"The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel."

Semester, Year	WINTER, 2026
Course Title	**PREACHING IN A POSTMODERN CONTEXT**
Course Code	**PAST 0739 1P & 1S**
Date	From January 14, 2026 to April 9, 2026 **EVERY WEDNESDAY**
Time	From 11:15am to 2:05pm
Delivery Format	IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	The classes will be in-person and livestreamed on Wednesdays from 11:05 am to 2:05pm.
Instructor **Contact Information**	**REV. DR. SARAH HAN**, **PhD** Email: shan@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 8454
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

The Biblical Word remains the fixed foundation upon which preachers proclaim Christ and His gospel. Yet the context into which that Word is spoken changes dramatically era to era. In today's postmodern and post-Christian world, familiar doctrines reverberate differently in the cultural imagination. The authority of Scripture is questioned, truth is treated as subjective, and listeners are often spiritually curious but institutionally distant. This course explores how faithful preaching can engage such a context without compromising biblical content – how to nuance the constants of the Truth imaginatively into changing contexts. Through theological reflection, cultural analysis, and practical skill-building, students will learn to preach with conviction and empathy and to speak timeless Truth into a skeptical, story-driven age – both from the pulpit and beyond.

II. LEARNING OUTCOMES

1. Analyze the characteristics of postmodern culture and its impact on how sermons are heard, interpreted, and applied; articulate their own emerging theology of preaching and identity as a preacher in a postmodern world. (assignments 1, 2, 3, 4)
2. Evaluate the relationship between biblical authority and cultural plausibility in postmodern preaching. (assignments 1, 2, 3, 4, 5)
3. Display confidence that God is dynamically present in the preaching event and analyze sermons to help them assess their own preaching and offer constructive feedback to peers (assignment 3, 4, 5)
4. Construct sermon outlines and manuscripts that demonstrate both theological fidelity and cultural resonance and that prioritize the needs of listeners in ways that are relevant and engaging (assignment 3, 5)
5. Employ narrative, expository skills, and embodiment as tools for preaching that connect heart and mind in postmodern listeners (assignment 3, 5)
6. Develop rhythms/rule of life for personal growth in preaching identity and holistic health (assignment 2)

III. COURSE REQUIREMENTS

A. REQUIRED READING

Chan, Sam. *Evangelism in a Skeptical World: How to Make the Unbelievable News about Jesus More Believable.* Grand Rapids, MI: Zondervan, 2018.

Hall, Chad W., Bill Copper, and Kathryn McElveen. *Faith Coaching: A Conversational Approach to Helping Others Move Forward in Faith*. Hickory, NC: Coach Approach Ministries, 2009.

Shigematsu, Ken. *God in My Everything: How an Ancient Rhythm Helps Busy People Enjoy God.* Grand Rapids, MI: Zondervan, 2013.

Wilson, Paul Scott. *The Four Pages of the Sermon*. Nashville, TN: Abingdon press, 1999.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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, 2021.

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 2nd ed. Baker Academic, 2005.

Crouch, Andy. *The Life We're Looking For: Reclaiming Relationship in a Technological World*. First Edition. New York: Convergent Books, an imprint of Random House, 2022.

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

Granville, Mark R. *Preaching in a New key: Crafting Expository sermons in Post-Christian Communities.* Downers Grove, IL: InterVarsity Press, 2025.

Hall, Darrell E. *Speaking Across Generations: Messages That Satisfy Boomers, Xers, Millennials, Gen Z, and Beyond*. With Haydn Shaw. InterVarsity Press, 2022.

Kalas, J. Ellsworth, ed. *Preaching in an Age of Distraction*. Downers Grove, IL: InterVarsity Press, 2014.

Newbigin, Lesslie. *Truth to Tell: The Gospel as Public Truth*. W.B. Eerdmans, 1991.

Palmer, Parker J. *The Company of Strangers: Christians and the Renewal of America's Public Life*. Crossroad Publ., 2006.

Taylor, Barbara Brown. *The Preaching Life.* Lanham, ML: Rowman & Littlefield Publishers, Inc., 1993.

