



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 'A' Live-Stream 📺 Video on Demand

April 22-26, 2024
Module S1 / Summer 2024
Monday-Friday, 9am-4pm

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Please note: This course includes reading and preparation work before and during the module.

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 demonstrate competency in *Biblical and Theological Literacy* students will:

1. Examine the biblical and theological basis for preaching.
 - *Assessment:* Basis of Preaching; Book Review or Bible Lesson Option A

To demonstrate competency in *Skilled Communication* students will:

2. Explore the diversity of preaching models offered by writers of homiletical theory
 - *Assessment:* Analysis of Preaching Models.
3. Assess the value of 'secular' principles and practices of public speaking to contribute towards effective preaching.
 - *Assessment:* Video Review of Decker

4. Evaluate the sermons of current pastor-preachers in their ability to communicate biblical truth effectively.
 - *Assessment:* Analysis of Contemporary Sermons
5. Demonstrate a personal application of principles and practices of effective preaching and teaching.
 - *Assessment:* Three Sermons; Inner Life Reflection; Book Review or Bible Lesson Option B

Course Work

Required Readings

Chan, Sam, and Malcolm Gill. *Topical Preaching in a Complex World: How to Proclaim Truth and Relevance at the Same Time*. Grand Rapids, MI: Zondervan Academic, 2021. ISBN: 978-0310108900.

DTL: <https://thedtl.on.worldcat.org/oclc/1249799994>

Read: Chapters 1, 2, 4, and 8 (89 pgs.)

Decker, Ben, and Kelly Decker. *Communicate to Influence: How to Inspire your Audience to Action*. Toronto: McGraw Hill, 2015. ISBN: 978-0071839839.

DTL: Link to be posted on the Populi dashboard when it becomes available.

Read: Chapters 3, 4, 8, and 9 (112 pgs.)

Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Viking, 2015. ISBN: 978-0525953036.

DTL: <https://thedtl.on.worldcat.org/oclc/910965653>

Read: Introduction, Prologue, Part One, Part Three, and Appendix (138 pgs.)

Stewart, James S. "The Preacher's Inner Life." In *Heralds of God: A Practical Book on Preaching*, 190-222. New York: Charles Scribner's Sons, 1946. ISBN: 978-1573832113.

Available on Populi.

Read: Chapter 5 (31 pgs.)

Stott, John. *Between Two Worlds: The Challenge of Preaching Today*. Grand Rapids, MI: Eerdmans, 1982. ISBN: 978-0802806277.

DTL: <https://thedtl.on.worldcat.org/oclc/46841534>

Read: Chapters 1 and 3 (66 pgs.)

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

Johnson, Darrell. *The Glory of Preaching: Participating in God's Transformation of the World*. Downers Grove, IL: InterVarsity, 2009. ISBN: 978-0830838530.
DTL: Link to be posted on the Populi dashboard when it becomes available.
Read: Prologue, Part 1, Part 3, Epilogue (156 pgs.)

Option B: Teaching Emphasis

Richards, Lawrence and Gary Bredfeldt. *Creative Bible Teaching*. Revised and Updated edition. Chicago: Moody, 2020. ISBN: 978-0802419590.
DTL: <https://thedtl.on.worldcat.org/oclc/1145909950>
Read: Steps 2 and 3 and the following chapters from Step 4:
- 13 and 14
- **One** of 15, 16, 17, or 18
(approx. 185 pgs.)

Buice, Josh. "Preaching and Teaching are not the Same." *Blog: Delivered by Grace*. April 21, 2016. <https://g3min.org/preaching-and-teaching-are-not-the-same/>.
(Equivalent to 3 pages)

Sproul, R. C. "The Difference Between Preaching and Teaching." *Sermon Central*. July 4, 2019. <https://www.sermoncentral.com/pastors-preaching-articles/sermoncentral-r-c-sproul-the-difference-between-preaching-teaching-2289>.
(1 page)

Course Assignments and Activities

Pre-Module

1. *Video Review of Decker* – 10%

Read chapters 3, 4, 8, and 9 in Decker and Decker's *Communicate to Influence*. Then record a 4-6-minute video. In your video include all of the following:

- State the percentage of the reading you have completed.
- Give a brief overview of what Decker and Decker have presented.
- Assess how these principles and practices of public speaking might contribute towards effective preaching.

