



## **B490/P490 Biblical Communication**

3 credits. prerequisite: P302 Preaching and Public Speaking

 Directed Study

September 16, 2024 – April 17, 2025  
Full-year, 2024-2025

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*“When I came to you, brothers and sisters, I did not come proclaiming the mystery of God to you in lofty words or wisdom. <sup>2</sup> For I decided to know nothing among you except Jesus Christ, and him crucified. <sup>3</sup> And I came to you in weakness and in fear and in much trembling. <sup>4</sup> My speech and my proclamation were not with plausible words of wisdom, but with a demonstration of the Spirit and of power, <sup>5</sup> so that your faith might rest not on human wisdom but on the power of God. (1 Corinthians 2:1-5, NRSV).*

### **Course Goals**

#### **Course Description**

Biblical Communication focuses on teaching and preaching biblical truth, with particular attention to sound interpretation and application, thorough preparation, and effective delivery. The context is internship with assignments embedded within the field education experience. This is a directed study course, though there will be some cohort meetings. Though located primarily within the internship experience, the course will also give attention to the importance of continuing education as communicators of Scripture.

#### **Relationship to MCS-Horizon’s Missions**

In relation to the missions of MCS-Horizon in preparing and equipping leaders, and the core competencies of its competency-based curriculum, this course provides support for students in:

- Biblical and Theological Literacy
- Skilled Communication

## Core Competencies and Learning Outcomes



To demonstrate competency in biblical and theological literacy students will

1. Interpret a selected passage (or passages) of Scripture in light of its literary and socio-historical context and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* Hermeneutic Assignments; Bible Study Lesson, Video, and Self-Evaluation; Sermon, Video, and Self-Evaluation
2. Apply a selected passage (or passages) of Scripture to contemporary situations in a way that is relevant and logically related to its original meaning.
  - *Assessment:* Hermeneutic Assignments; Bible Study Lesson, Video, and Self-Evaluation; Sermon, Video, and Self-Evaluation



To demonstrate competency in skilled communication students will

3. Identify principles and practices for effective Bible teaching.
  - *Assessment:* Reflection on *Creative Bible Teaching* and Cohort Discussion
4. Create and teach a Bible lesson using principles for effective Bible teaching.
  - *Assessment:* Bible Study Lesson, Video, and Self-Evaluation
5. Identify advanced principles and practices for effective preaching.
  - *Assessment:* Reflection on *Preaching: The Art of Narrative Exposition* and Cohort Discussion; Reflection on *Reading for Preaching: The Preacher in Conversation with Storytellers* and Cohort Discussion; Continuing Education Plan with Oral Discussion
6. Prepare and preach a sermon using advanced homiletical principles.
  - *Assessment:* Sermon, Video, and Self-Evaluation

## Course Work

### Required Readings

Fee, Gordon and Stuart, Douglas. *How to Read the Bible for All Its Worth*. Fourth Edition. Grand Rapids: Zondervan, 2014. ISBN: 9780310517825. Reading to include Introduction and chapter or chapters related to selected passage or passages for teaching and preaching.

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2010. ISBN: 9780801072437.

Plantinga, Cornelius. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Grand Rapids: Eerdmans, 2013. ISBN: 9780802870773.

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Revised and expanded. Chicago: Moody, 2020. ISBN: 9780802419590.

## Recommended

Miller, Calvin. *Life is Mostly Edges. A Memoir*. Nashville: Thomson-Nelson; 2010. ISBN: 978-0785297987

\*\*While students have the benefit of accessing many of 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.

## Course Assignments and Activities

Note: Due dates below reflect an eight-month internship. Four-month internship due dates will be set on a case-by-case basis.

### 1. *Reflection on Creative Bible Teaching and Cohort Discussion* – 20%

Read chapter 4 (“Rightly Divided”) to chapter 11 (“The Means”), pages 65-218; chapter 13 (“Teaching Principles”), pages 235-251; and one chapter out of chapters 15 to 18 (15- “Teaching Adults”; 16- “Teaching Youth”; 17- “Teaching Children”; or 18- “Teaching Preschoolers”) of the Richards and Bredfelt text. Of chapters 15 to 18 read the chapter related to the group you will be teaching.