Willimon, Will. *Accidental Preacher: A Memoir.* Grand Rapids, MI: Wm. B. Eerdmans Publishing Co., 2019.

Willimon, Will. *The Gospel for the Person Who Has Everything.* Brewster, MS: Paraclete Press, 2020.

Tyndale recommends STEPBible – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other online resources for Biblical Studies.

C. ASSIGNMENTS AND GRADING

1. Class Participation and Reading.
Every week, self-grading to be combined with instructor's grading, due on last class; 10% of final grade.

Student participation in group discussions based on readings during class will be graded on a scale of 1 to 4. Students will give themselves a suggested grade and the final grade will be

determined by the instructor. 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

2. Rule of Life + Presentation: 15% of final grade. Due Week 4, February 4, 2026.
Read Ken Shigematsu's *God in My Everything: How an Ancient Rhythm Helps Busy People Enjoy God* and use his guidelines to create your own Rule of Life. Include these aspects and more based on your reading of his book.

- Yearly
- Monthly
- Weekly
- Daily
- Who will hold you accountable?
- How will you gage if your rule of life needs to be adjusting?

You can make your Rule of Life on a sheet of paper, in a journal, on a poster board, on Canva, PowerPoint, etc. – sky is the limit! We will present our Rule of Life to one another in class on Week 4, February 4. Your presentation should be 10-12 minutes in length. You will be graded for your depth of reflection and how you incorporate the various aspects of Shigematsu's book.

3. Gospel Communication Mini-Sermon: 20% of final grade. Due Week 6, February 25, 2026.
In preaching to a postmodern context, it is important to be authentic to our experience of our relationship with Jesus and to clearly articulate the gospel of Christ. Prepare two parts for this assignment and seamlessly tie the two parts together to create a 5-minute mini message of the gospel of Jesus for a *non-believing* listener.

- Part 1, Personal Jesus Story: Write a three-minute personal Jesus story (testimony) for a non-believing next generation listener using language that is understandable for anyone. Incorporate bible verses and/or themes.
- Part 2, Gospel Story Sharing: Write a two-minute "elevator speech" that explains "this is who Jesus is to me". This should be a concise sharing of the gospel story and/or unpacking of a key bible verse related to salvation in Jesus.

During class everyone will be given five minutes to share their mini messages. You will hand in your mini-sermon manuscripts and write them out word-for-word for deliberate practice.

4. Sermon Reflections: 20% of grade. Due Week 8, March 11, 2025.
Watch three sermon recordings (must be videos, not just audio) that inspired/moved you and point out three things that were done that you would want to implement in your own preaching using the preaching frameworks we have learned in class. Reflection paper should be 6-8 pages double spaced.

5. Preaching EPIC and SHARP Sermons: 35% of final grade. Due Week 10, March 25, 2025
You will choose a story from the Old or New Testament and do an exegetical study of the biblical text. You will take what is gleaned from your study and reflection and craft a sermon based on the Four Pages model and/or other models learned in class. The sermon should highlight the gospel message that you have discerned and preached in a compelling manner with language that can be understood by a non-believing post-modern audience.

The length of sermon will be 12-15 minutes. When you preach, you may use your manuscript, an outline or without notes, but you must submit a full sermon manuscript for evaluation; point form or outline is not acceptable. Process of your exegetical work must also be submitted.

Sermon must be a minimum of 12 minutes and a maximum of 15 minutes, an extra minute grace will be given, anything beyond that a 1/3 grade reduction will be imposed (i.e. A to A-). You will submit exegetical notes, sermon manuscript and self-evaluation by uploading them to the Class page in the appropriate location.