Upload your video to a video-hosting site such as YouTube and submit the link on Populi.

- Related learning outcome: #3.
- **Assignment length:** 4-6-minute video.
- **Due date:** April 21.

2. *Inner Life Reading*

Read Part 3 of the Keller book and the James Stewart chapter in preparation for an in-class discussion about the inner life of the preacher.

- Related learning outcome: #5.
- **Assignment length:** 51 pages of reading.
- **Due date:** April 21.

During Module

3. *Three Sermons – 30%*

a) Impromptu Presentation (S1)

- You will be given a verse (or short passage) of Scripture and have about 10 minutes in class to reflect and make notes using an outline guide provided in class. You will then share a testimonial from that verse.
- Length: 3 to 4 minutes.
- S1 is a practice exercise to get comfortable with public speaking in class and will not receive a formal assessment, but the instructor will provide informal feedback.

b) Jesus Teaching Devotional (S2)

- Select a brief section of teaching from Jesus or a parable of Jesus and prepare a devotional.
- Length: 7 to 8 minutes.
- You will receive an oral debrief of strengths as well as growth elements for you to work on in preparation and presentation of the final sermon.

c) Short Sermon (S3)

- You will be assigned a biblical passage and will prepare an expository sermon.
- Length: 20 minutes.
- For S3, note the following sequence: a) you will receive a video of your sermon by Friday, May 3, b) you will view the video, c) you will complete a written self-assessment of the sermon, and d) you will have a debrief session with Dr. Ninan where you receive his written assessment.

- Related learning outcome: #5
- **Assignment length:** See above.
- **Due date:** S1-3 due during Module Week. S3 self-assessment due May 10.

Post-Module

4. *Inner Life Reflection – 10%*

Write a 3-4-page reflection about how you will tend your soul during your ministry as a preacher

or public speaker using the material in Part 3 of the Keller book and the James Stewart chapter. Here is an example of things to consider (you do not need to address each of these points, and you may include additional points):

1. Which spiritual disciplines will you incorporate?
2. What will be your weekly rhythms?
3. How will you practice sabbath?
4. Will you have a spiritual director or therapist?
5. Will you develop a close cohort of trusted colleagues to process life with?

Cite both readings in the footnotes (a bibliography is not necessary for this assignment).

- Related learning outcome: #5
- **Assignment length:** 3-4 pages.
- **Due date:** May 1.

5. *Basis of Preaching* – 10%

Read chapters 1 and 3 in the Stott textbook and write a response to these chapters. In your response, answer all of the following:

- A summary of the main points in chapter 1.
- What surprising or new information did you see in the historical sketch of preaching in chapter 1?
- What historical information did you read in chapter 1 that was most helpful for shaping your own understanding of preaching and how was this the case?
- A summary of the main points in chapter 3.
- Which theological foundation by Stott proved the most compelling to you? Why?
- Is there anything that we discussed in class that would cause you to disagree with or add to anything that Stott presented in chapter 3?

Cite the textbook in the footnotes (a bibliography is not necessary for this assignment).

- Related learning outcome: #1
- **Assignment length:** 3-4 pages.
- **Due date:** May 8.

