



P302 Preaching and Public Speaking

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

Online Video

September 14 – December 18, 2026
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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

- 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

- 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

- 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.”
- Include footnotes when paraphrasing, summarizing, or quoting from sources. A bibliography is not necessary for this assignment, unless you include sources other than the required readings above.
- Related learning outcome: #1.
- **Assignment length:** 4 to 5 pages total.
- **Due date:** September 21.

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 the 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 26.
 - **Days 3 & 4 Lecture Videos & Reports:** October 3.

- **Day 5 Lecture Videos & Report:** October 7.
- 3. *Two Sermons*- 10%.
 - a) Extemporaneous Testimonial (S1)
 - You will record a testimonial on Padlet based on Ephesians 1:4. Take just 10 minutes to reflect and make notes using an outline guide provided on Populi. 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 13.
- 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.
 - Include footnotes when paraphrasing, summarizing, or quoting from sources. A bibliography is not necessary for this assignment, unless you include sources other than the Anderson textbook.
 - Related learning outcome: #2.
 - **Assignment length:** 6 pages total.
 - **Due date:** October 20.

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:** November 9.
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.
 - Include footnotes when paraphrasing, summarizing, or quoting from sources. A bibliography is not necessary for this assignment, unless you include sources other than the Stanley textbook.
 - Related learning outcome: #2.
 - **Assignment length:** 5 to 6 pages.
 - **Due date:** November 20.
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 4.

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. 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, OneDrive, Loom, etc.).
- 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 11.

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	2hrs		
b) Writing Personal Reflection	4hrs	Sept 21	10%
2. Lecture Videos & Reports			
a) Days 1 & 2 Lecture Videos & Reports	12hrs	Sept 26	pass/fail
b) Days 3 & 4 Lecture Videos & Reports	12hrs	Oct 3	pass/fail
c) Day 5 Lecture Videos & Report	3hrs	Oct 7	pass/fail
3. Two Sermons			
a) S1	0.5hrs	Oct 13	N/A
b) S2	4hrs	Oct 13	10%
4. Critical Review of Anderson Textbook			
a) Reading	8hrs		
b) Writing the Response	3hrs	Oct 20	15%
5. Written Analyses of Two Contemporary Sermons			
a) View/Listen	2hrs		
b) Writing the Analyses	3hrs	Nov 9	10%
6. Personal Reflection on Stanley Textbook			
a) Reading	12hrs		
b) Writing Personal Reflection	3hrs	Nov 20	15%
7. Critical Review of Carnegie Textbook			
a) Reading	15hrs		
b) Video Critical Review	5hrs	Dec 4	15%
8. Short Sermon	8hrs	Dec 11	25%
Total =		96.5hrs	

All assignments are due at 8pm ***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	What does Scripture say about preaching?	Exegetical Foundations	Practice a passage

	Review of syllabus	S1 college speaking exercise		
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

- Revision week is December 14-18. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: *December 18, 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. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions

After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated satisfactory progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
		Student demonstrated minimal progress in achieving the learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52

NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	F	0.0	0-49
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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. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be

marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;

- developing research and information literacy skills;
- searching DTL and other library resources.

Bibliography

A bibliography is available on Populi for this course.