louis: Chalice Press, 2001.
- Heisler, Greg. *Spirit-Led Preaching. The Holy Spirit’s Role in Sermon Preparation and Delivery*. Nashville: B&H Academic, 2018.
- Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker Academic, 2017.
- LaRue, Cleophus J., and Nascimento, Luiz C., editors. *The Future Shape of Christian Proclamation: What the Global South Can Teach Us About Preaching*. Eugene: Wipf and Stock, 2020.

- Lowry, Eugene L. *The Homiletical Plot. The Sermon as Narrative Art Form*. Louisville: Westminster John Knox Press, 2001.
- Massey, James. *The Burdensome Joy of Preaching*. Nashville: Abingdon Press, 1998.
- Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker Books, 2006.
- Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages*, 2nd ed., Grand Rapids: Baker Academic; 1980, 2001.
- Robinson, Haddon and Larson, Craig Brian, eds. *The Art and Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Grand Rapids: Zondervan, 2005.
- Stanley, Andy. *Communicating for a Change: Seven Keys to Irresistible Communication*. Colorado Spring: Multnomah Books, 2006.
- Stewart, James S. *Heralds of God*. Auckland: Papamoa Press, 2017, originally published 1946.
- Stroud, Dean G. (editor). *Preaching in Hitler's Shadow: Sermons of Resistance in the Third Reich*. Grand Rapids: Eerdmans; 2013,
- **Related learning outcome: #3**
- **Assignment length: 1-2 pages, single-spaced**
- **Due date: Sunday, May 21**

5. Critical Reflection Paper (20%)

Write a critical reflection paper (6 to 7 pages, 12 point-font, double-spaced) that summarizes the main points of personal learning from this course. The paper should identify at least 5 or 6 key practices that will be adopted. Ensure that the reflection carries with it a decided practical and/or applicable component to it. Be prepared to provide a 5-to-7-minute summary during the last class, June 27.

- **Related learning outcome: # 2**
- **Assignment length: 6 to 7 pages, double-spaced**
- **Due date: Sunday, June 25**

6. Sermon (15%)

Video record a sermon in the latter part of June or in July, with the link uploaded to Populi. Include a self-assessment of the sermon (form provided on Populi). Further, include a short summary statement (1 page) of practices that were used in the sermon preparation process. The message will be reviewed, assessed, and discussed with Dr. Strauss, with particular attention to the sermon preparation process and ultimately, level of connectivity with the audience.

- **Related learning outcome: # 4**
- **Assignment length: 20–30-minute sermon**
- **Due Date: By or before July 30**

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 same assignment due dates as in-class students.
- VOD students are required to watch and engage with all lecture content and in-class activities by the Sunday following the Tuesday classes.
- Students will attest they have done the viewing by submitting a weekly report (via Populi) by Sunday, 11:59 p.m. The report would also include one significant point of learning from the viewing experience.
- VOD students will meet with the professor at least 3 times over the duration of the course. The first meeting will be to review the syllabus and expectations; the second at midpoint of the course; and the third at the end, to review the student's sermon.

Estimate of Time Investment (individual time investments may vary)

Reading: (850 pp @ 17 pp per hr)	50 hrs	As scheduled	Assignment Weighting
Classroom time	30 hrs	As scheduled	
1. Personal Reflection Exercise	2 hrs	Due date: Ap. 21	10%
2. Reading Reports	20 hrs	Due dates: Above	45%
3. Review and Selection of Book Titles	4 hrs	Due: May 21	10%
4. Critical Reflection and Presentation	10 hrs	Due date: June 25	20%
5. Sermon	10 hrs	Due date: Before July 30	15%
Total =		~126 hrs	