6. *Analysis of Contemporary Sermons* – 10%

On YouTube, watch two sermons by the following preachers, one from group A and one from group B:

Group A

- Tim Keller
- Jon Tyson
- Darrell Johnson
- John Mark Comer
- Charlie Dates
- Ken Shigematsu

Group B

- T.D. Jakes
- Craig Groeschel
- Rick Warren
- Joel Osteen
- Beth Moore
- Andy Stanley

Then write a 3-5-page paper evaluating the sermons. In the first two or more pages, analyze each sermon separately, answering all of the following questions for each sermon along with some explanation:

- What passage(s) of Scripture were used?
- Was the passage of scripture read?
- Was any contextual/historical information included?
- Was there a dominant thought?
- How many points were there? Did the points connect with the dominant thought?
- Were there unnecessary or difficult words or concepts?
- Was there application?
- Were the illustrations and quotes relevant and connected with the passage?
- Did the sermon clearly point to Jesus and the gospel?
- Was there a connection between the speaker and audience?
- Did the speaker have good eye contact?
- Could you clearly hear the speaker?
- How was the speed – too fast, too slow?
- Add any additional comments.

In the final page (or more), include a comparison of the sermons. For this, include the following:

- What differences or similarities did you observe between the two preachers?
- Was one preacher a better communicator than the other? Explain.
- Was one preacher more true to scripture than the other?
- Are there any aspects from either speaker you would emulate or NOT emulate?
- Add any additional comments.

With your assignment, you must include a link to the sermons you watched so that the instructor can watch them. No footnotes or bibliography are necessary for this assignment.

- Related learning outcome: #4
- **Assignment length:** 3-5 pages.
- **Due date:** May 15.

7. *Analysis of Preaching Models* – 15%

For this assignment you will read from Keller (Introduction, Prologue, Part One, and Appendix) and from Chan and Gill (Introduction and chapters 1, 2, 4, and 8). Write a paper that answers the following questions:

- What is expository preaching and what is topical preaching?
- What are the strengths and weaknesses of each approach?
- Does one approach better present the gospel than the other?

Cite both textbooks in the footnotes. If you use any additional resources (not required), please cite them in the footnotes and include a bibliography.

- Related learning outcome(s): #2.
- **Assignment length:** 6 pages.
- **Due date:** May 29.

8. *Book Review or Bible Lesson* – 15%Option A: Preaching (Book Review)

Read the Prologue, Part 1, Part 3, and the Epilogue (156 pgs.) of the Johnson textbook. Write a critical review that examines Johnson's theoretical foundations of preaching. 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.
 - Do you agree/disagree with Johnson on any points?
- Share any suggestions you might have to add to or take away from how the author approached the topic and presented his/her material.
 - Are there any other foundations you would add?
- Include enough of the personal reflection elements to show how the material has affected you personally.
 - Related learning outcome: #1.
 - **Assignment length:** 5 pages.
 - **Due date:** June 14.

Option B: Teaching (Teach a Bible Lesson)

Read the Buice and Sproul blog posts, as well as Steps 2, 3, and the following chapters from Step 4 in the Richards & Bredfeldt book:

- 13 and 14.
- One of 15, 16, 17, or 18.

Prepare and present a Bible lesson to an age group of your choice. Use the guidelines from the Richard/Bredfeldt book to prepare. Arrange with a pastor for a place and time to share your Bible lesson. Video the lesson, view it, and write a 2-page self-evaluation noting your strengths and areas for personal growth that you observe in the video of your lesson. Upload the video to a video-hosting site such as YouTube. Submit the following to Populi by the June 14:

- The link to your video.
- Your self-evaluation.
- Your lesson planning notes with concrete evidence that you have used the guidelines from the Richards & Bredfeldt material.

Schedule a debrief session with Dr. Ninan to take place before June 28 to review your self-evaluation and his assessment of the Bible lesson.

- Related learning outcome(s): #5.
- **Assignment length:** 25-minute Bible lesson, 2-page self-evaluation, and lesson planning notes (length not prescribed).
- **Due date:** video, self-evaluation, and lesson planning notes due June 14; debrief session to be completed by June 28.