Make notes on each chapter using the following guidelines: (i) Identify key teaching principles and practices from each chapter, and (ii) Give indication why the identifications are important to you. Devote approximately 200 to 250 words to each chapter. The notes can be done in point form. There are a total of 10 chapters which would suggest a reflection of about 2000 to 2500 words.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Meet with internship cohort and your instructor to discuss the summary notes.
- Related learning outcome: #3
- **Assignment length:** 2000-2500 words
- **Due date:** September 27 (11:59 p.m.) with cohort meeting set for Thursday October 3, 10:00 a.m. (or on a day/time that works for all cohort students).

### 2. *Hermeneutics Assignment Related to the Bible Study* – 5%

Read the Introduction and the primary genre-related chapter (on the selected passage or passages of Scripture that will be taught) from *How to Read the Bible for All Its Worth*. As well, read the appropriate section of a well-researched commentary. Prepare a 300-500 word paper identifying primary interpretive and application principles relevant to the passage or passages of Scripture that will be taught.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Include bibliographic information for the commentary used.
- Related learning outcomes: #1, 2
- **Assignment length:** 300-500 words

- Due date: Two weeks before the delivery of the sermon or November 8 (11:59 p.m.), whichever is earlier.

### 3. *Bible Study Lesson: Video and Evaluation* – 15%

Prepare and present a Bible lesson of 30 to 45 minutes using the methodology presented in Richards and Bredfeldt's book with particular attention to the material on a specific age group (chapters 15 to 18).

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Confer with your instructor as you prepare.
  - Video the lesson. View the video and complete the 'Evaluation for Bible Lesson' document. Upload your video to a host site like YouTube and submit the link on Populi. Meet with your instructor for overall assessment.
- Related learning outcomes: #1, 2, and 4
- **Assignment length:** 30 to 45 minutes
- **Due date:** November 29 (11:59 p.m.)

### 4. *Reflection on Preaching: The Art of Narrative Exposition and Cohort Discussion* – 20%

Read Calvin Miller's book, pages 1 to 214 (from the Introduction to Chapter 9). Make notes on each chapter using the following guidelines: (i) Identify key preaching principles and practices from each chapter, and (ii) Give indication why the identifications are important to you. Devote approximately 200 to 250 words to each chapter. The notes can be done in point form. There are a total of 9 chapters plus the Introduction, for a total of 10. Treat the Introduction as a chapter. Assignment length would be about 2000 to 2500 words.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Meet with internship cohort and your instructor to discuss the notes and the related learning.
- Related learning outcome(s): #5
- **Assignment length:** 2000-2500 words
- **Due dates:** January 10 (11:59 p.m.) with discussion set for Thursday, January 16 10:00 AM, (or on a day/time that works for all cohort students).

### 5. *Reflection on Reading for Preaching and Cohort Discussion* – 10%

Read Cornelius Plantinga's book. Make notes on each chapter using the following guidelines: (i) Identify a key quote from each chapter; (ii) Indicate why the selection is important to you; (iii) Indicate what implications the quote might have on your practice as a communicator. Devote approximately 200 to 250 words, including the quote, to each chapter. The notes can be done in point form. There are 6 chapters which would suggest a reflection of about 1200-1500 words. In addition to the above, also identify three book titles that you would be interested in reading.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Meet with internship cohort and your instructor to discuss the notes and the vital relationship between the practice of reading and preaching.

- Related learning outcome: #5
- **Assignment length:** 1200-1500 words.
- **Due date:** February 7 (11:59 p.m.) with cohort meeting set for Thursday February 13, 10:00 AM. (or on a day/time that works for all cohort students).

#### 6. *Hermeneutics Assignment Related to the Preaching Assignment* – 5%

Read the Introduction and the primary genre-related chapter (on the selected passage of Scripture to be preached) from *How to Read the Bible for All Its Worth*. As well, read the appropriate section of a well-researched commentary. Prepare a 500-600 word paper identifying key interpretive and application principles relevant to the passage or passages of Scripture.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
- Related learning outcomes: #1, #2
- Assignment Length: 500-600 words.
- Due date: Two weeks before the delivery of the sermon or March 7 (11:59 p.m.), whichever is earlier.

