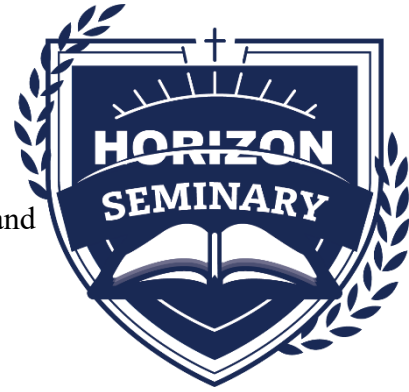# LS5101 Communicating God's Word

3 credits.

👤 On Campus, Saskatoon ᴬ Livestream 🎥 Video on Demand

April 20-24, 2026
Spring 2026
Monday-Friday, 9am-4pm SK

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

Course Goals

Course Description
The purpose of this course is to enhance one's capability to preach, teach, and informally share God's Word in an organized, systematic, and effective manner. It includes fundamental theory and practice in homiletics, foundational approaches to teaching, and basic principles for effective public speaking.

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

Course Competencies and Learning Outcomes

To demonstrate competency in *Skilled Communication, Ministry Development,* and *Leadership and Administration*, students will

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

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

Course Work

Required Readings -Books and Chapters

Anderson, Kenton C. *Choosing to Preach: A Comprehensive Introduction to Sermon Options and Structures*. Grand Rapids: Zondervan, 2006. ISBN: 978-0310267508. (195 pages) DTL: https://thedtl.on.worldcat.org/oclc/417647887.

Cone, Christopher. *Integrating Exegesis and Exposition: Biblical Communication for Transformative Learning*. Ft. Worth, TX: Exegetica Publishing, 2015. ISBN: 978-0976593058. (135 pages) DTL: https://thedtl.on.worldcat.org/oclc/930795818.

Kim, Matthew. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker, 2017. ISBN: 978-0801049620. Chapters 1 and 2: "Preaching and Cultural Intelligence" and "The Homiletical Template" (pages 3-30). (28 pages) DTL: https://thedtl.on.worldcat.org/oclc/1007239558.

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

Vines, Jerry and Adam Dooley. *Passion in the Pulpit: How to Exegete the Emotion of Scripture*. Chicago: Moody, 2018. ISBN: 978-0802418388. Pages 23-193 (170 pages) DTL: https://thedtl.on.worldcat.org/oclc/1041913247.

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

Article: Carter, J. W. "The Doctrine of Preaching in the New Testament."
- This article presents a conservative evangelical affirmation of the nature of biblical preaching and its essential need in the Church today. The author offers an overview of New Testament words for preaching, basic forms of preaching in the New Testament, and theological foundations for the New Testament's emphasis on preaching. (11 pages)

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

<u>Articles for Pre-Module Assignment 1</u>: *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Haddon Robinson & Craig Brian Larson. Grand Rapids, MI: Zondervan, 2005.
- See a list of selected articles from Part 5 & 6 for use in assignment 1.
- Access these articles on the DTL: https://thedtl.on.worldcat.org/oclc/1037811876.

Reference (not required)

Dockery, David. *Biblical Interpretation Then and Now: Contemporary Hermeneutics in the Light of the Early Church*. Grand Rapids: Baker, 1992.
- Interpreting God's Word (via hermeneutics) is foundational to communicating God's Word. Horizon Seminary has a full course called Interpreting God's Word. For our purposes, a class presentation will review the summary which Dockery provides in his concluding chapter: "Biblical Interpretation Then and Now."

In addition to the above required readings, select one of the following options to personalize the course towards an emphasis in preaching or teaching:

Option A: Preaching Emphasis

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2010. ISBN: 978-0801072437. Introduction – end of Chapter 8 (190 pages)
DTL: https://thedtl.on.worldcat.org/oclc/727647075.

<u>Reference</u> (not required)
Griffiths, Jonathan. *Preaching in the New Testament: An Exegetical and Biblical-Theological Study*. Downers Grove: IVP, 2017. ISBN: 978-0830826438.
https://www.thegospelcoalition.org/themelios/review/preaching-in-the-new-testament-an-exegetical-and-biblical-theological-study/

Option B: Teaching Emphasis

Buice, Josh. "Preaching and Teaching are not the Same." Available on Populi. (3 pages)

Richards, Lawrence and Gary Bredfeldt. *Creative Bible Teaching*. Revised and Updated. Chicago: Moody, 2020. ISBN: 978-0802419590. *Selected pages to be assigned in dialogue.
DTL: https://thedtl.on.worldcat.org/oclc/1145909950.

