



## P302 Preaching and Public Speaking

3 credits. Prerequisites: B112 Interpreting the Bible & G209 Communication Skills.

👤 Mississauga Campus "A" Livestream 📺 Video on Demand

April 20-24, 2026  
Module E / Spring 2026  
Monday-Friday, 10am – 5pm ET (8am – 3pm SK)

Dr. Fred Penney, D.Min.  
[Fpenney59@gmail.com](mailto:Fpenney59@gmail.com)

*Please note: This course includes reading and assignments before and during the module.*

### 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*. MCS's mission is to *Create a learning community that provides program and services that equip Pentecostal leaders for ministry*. This course contributes to these missions 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 of Preaching



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

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

Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages*. Fourth Edition. Grand Rapids, MI: Baker Academic, 2025. ISBN: 978-1540967916. [DTL](#) (4<sup>th</sup> edition); [DTL](#) (3<sup>rd</sup> edition). \*Either the 3<sup>rd</sup> or 4<sup>th</sup> editions are acceptable.  
*Read: Chapters 1 and 2.*

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](#)  
*Read: Chapters 1 and 3 (66 pgs.)*

\*\*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

### 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 the following:

- State if you have finished the reading (if you have not, the assignment will be considered late and receive a grade of 0 until you finish the reading).
- 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 content-hosting site such as YouTube, OneDrive, Google Drive, or Loom and submit the link on Populi. Do not submit the video file on Populi. Make sure to abide by the length requirement.

- Related learning outcome: #3.
- **Assignment length:** 4-6-minute video.
- **Due date:** April 20 at 10am ET.

#### 2. *Inner Life Reading* – formative.

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. Confirm you have done this reading on Populi under “Inner Life Reflection.”

- Related learning outcome: #5.
- **Assignment length:** 51 pages of reading.
- **Due date:** April 20 at 10am ET.

### During Module

#### 3. *Two Sermons* – 10%

##### 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.
  
- Related learning outcome: #5.
- **Assignment length:** See above.
- **Due date:** Module Week. Specific dates will be provided by the professor during the module.

### **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. Cite both reading in the footnotes, making sure to follow the Horizon & MCS Format Guide (no bibliography is needed). 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?
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- Related learning outcome: #5.
  - **Assignment length:** 3-4 pages.
  - **Due date:** May 1.

#### 5. *Basis of Preaching* – 15%

Read chapters 1 and 3 in the Stott textbook and write a response to these chapters. In your response, answer 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?

Make sure to cite the textbook in footnotes, following the Horizon & MCS Format Guide. No bibliography is necessary for this assignment.

- Related learning outcome: #1.
- **Assignment length:** 3-4 pages.
- **Due date:** May 11.

6. *Analysis of Contemporary Sermons* – 15%

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

*Group A*

- Tim Keller
- Mark Scarr – Woodvale Pentecostal Ottawa
- Darrell Johnson
- John Mark Comer
- Patti Miller, Montreal, Evangel
- Haddon Robinson

*Group B*

- Phil Knesiel –Hope City Church, Edmonton
- Craig Groeschel
- Rick Warren
- Marie Miller – Pickering Pentecostal
- Fred Craddock
- A preacher of your choice

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 or moves were there? Did the points or moves 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 but follow the Horizon & MCS Format Guide in all other regards.

- Related learning outcome: #4.
- **Assignment length:** 3-5 pages.
- **Due date:** May 19.

#### 7. *Analysis of Preaching Models* – 20%

For this assignment, you will read from Keller (Introduction, Prologue, Part One, and Appendix), Robinson (Chapter 1 and 2), 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?

Make sure to cite the required textbooks, following the Horizon & MCS Format Guide. If you use any additional sources (not required), include a bibliography.

- Related learning outcome(s): #2.
- **Assignment length:** 6 pages.
- **Due date:** May 28.

#### 8. *Short Sermon (S3)*- 20%

You will be assigned a biblical passage and will prepare an expository sermon.

- S3 should utilize 3-5 scholarly sources.
- You will preach the sermon in front of a group of people and record the sermon.
  - You will have 4 people in the group evaluate your sermon, using the rubric provided in class.
  - You will do your own 1-page self-assessment of your sermon after watching it back.
- Upload your video to a content-hosting site like YouTube, Google Drive, etc. Submit the link on Populi. Do not upload the video directly onto Populi.
- A final submission of the video link, the 4 evaluations, and your 1-page self-assessment will all be uploaded to Populi.
  - Related learning outcome(s): #5.
  - **Assignment length:** 20 minutes + 1-page self-assessment
  - **Due date:** June 5.