#### 7. *Sermon Video and Evaluation* – 20%

Prepare and present a sermon (25-30 minutes) utilizing the advanced preaching principles and practices gained from the reading. Be mindful of Calvin Miller's contribution to be more image-based with your sermon. While preparing the sermon, read and review the rubric for understanding on how the sermon will be assessed.

- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Confer with your instructor on the preparation process.
  - Ask your supervisor-mentor to evaluate the sermon with the assessment form provided.
  - Video the sermon and upload your video to a hosting site like YouTube and submit the link on Populi.
  - Complete a self-evaluation as well as an evaluation meeting with your supervisor-mentor.
  - Also upload the assessments, yours and the one from your supervisor-mentor. Meet with your instructor for overall assessment of the assignment.
- Related learning outcomes: #1, 2, 6
- **Assignment length:** 25 to 30 minutes.
- **Due date:** By or before March 28 (11:59 p.m.).

#### 8. *Continuing Education Assignment* – 5%

Design a plan for continuing education as a communicator. The plan should include the following:

- Three Books on Communication. The identification of 3 books on preaching, teaching, or communication that you would aspire to reading within one year of graduation. Potential book titles can be reviewed via Amazon and/or "The 25 Most Influential Preaching

Books of the Past 25 Years” prepared by Michael Duduit of *Preaching* journal (readily available online), and/or the course bibliography; etc. For each book selected, provide a brief statement (2 to 3 sentences) on why the book title was chosen.

- **General Reading.** The identification of 3 book titles from Cornelius’ Plantinga’s book that you would eventually like to read. With each title provide a brief statement (2 to 3 sentences) on why the book was selected.
- **Communication Initiative.** The identification of an additional communication growth initiative that you would aspire to pursuing during the first year after graduation. The initiative could be that of joining Toastmasters; following one gifted biblical communicator closely; listening to the top 20 Ted Talks with an eye on skillful communication practices; etc. Provide a brief statement (2 to 3 sentences) on the why the initiative was selected.
- **Digital Communication.** The identification of one social media platform you would like to explore further for use in potentially extending your teaching and preaching ministry. The identification should include a related statement (2 to 3 sentences) explaining what you would like to accomplish with the application.
- **Filing System.** Consideration to the adoption or design of an illustrations/quotes filing system, followed by taking initial steps in setting up such a file. The filing system should be user-friendly. See lesson on Populi for examples. With the assignment, summarize the systems reviewed and/or considered (be it just 1 or 2), followed by indication of a preferred system.
- To complete this assignment, students will follow these guidelines:
  - Follow the MCS-Horizon Format Guide.
  - Upon submission of the plan, meet with your instructor to review and discuss the plan.
- Related learning outcome(s): #5
- **Assignment length:** 300-500 words.
- **Due date:** April 4 (11:59 p.m.)

**Estimate of Time Investment** (individual time investments may vary)

ASSIGNMENT	HOURS	DUE DATES	ASSIGNMENT WEIGHTING
1. Reflection on <i>Creative Bible Teaching</i> and cohort discussion	18 hrs	Due Sept. 27; cohort discussion Oct. 3	20%
2. Hermeneutics assignment on bible study	5 hrs	Two weeks before Bible Study (latest Nov. 8)	5%
3. Bible study lesson: video/evaluation	15 hrs	By or before Wednesday Nov. 29	15%
4. Reflection on <i>Preaching: The art of narrative exposition</i> & cohort discussion	21 hrs	Due Jan. 10; cohort discussion Jan. 16	20%
5. Reflection on <i>Reading for Preaching</i> and cohort discussion	8 hrs	Due Feb. 7; cohort discussion Feb 13	10%
6. Hermeneutics assignment on preaching	5 hrs	Two weeks before preaching assignment (latest Mar. 7)	5%

7. Sermon video and evaluation	17 hrs	By or before Friday, March 28	20%
8. Continuing education assignment with follow up discussion	6 hrs	April 4	5%
<b>TOTAL =</b>	<b>95 hrs</b>		<b>100%</b>

### **Assessment Rubrics**

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

### **Course Outline / Class Schedule**

Biblical Communication runs concurrent with a student's Internship. For four-month internships all Biblical Communication assignments must be completed before Friday (11:59PM) prior to Revision Week for Term B or D.