Sproul, R. C. "The Difference Between Preaching and Teaching."
https://www.sermoncentral.com/pastors-preaching-articles/sermoncentral-r-c-sproul-the-difference-between-preaching-teaching-2289

<u>Note</u>
Whether you select Option A or Option B, the total reading for this course is about 750 pages.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library,](#) they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

<u>Pre-Module</u>

1. Preparation for Class Presentation.

a) In *Choosing to Preach*, read Anderson's questions and options for discerning a message (i.e., deductive vs. inductive) and for communicating a message (i.e., cognitive vs. affective) in Chapters 3 and 4.
b) Read the four structures for framing your message: Declarative (Chapter 5), Pragmatic (Chapter 6), Narrative (Chapter 7), Visionary (Chapter 8) and select one of the four. Connect these chapters with one of the articles from the text *The Art and Craft of Biblical Preaching* by Robinson & Larson (a list of available articles is provided on Populi). You will choose one article from this list, relate it to one of the sermon structures from Anderson's text, and develop a presentation based on that choice for the class. Contact me with your choice. 'Early bird gets the worm.'
c) As you read, make personal notes to use for developing your class presentation.
d) Read the sample sermon manuscript for the preacher that Anderson associates with your choice of structure. Manuscripts are available on Populi.
e) In your class presentation, you will:
    *   Share your understanding of the questions and options raised by Anderson and how this relates to the chosen article from Robinson & Larson's text.
    *   Present the essential features of the specific structure you have selected
    *   Explain how this structure relates to the other three structures in the 'master map of homiletical structures' (in Part 2; approximately 5-6 pages) of the Anderson Text.
    *   Express 2 or 3 questions to assist the class in discussion of the nature, purpose, and value of this structure's approach to preaching
    *   Describe and evaluate the sample sermon as to how it illustrates the structure chosen.
    *   Provide a draft sermon outline for a sermon based on this structure, a sermon that you will preach after the module (see Assignment #6).
    *   Be prepared to teach your section in class by Monday, April 20, 2026 at 9am.

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

- Related learning outcome(s): #2
- **Assignment length:** 3 pages.
- **Due date:** Monday, April 20, 2026 at 9am.

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

During Module

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

  - Related learning outcome(s): #2
  - **Assignment length:** 15-minute presentation including discussion, plus 5 minutes to present and discuss draft sermon.
  - **Due date**: Module week. Be ready by Monday, April 20, 2026 at 9am. You will present at various times throughout the week.

Post-Module

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

  - Related learning outcome(s): #1.
  - **Assignment length:** 4-5 pages for Section I and 5-6 pages for Section III
  - **Due date**: Monday, May 11, 2026.

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

  - Related learning outcome(s): #2
  - **Assignment length:** 6-7 minutes.
  - **Due date:** Monday, May 18, 2026.

6. Sermon One (20%)
- For your class presentation, you prepared and shared a draft outline for a sermon based on an assigned structure from Anderson's text: Declarative, Pragmatic, Narrative, or Visionary.
- Expand that draft outline into a sermon to share in front of a church, Bible study, or other group.
- Record a video of your sermon to view and do a self-evaluation (1 page). Give 4 people the sermon assessment rubric to have them review your sermon.
- After completing, upload the sermon to a video hosting site like YouTube, and then share the link, the self-evaluation, and the 4 rubrics to Populi. Then arrange a time to meet with Dr. Zoerb to review that evaluation and discuss his assessment of the sermon.

  - Related learning outcome(s): #3.
  - **Assignment length:** 20 minutes sermon + 1-page self-evaluation.
  - **Due date:** Friday, June 5, 2026.

7. Sermon or Bible Lesson (20%)

Option A: Preaching
- Read the assigned chapters (Introduction – end of Chapter 8) in the Miller text *Preaching: The Art of Narrative Exposition*.
- Use Miller's principles for narrative exposition as a base for preparing and presenting a sermon to a congregation.
- Arrange with a pastor for a place and time to share your sermon.
- Video the sermon, view it, and complete a 1-page self-evaluation. Send the video and self-evaluation to Dr. Zoerb by uploading the video to a content-hosting site like YouTube and submitting the link on Populi.
- Schedule a debrief session with Dr. Zoerb: a) to review your self-evaluation and his assessment of the sermon, and b) to share your sermon pre-planning and notes with concrete evidence of Miller's material.

- Related learning outcome(s): #3.
- **Assignment length:** 25-minute sermon + 1-page self-evaluation.
- **Due date:** Monday, June 15, 2026.