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 will have the following due dates:
 - *Video Review of Decker* **due April 21.**
 - *Inner Life Reading* **due April 21.**
 - *Days 1 and 2 Lectures and Reports* (2 reports) **due April 29.**
 - *Days 3 and 4 Lectures and Reports* (2 reports) **due May 6.**
 - *S1* **due May 6.**
 - *Day 5 Lectures and Report* **due May 9.**
 - *Inner Life Reflection* **due May 13.**
 - *Basis of Preaching* **due May 17.**
 - *Analysis of Contemporary Sermons* **due May 22.**
 - *Analysis of Preaching Models* **due May 31.**
 - *S2, S3, and S3 Self-Assessment* **due June 7.**
 - *Book Review or Bible Lesson* **due June 14.** Bible Lesson debrief (if applicable) to be completed by **June 28.**
- For the *Three Sermons* and the *Bible Lesson* (should the student choose this option), VOD students must consult with Dr. Ninan **prior** to the module week:
 - a) to determine a suitable substitute assignment for the *Impromptu Presentation (S1)*, and
 - b) to set in motion a master plan to share the *Jesus Teaching Devotional (S2)*, the *Short Sermon (S3)*, and the *Bible Lesson* (if the student chooses this option) at a local church by the due dates. S2, S3, and the Bible Lesson (if applicable) should be videoed. The video should be uploaded to a video-hosting site such as YouTube and the link posted to the appropriate assignment page on Populi.
- VOD students are required to watch and engage with all lecture content and in-class activities from the module according to the *Lectures and Report* due dates listed above. By these dates, VOD students will submit a 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 arisen. 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.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
Classroom time	30hrs	N/A	
1. Video Review of Decker	7hrs	April 21	10%
2. Inner Life Reading	2.5hrs	April 21	N/A
3. Three Sermons	12hrs	Module Week	30%
S3 Self-Assessment		May 10	
4. Inner Life Reflection	6.5hrs	May 1	10%
5. Basis of Preaching	9hrs	May 8	10%
6. Analysis of Contemporary Sermons	7hrs	May 15	10%
7. Analysis of Preaching Models	20hrs	May 29	15%
8. Book Review or Bible Lesson	24hrs	June 14	15%
Total =	~118hrs		

Course Outline

1. Introduction to Course
2. What is Preaching? Moving Towards Definitions
 - Foolishness and paradoxes of preaching
3. What is Communication?
 - Moving towards an understanding of communication: speaker, audience, medium of data
 - Learning from TED talks
4. Impromptu Speaking/Preaching
 - S1 speaking exercise
5. New Testament and Preaching
 - Sermons in book of Acts
 - Towards a biblical understanding of preaching
6. Greco-Roman Rhetoric and Pauline model
 - Compare/contrast
 - Logos, ethos, pathos
7. Writing a Sermon
 - Choosing text
 - Meditation / prayer
 - Context
 - Main points
 - Sub points
 - Application

8. Types of Sermons
 - Expository
 - Topical
 - Narrative
9. Parables and Preaching
 - S2 speaking assignment
10. The Truth
 - What is the gospel?
 - What is a biblical sermon?
 - What is the truth about our world? Cultural narratives to understand
 - What is the truth about you? How will God use your personal story in the sermon?
11. Anointing in Preaching
12. Practical Considerations
 - Planning out a year of preaching
 - Weekly rhythm
 - The importance of studying
 - The importance of pastoral visitation and relationships
13. Public Speaking skills
 - Eye contact
 - Body language
 - How to dress
 - Context of audience
14. Inner Life of Preacher
 - Holiness
 - Prayer
 - Clarity
 - Community
 - Spiritual directors, therapists
15. Preparation and Delivery of Short Sermon
 - Assignment S3

- Assignments will not be accepted after June 17, 2024.

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](#) explains how to submit assignments on Populi.

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 Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Accessible Learning Services Information

Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you 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 Richelle Bekkattla, Horizon's Library Technician, at library@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.

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