



P302 Preaching and Public Speaking

3 credits. Prerequisites: B119 Bible Study Methods, G209 Communication Skills

Online Video

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Course Goals

Course Description

This course teaches foundational homiletical theory and practice so that students can properly communicate biblical truth in a Christian ministry setting. This course will also help students develop strong communication and public speaking skills for other non-ministry settings.

Relationship to Horizon and MCS's Missions

The mission of Horizon College and Seminary is to *Advance God's Kingdom by Preparing Competent Christian Leaders for Spirit-Empowered Life and Ministry*. This course contributes to that mission by training preachers to prepare and present effective sermons based on the Word of God in the Bible.

Core 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 for Preaching



To demonstrate competency in *Skilled Communication* students will:

2. Explore the diversity of preaching models offered by writers of homiletical theory and practice.
 - *Assessment:* Critical Review of Anderson Textbook, Personal Reflection on Stanley Textbook
3. Evaluate the sermons of current pastor-preachers in their ability to communicate biblical truth effectively.
 - *Assessment:* Written Analyses of Two Contemporary Sermons
4. Assess the value of 'secular' principles and practices of public speaking to contribute towards effective preaching.
 - *Assessment:* Video Critical Review of Dale Carnegie Textbook
5. Demonstrate personal application of principles and practices of effective preaching.
 - *Assessment:* Two Sermons, Short Sermon

Course Work

Required Readings

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

DTL: <https://thedtl.on.worldcat.org/oclc/417647887>.

- Read the introduction to the end of chapter 4 (106 pages).
- Anderson is a concise and articulate student of homiletics. His book raises several basic questions about preaching and then presents five different approaches to sermon theory and structure.
- Note: If you want more of Anderson's approach to diverse preaching modes, see his later book *Integrative Preaching: A Comprehensive Model for Transformational Proclamation* (Baker, 2017). In this book, Anderson expands the final chapter of *Choosing to Preach* into a full model.

Dale Carnegie Training. *Stand and Deliver: How to Become a Masterful Communicator and Public Speaker*. New York: Simon and Schuster, 2011. ISBN: 978-1439188293.

DTL: <https://thedtl.on.worldcat.org/oclc/893106614>.

- Read the whole book. (230 pages).
- This book expands the course's field of reference beyond those students who will be 'preaching for a living.' In the fulfilment of your vocation, you may not be called upon to prepare and present sermons on a regular basis; however, you will certainly be called upon to speak in a variety of contexts during a lifetime of service. The Dale Carnegie organization has been equipping public speakers in all types of occupations for many years.

Mohler, Andrew. "Why Do We Preach: A Foundation for Christian Preaching – Parts One, Two, and Three." albertmohler.com. December 19, 2005. (6 pages) (Available on Populi)

Stanley, Andy and Lane Jones. *Communicating for a Change*. Colorado Springs, CO: Multnomah, 2006. ISBN: 9781590525142.

DTL: <https://thedtl.on.worldcat.org/oclc/68221014>.

- Read the whole book (180 pages).
- Andy Stanley is a prominent mega-church pastor, prolific author and engaging conference speaker who has made a strong impact on the North American evangelical church scene. This book offers a good introduction to the essential elements of Stanley's approach to preaching.

Williams, Glyn. "The Biblical and Theological Basis for Expository Preaching." August 27, 2014. (8 pages) (Available on Populi)

**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.

Reference Reading (not required)

Griffiths, Jonathan. *Preaching in the New Testament: An Exegetical and Biblical-Theological Study*. Vol. 42, Issue 2 of *New Studies in Biblical Theology*. Downers Grove: IVP, 2017.
<https://www.thegospelcoalition.org/themelios/review/preaching-in-the-new-testament-an-exegetical-and-biblical-theological-study/>

Course Assignments and Activities

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

1. *Basis for Preaching*- 10%.

- Read the blog entries “Why Do We Preach: A Foundation for Christian Preaching – Parts One, Two, and Three” and “The Biblical and Theological Basis for Expository Preaching” (available on Populi).
- Using the guidelines provided in “What is a **Critical Review** and a **Personal Reflection**?” section below, write a Personal Reflection for each of the four readings: ½ to 1 page for each of the three parts of “Why Do We Preach” and 1 to 2 pages for “The Biblical and Theological Basis for Expository Preaching.”
- Related learning outcome: #1.
- **Assignment length:** 4 to 5 pages total.
- **Due date:** September 20.