Option B: Teaching
- Confer with Dr. Zoerb for the assigned sections to read in the Richards/Bredfeldt text.
- Use the text material as a base for preparing and presenting a Bible lesson to an age group of your choice.
- Arrange with a pastor for a place and time to share your Bible lesson.
- Video the lesson, view it, and complete a 1-page self-evaluation. Send the video and self-evaluation to Dr. Zoerb by uploading the video to a content-hosting site like YouTube and submitting the link on Populi.

- Schedule a debrief session with Dr. Zoerb: a) to review your self-evaluation and his assessment of the Bible lesson, and b) to share your lesson pre-planning and notes with concrete evidence of the Richard/Bredfeldt material.

    - Related learning outcome(s): #3.
    - **Assignment length:** 30-35 minutes Bible study teaching session + 1-page self-evaluation.
    - **Due date:** Monday, June 15, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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 *some different* assignment due dates from in-class students:
    - *Class Presentation:* due April 22 at 11:59PM. Upload a video of your presentation to a content-hosting site like YouTube, Loom, OneDrive, etc., and submit the link on Populi.
    - *Written Review of Anderson's "The Integrative Sermon":* due April 20 at 9am (unchanged).
    - *Written Critical Review of Cone Textbook:* due May 20.
    - *Video Personal Reflection of Vines and Dooley Textbook*: due May 29.
    - *Sermon One*: due June 5 (unchanged).
    - *Sermon or Bible Lesson*: due June 15 (unchanged)
- Students will watch the lectures according to the following schedule:
    - Day 1 Lectures and Report due April 25 at 11:59PM
    - Day 2 Lectures and Report due April 30 at 11:59PM
    - Day 3 Lectures and Report due May 4 at 11:59PM
    - Day 4 Lectures and Report due May 9 at 11:59PM
    - Day 5 Lectures and Report due May 13 at 11:59PM
- According to the above schedule, VOD students will submit a 2–3-minute video report on Padlet that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

What are a ***Critical Review*** and a ***Personal Reflection***?

A ***critical review*** is a more objective response to a reading where you fulfil the following criteria:

- Demonstrate your understanding of the author's purpose for writing and show a clear grasp of the major segments of information and/or arguments used to support his/her views.
- Interact with the material in a manner that assesses:
  - 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)

Classroom time	27 hrs	Module Week	Assignment Weighting
1. Class Presentation from Anderson Text			
a) Reading	9 hrs		
b) Preparing presentation	8 hrs	By April 20	
2. Written Critical Review of Anderson's "The Integrative Sermon"			10%
a) Reading	2 hrs		
b) Written report	5 hrs	April 20	
3. Class Presentation		Module Week	20%
4. Written Critical Review of Cone Text			20%
a) Reading	9 hrs		
b) Written report	7 hrs	May 11	
5. Video Personal Reflection of Vines and Dooley Text			10%

a) Reading	14 hrs		
b) Video Personal Reflection	6 hrs	May 18	
6. Sermon One			20%
a) Preparation	10 hrs		
b) Presentation & Uploading	1 hr		
c) Self Evaluation & Debrief	2 hrs	June 5	
7. Post-Module Sermon or Bible Lesson			20%
a) Readings	12 hrs		
b) Preparation	15 hrs		
c) Presentation	1 hr		
d) Self-Evaluation & Debrief	2 hrs	June 15	
Total =	132 hrs		

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

Course Outline / Class Schedule for April 20th to 24th, 2026

	Section 1	Section 2	Lunch	Section 3	Section 4
Monday	Introduction Paradoxes Goals for class Review of syllabus	What Does Scripture say about preaching?		Exegetical Foundations	Practice a passage
Tuesday	Theology of Preaching Preaching parables-introduction	Communication, Place, Posture Dress, Voice, Projection, Delivery….		**Declarative Structure (Anderson)**	Genre's, Generations & The Greek
Wednesday	**Visionary Structure (Anderson)** – **Topical Sermon** Overview	**Pragmatic Structure (Anderson)**		**Narrative Structure (Anderson)**	Hermeneutics as the foundation to Homiletics
Thursday	Pathos & Passion & Anointing	Plagiarism & AI Guest speaker		Class Presentations	Public speaking tips, tricks and pitfalls…
Friday	Models of sermons & communication	Final Review of Syllabus & Question		OFF	OFF

	styles and finding your fit. **Integrative Structure (Anderson)**				

- Assignments will not be accepted after **June 15, 2026.**

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.

Late Assignments and Extensions
Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	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.

Horizon has 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 Student Handbook.

Accessible Learning Services Information
Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, 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 Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbook.

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-hours 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 full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology
Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography
A Bibliography is available on the Populi website for this course.