#### **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 will have the following due dates:
  - *Video Review of Decker* **due April 20** (unchanged).
  - *Inner Life Reading* **due April 20** (unchanged).
  - *Padlet Days 1 and 2 Lectures and Reports* (2 reports) **due April 29.**
  - *Padlet Days 3 and 4 Lectures and Report* (2 reports) **due May 6.**
  - *S1* **due May 6.**
  - *Padlet Day 5 Lectures and Report* **due May 9.**
  - *Inner Life Reflection* **due May 13.**
  - *Basis of Preaching* **due May 18.**
  - *Analysis of Contemporary Sermons* **due May 22.**
  - *Analysis of Preaching Models* **due May 28** (unchanged).
  - *S2, S3, and S3 Self-Assessment* **due June 5.**
- For S1, S2, and S3 VOD students must consult with Dr. Penney **by April 20:**
  - a) to determine a suitable substitute for the *Impromptu Presentation (S1)*, and
  - b) to set in motion a master plan to share the *Jesus Teaching Devotional (S2)* and the *Short Sermon (S3)* at a local church by the due dates. *S2* and *S3* should be videoed. The video should be uploaded to a content-hosting site such as YouTube, OneDrive, Google Drive, or Loom, and the link posted to the appropriate assignment page on Populi. Do not upload the link to Populi.
- Students will watch the lectures according to the following schedule:
  - Day 1 Lectures and Padlet Report due April 29.
  - Day 2 Lectures and Padlet Report due April 29.
  - Day 3 Lectures and Padlet Report due May 6.
  - Day 4 Lectures and Padlet Report due May 6.
  - Day 5 Lectures and Padlet Report due May 9.
- According to the schedule above, VOD students will submit a 2–3-minute Padlet video report 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. 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.
- The Extensions and Late Assignments policies apply to all VOD Report submissions.

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

			<b>Assignment Weighting</b>
Classroom time	30 hrs	In class	N/A
1. Video Review of Decker	7 hrs	April 20	10%
2. Inner Life Reading	2.5 hrs	April 20	N/A
3. Two Sermons	4 hrs	Module Week	10%
4. Inner Life Reflection	6.5 hrs	May 1	
5. Basis of Preaching	9 hrs	May 11	10%

6. Analysis of Contemporary Sermons	7 hrs	May 19	15%
7. Analysis of Preaching Models	20 hrs	May 28	15%
8. Short Sermon	10 hrs	June 5	20%
Total	~94 hrs		

All assignments are due at 11:59pm *ET*, unless otherwise indicated.

### Assessment Rubrics

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

### Course Outline

1. Introduction to Course
2. What is Preaching? Moving Towards Definitions
  - Examine key NT Texts
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 (Acts 2 and Acts 17)
  - Towards a biblical understanding of preaching
  - The Apostolic kerygma
6. Greco-Roman Rhetoric and Pauline model
  - Compare/contrast – see 1 Corinthians 1-2
  - Logos, ethos, pathos
  - Article by Duane Litfin
7. Writing a Sermon
  - Choosing a text
  - Meditation / prayer
  - Studying the biblical context
  - Determining your big idea
  - Exegesis of the text
  - Choosing a sermon structure
  - Main points
  - Sub points
  - Support material
  - Introduction.
  - Application
8. Types of Sermons
  - Expository
  - Topical

- Narrative (Expositional narrative)
  - First person narrative
  - 9. Gospel Passages and Preaching
    - S2 speaking assignment
    - Jesus' use of parables
  - 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 (The role of the Holy Spirit 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
    - Pitch – punch - progress - pause
    - Eye contact
    - Body language
    - How to dress
    - Context of audience (Knowing your listeners)
    - Segmenting your listeners
  - 14. Inner Life of Preacher
    - Holiness
    - Prayer
    - Spiritual disciplines
    - Clarity
    - Community
    - Spiritual directors, therapists
  - 15. Preparation and Delivery of Short Sermon
    - Assignment S3
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- Since this is a Spring course, your professor will request revisions from you throughout the course.
  - No assignments will be accepted after June 19, 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.

### **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 <b>exceptional</b> achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated <b>excellent</b> achievement of the learning outcomes.	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 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 <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.

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](mailto:wendy.holmes@mcs.edu); at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edu](mailto: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-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 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.

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