2. *Lecture Videos & Reports* – pass/fail

In order to pass the course, students are required to “attend” all video lectures and to discuss them via Padlet. In each Padlet report, students will: 1) confirm they have watched the required lectures, 2) summarize one thing they learned from the lectures that will help them reach the course learning outcomes, and 3) explain at least one question they had after watching the class videos. Students are welcome to add an additional comment or two. This assignment will be considered complete or incomplete based on whether all Padlet reports have been completed and whether the reports demonstrate thoughtful engagement with the lecture content.

Lecture video recordings are housed on Horizon’s Video Centre. The link and password will be placed on Populi, on the Syllabus tab, under the list of Links in the right column.

You can find instructions on how to access and post to Padlet in the “Padlet Instructions” lesson on Populi.

- **Assignment length:** 27 hours total.
- **Due dates:**
 - **Days 1 & 2 Lecture Videos & Reports:** September 27.
 - **Days 3 & 4 Lecture Videos & Reports:** October 4.
 - **Day 5 Lecture Videos & Report:** October 8.

3. *Two Sermons*- 10%.

a) Extemporaneous Testimonial (S1)

- You will record a testimonial on Padlet based on Ephesians 1:4. Take just 10 minutes in 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 for the recorded video.
- S1 is a practice exercise to get comfortable with public speaking in class and will not receive a formal assessment.

b) Brief Parable Devotional (S2)

- Use Luke 7:41-47 and prepare a brief thematic message from that parable. You should spend approx. 3-4 hours preparing and recording your devotional. Use Padlet to record and submit your message.
- Length: 7 to 8 minutes.
- The instructor's response will come through Padlet, with areas of growth and strength identified in your scripture exegesis, devotional content and delivery.

- Related learning outcome: #5.
- **Assignment length:** see above.
- **Due date:** October 11.

4. *Critical Review of Anderson Textbook*- 15%.

- Read the introduction to the end of chapter 4 in the Anderson textbook.
- Anderson raises four 'options' for the preacher stated in the form of questions.
- The questions:
 1. Are you going to preach?
 2. Are you going to preach the Bible?
 3. How will you discern your message from the Bible?
 - a. Begin with the text: deductive study
 - b. Begin with the listener: inductive study
 4. How will you communicate the message?
 - a. Focus on the idea: cognitive style
 - b. Focus on the image: affective style
- Respond to each of the questions: a) To show your understanding of the issue(s) he is raising in that question, and b) To share your critical assessment of the potential answers he offers to each question.
- Write one page for each of questions 1 and 2. Write two pages for each of questions 3 and 4.
- Related learning outcome: #2.
- **Assignment length:** 6 pages total.
- **Due date:** October 18.

5. *Written Analyses of Two Contemporary Sermons*- 10%.
 - Listen to two different Sunday sermons in a church setting (one sermon by each of two different preachers).
 - Complete a written analysis of each sermon using the “Assessment of a Sermon – Rubric” provided on Populi.
 - Related learning outcome: #3.
 - **Assignment length:** 3 pages for each critique (see rubric) = 6 total pages.
 - **Due date:** October 25.

6. *Personal Reflection on Stanley Textbook*- 15%.
 - Read the Stanley textbook.
 - Using the guidelines provided in the “What is a *Critical Review* and a *Personal Reflection*?” section below, write a personal reflection that includes:
 - a) Your response to the fable as an effective vehicle to convey what Stanley is trying to teach us.
 - b) Your ‘takeaway’ from each of the ‘7 imperatives’ described in chapters 11-17.
 - c) The overall impact of this book on your understanding of how to go about the process of developing and delivering messages.
 - Related learning outcome: #2.
 - **Assignment length:** 5 to 6 pages.
 - **Due date:** November 22.