Class & Reading Schedule

Date	Topic	Required Reading	Due Dates and Assignments
April 25	-Welcome/Introductions -Presentation/Discussion -Coffee break -Review of readings -Sermon focus: H.B. Charles, "Something Good Will Come out of This" (Psalm 4) -Prayer	- "Introduction" from <i>On Preparing Sermons that Connect</i> - <i>On Preaching</i> by H. B. Charles (pages to be read identified above)	-Friday April 21: Personal Reflection Exercise -Sunday, April 23, Reading Report
May 2	Topic: "Saturated with Scripture" -Presentation/Discussion -Coffee break -Review of readings -Sermon focus: Haddon Robinson, "Preaching into the Wind" (1 Kings 22) -Prayer	- "Saturated with Scripture" from <i>On Preparing Sermons that Connect</i> - <i>360-Degree Preaching</i> : by Michael Quicke (pages to be read identified above)	-Sunday, April 30, Reading Report
May 9	Topic: "Enriched through Reading"	- "Enriched through Reading" from <i>On</i>	-Sunday, May 7, Reading Report

	<ul style="list-style-type: none"> -Presentation/Discussion -Coffee break -Review of readings -Sermon focus: Barbara Brown Taylor, “The Right Answer” (Luke 10:25-37) -Prayer 	<p><i>Preparing Sermons that Connect</i></p> <ul style="list-style-type: none"> - <i>Reading for Preaching</i> by C. Plantinga. (pages to be read identified above) 	
May 16	<p>Topic: “Connected to People”</p> <ul style="list-style-type: none"> -Presentation/Discussion -Coffee break -Review of reading -Sermon focus: Tim Keller, “How to Deal with Dark Times” (Psalm 88) -Prayer 	<ul style="list-style-type: none"> - “Connected to People” from <i>On Preparing Sermons that Connect</i> -<i>One Year to Better Preaching</i> by Daniel Overdorf (pages to be read identified above) 	-Sunday, May 14, Reading Report
May 23	<p>Topic: “Engaged in Life”</p> <ul style="list-style-type: none"> -Presentation/Discussion -Coffee break -Review of reading -Sermon Focus: Tom Long, “The Open Window” (Luke 16:19-31) -Prayer 	<ul style="list-style-type: none"> - “Engaged in Life” from <i>On Preparing Sermons that Connect</i> -Biography or Autobiography of choice 	-Sunday, May 21, Reading Report; also Selection of Book Titles from Recommended Reading List
May 30	<p>Topic: “Attentive to Divine Revelations”</p> <ul style="list-style-type: none"> -Presentation/Discussion -Coffee break -Review of reading -Sermon focus: Otis Moss, III, “I Nominate Jesus” (Isaiah 9:6) -Prayer 	<ul style="list-style-type: none"> - “Attentive to Divine Revelations” from <i>On Preparing Sermons that Connect</i> -<i>Why I am Still Surprised by the Voice of God</i> by Jack Deere 	-Sunday, May 28, Reading Report
June 6	<p>Topic: “Creative with Truth”</p> <ul style="list-style-type: none"> -Presentation/Discussion -Coffee break -Review of reading -Sermon focus: Joel Gregory, “How Not to Get Shook Up When Your World Shakes Down” (Psalm 46) -Prayer 	<ul style="list-style-type: none"> - “Creative with Truth” from <i>On Preparing Sermons that Connect</i> -<i>Preaching with Variety</i> by J. Arthurs (pages to be read identified above) 	-Sunday, June 4, Reading Report

June 13	Topic: “Authentic to the Message” - Presentation/Discussion - Coffee break - Review of reading -Sermon focus: Andy Stanley, “Leading Yourself Well” -Prayer	- “Authentic to the Message” from <i>On Preparing Sermons that Connect</i> - <i>The Preacher as Sermon</i> by S. Norman (pages to be read identified above)	-Sunday, June 11, Reading Report
June 20	Empowered by the Spirit -Presentation/Discussion -Coffee break -Review of reading -Sermon focus: Alistair Begg, “Anxiety” (Matthew 6:25-34; 1 Peter 5:7) -Prayer	- “Empowered by the Holy Spirit” from <i>On Preparing Sermons that Connect</i> - <i>Preaching in the Holy Spirit</i> by A. Martin -Also additional 2 chapters outlined above	-Sunday, June 18, Reading Report
June 27	Conclusion -Student Presentations -Coffee -Student Presentations -Communion	No required reading	-Sunday, June 25, Critical Reflection Paper -Sermon by or before July 30

- Assignments will not be accepted after July 30.

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; 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

- Available as a separate document on Populi

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