### **Academic Policies**

#### **General Assignment Guidelines**

Please see the [MCS-Horizon](#) Format Guide for assignment submission, grammar, and formatting guidelines.

#### **Late Assignments and Extensions**

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the *Assignment Extension Request Form* on Populi and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline. If one assignment is submitted more than five days late, the student will fail the course.

#### **Assignment Completion**

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

### Assignments Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

### MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated <b>good</b> achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was <b>beginning to meet</b> one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made <b>insufficient progress</b> toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

### 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**

MCS-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. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success ([wendy.holmes@mcs.edu](mailto:wendy.holmes@mcs.edu)), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator ([library@horizon.edu](mailto:library@horizon.edu)).

### **Conversation Attendance**

Students should attend all conversations in order to facilitate competency development. Students are expected to be present either on campus or through livestreaming with their camera on. A student must be present for the full duration of a conversation in order to be registered as present for the conversation. In the case of illness or other unforeseen circumstances, students may reschedule a conversation. Students who are absent for a conversation 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.

### **Live-Streaming Etiquette**

If participating in discussion with the Internship Supervisor/Director online via livestream, in order to be marked present for the conversation, you must keep your camera on and stay present and attentive throughout the discussion, extending the gift of engagement. Access your discussion with a computer (preferably) or tablet, not a cell phone. Join the conversation from a quiet space with minimal background noise and mute your microphone until you wish to speak.

### **Use of Technology**

MCS-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. 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**

#### **Books on Teaching**

Carr, Nicholas. *The Shallows: What the Internet Is Doing to Our Brains*. New York: W.W.Norton & Company; 2011.

Palmer, Parker. *The Courage to Teach. Exploring the Inner Landscape of a Teacher's Life*. Hoboken, NJ: Jossey-Bass, 20<sup>th</sup> ed.; 2017.

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Chicago: Moody, 2020.

Rosebrough, Thomas R., and Levertt, Ralph Geist. *Transformational Teaching in the Information Age*. Alexandria, VA: ASCD Publishers; 2011.

Wilhoit, James and Ryken, Leland. *Effective Bible Teaching*. Baker Academic: Grand Rapids, 2<sup>nd</sup> ed., 2012.

### **Books on Preaching**

Alcántara, Jared E. *The Practices of Christian Preaching. Essentials for Effective Proclamation*. Grand Rapids: Baker Academic, 2019.

Arthurs, Jeffrey D. *Preaching with Variety: How to Re-create the Dynamics of Biblical Genres*. Grand Rapids: Kregel, 2007.

Carty, Austin. *The Pastor's Bookshelf. Why Reading Matters for Ministry*. Grand Rapids: Eerdmans, 2022.

Eswine, Zack. *Preaching to a Post-Everything World. Crafting Biblical Sermons That Connect with Our Culture*. Grand Rapids: Baker Books, 2008.

Gould, Meredith. *The Social Media Gospel. Sharing the Good News in New Ways*, 2nd ed. Collegeville: Liturgical Press, 2015.

Gray, Jim. *How Leaders Speak: Essential Rules for Engaging and Inspiring Others*. Toronto: Dundurn Press, 2010.

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Norman, Steve, *The Preacher As Sermon: How Who You Are Shapes What They Hear*. Carol Stream, IL.: Christianity Today, 2021.

Powery, Rev. Luke A. *Dem Dry Bones. Preaching, Death, and Hope*. Minneapolis: Fortress Press, 2012.

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Vines, Jerry and Dooley, Adam. *Passion in the Pulpit. How to Exegete the Emotion of Scripture*. Chicago: Moody Publishers, 2018.