7. *Video Critical Review of Dale Carnegie Textbook*- 15%.
 - Read the textbook *Stand and Deliver*.
 - Using the guidelines provided in the “What is a *Critical Review* and a *Personal Reflection*?” section below, prepare a video critical review that includes about 1 minute of commentary (maximum of 1.5 minutes) for each of the 12 chapters in the book. Some chapters will inspire you more than others.
 - Along with the elements of a critical review, be sure to include:
 - a) The highlight(s) of personal learning from each chapter
 - b) Some commentary on the relevance of the chapter’s material for the preacher
 - c) A statement at the end (2 minutes) that summarizes your overall personal value from the book
 - Related learning outcome: #4.
 - **Assignment length:** 10-12 minutes (estimate) plus a 2-minute summary statement.
 - **Due Date:** December 5.

8. *Short Sermon*- 25%.
 - You will select a topic/theme and a methodological approach and then prepare a sermon based on the elements of homiletical structure that are appropriate for the type of sermon you have chosen.
 - You will preach the sermon in front of a group of people and record the sermon.
 - i. You will have 4 people in the group evaluate your sermon using the “Assessment of a Sermon – Rubric” provided on Populi.

- ii. provided on Populi.
- iii. You will do your own 1-page review (self-evaluation) of your sermon after watching it back.
- The video will be uploaded to a hosting site (like YouTube).
- A final submission of the video link, the 4 evaluations, and your personal 1-page evaluation will all be uploaded to Populi.

- Related to learning outcome: #5.
- **Assignment length:** 18-22 minutes + 1 page self-evaluation.
- **Due date:** December 12.

What is 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:
 - 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.
- 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)

Assignment	Time	Due Date	Weighting
1. Basis for Preaching a) Reading b) Writing Personal Reflection	2hrs 4hrs	Sept 20	10%
2. Lecture Videos & Reports a) Days 1 & 2 Lecture Videos & Reports b) Days 3 & 4 Lecture Videos & Reports c) Day 5 Lecture Videos & Report	12hrs 12hrs 3hrs	Sept 27 Oct 4 Oct 8	pass/fail pass/fail pass/fail
3. Two Sermons a) S1 b) S2	0.5hrs 4hrs	Oct 11 Oct 11	N/A 10%
4. Critical Review of Anderson Textbook a) Reading b) Writing the Response	8hrs 3hrs	Oct 18	15%
5. Written Analyses of Two Contemporary Sermons a) View/Listen b) Writing the Analyses	2hrs 3hrs	Oct 25	10%
6. Personal Reflection on Stanley Textbook a) Reading b) Writing Personal Reflection	12hrs 3hrs	Nov 22	15%
7. Critical Review of Carnegie Textbook a) Reading b) Video Critical Review	15hrs 5hrs	Dec 5	15%
8. Short Sermon	8hrs	Dec 12	25%
Total =	96.5hrs		

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

Assignment Rubrics

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

Lecture Video Outline

	Part 1	Part 2	Part 3	Part 4
Day 1	Introduction Paradoxes Goals for class Review of syllabus	What does Scripture say about preaching? S1 college speaking exercise	Exegetical Foundations	Practice a passage
Day 2	Theology of preaching Preaching parables – introduction	Communication, Place, Posture, Dress, Voice, Projection, Delivery...	Declarative – Structure (seminary presentation)	Genre's, Generations & The Greek

Day 3	S2 college – Parable presentation	Pragmatic – Structure	Narrative – Structure (seminary presentation)	Hermeneutics as the foundation to homiletics
Day 4	Pathos & Passion & Anointing	Plagiarism & AI guest speaker Dr. Mike Engbers	Visionary (VOD) – short introduction & discussion & Topical Sermon overview	Public speaking tips, tricks and pitfalls...
Day 5	Models of sermons & communication styles and finding your fit Integrative – Structure	Final review of syllabus & questions	N/A	N/A

- Revisions will be assigned by the professor throughout the course; watch Populi for more information.
- No resubmission of assignments will be accepted after **December 19, 2025**.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

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.

Assignment 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.

Horizon and MCS's 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. Assignments that do not meet competency will receive a 0. 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.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
				A-	3.7
M	Meeting expectations	Student demonstrated good 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 Horizon and MCS. 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 beginning to meet 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 insufficient progress 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.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hour classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, 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 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 and MCS encourage 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 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 Populi for this course.