We will preach the sermons in class and will be filling out peer feedback forms to one another. You will also be given live feedback by the instructor and class immediately following your preaching.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Class Participation	Weekly	10%
2. Rule of Life + Presentation	Feb 4	20%
3. Gospel Communication Mini-Sermon	Feb 25	15%
4. Sermon Reflections	Mar 11	20%
5. Sermon Preaching	Mar 25	35%
Total Grade		**100%**

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: January 14	**Why do we need Powerful Preaching?**

Read before class:
- ☐ TBD

Week 2: January 21	**Unique needs of the Next Generation (Coaching)**

Read before class:
- ☐ TBD

Week 3: January 28	**Living in the "Preacher" and Rule of Life**

Read before class:
- ☐ TBD

Week 4: February 4	**RULE OF LIFE PRESENTATIONS**

Week 4: February 4	**Preaching and Discipleship**

Read before class:
- ☐ TBD

Week 5: February 11	**Gospel-Centered Preaching**

Read before class:
- ☐ TBD

Wednesday, February 18	**READING WEEK (NO CLASS)**

Week 6: February 25	**GOSPEL COMMUNICATION MINI-SERMONS**

Week 6: February 25	**Gospel-Centered Preaching**

Read before class:
- ☐ TBD

Week 6: February 25	SPARK and EPIC Sermons

Read before class:
- ☐ TBD

Week 7: March 4	The Four Page Sermon

Week 8: March 11	SERMON REFLECTIONS DUE

Week 8: March 11	A Sending Homiletic

Read before class:
- ☐

Week 9: March 18	Learning as we Listen

Read before class:
- ☐ TBD

Week 10: March 25	PREACHING SERMONS IN CLASS

Read before class:
- ☐ TBD

Week 11: April 1	Sermon Feedback Workshop

Week 12: April 8	Continual Growth + Class Potluck

Read before class:
- ☐ TBD

V. SELECTED BIBLIOGRAPHY

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

Brown, Sally and Luke Powery. *Ways of the Word: Learning to Preach for Your Time and Place.* Minneapolis: Fortress Press, 2016

Brown, Steve, Haddon W Robinson, and William H Willimon. *A Voice in the Wilderness: Clear Preaching in a Complicated World*, 1993.

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon. 2nd ed*. Grand Rapids, MI: Baker Academic, 2005.

Craddock, Fred. *Preaching*. Nashville: Abingdon Press, 2010.

Farris, Stephen. *Preaching That Matters: The Bible and Our Lives*. 1st ed. Louisville, KY: Westminster John Knox Press, 1998.

Fee, Gordon D., and Douglas K. Stuart. *How to Read the Bible for All Its Worth. 3rd ed. Grand Rapids*, MI: Zondervan, 2003.

Fry Brown, Teresa L. *Delivering the sermon: voice, body, and animation in proclamation.* Minneapolis, MN: Fortress Press, 2008.

Gibson, Scott M., ed. *The Worlds of the Preacher: Navigating Biblical, Cultural, and Personal Contexts*. Grand Rapids, Michigan: Baker Academic, 2018.

Gibson, Scott M., and Matthew D. Kim, eds. *Homiletics and Hermeneutics: Four Views on Preaching Today.* Grand Rapids, MI: Baker Academic, 2018.

Goheen, Michael W. *Reading the Bible Missionally. The Gospel and Our Culture Series.* Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2016.

Hulst, Mary S. *A Little Handbook for Preachers: Ten Practical Ways to a Better Sermon by Sunday.* Downers Grove: InterVarsity Press, 2016.

Johnson, Darrell W. *The Glory of Preaching: Participating in God's Transformation of the World*. Downers Grove, IL: IVP Academic, 2009.

Johnston, Graham. *Preaching to a Postmodern World: A Guide to Reaching Twenty-First-Century Listeners.* Grand Rapids, Mich: Baker Books, 2001.

Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons.* Grand Rapids: Baker Academic, 2017.

Kuruvilla, Abraham. *Privilege the Text! A Theological Hermeneutic for Preaching*. Chicago: Moody Publishers, 2013.

LaRue, Cleophus James. *I Believe I'll Testify: The Art of African American Preaching*. 1st ed. Louisville, KY: Westminster John Knox Press, 2011.

LaRue, Cleophus James, and Luiz C. Nascimento, eds. *The Future Shape of Christian Proclamation: What the Global South Can Teach Us about Preaching*. Eugene, OR: Cascade Books, 2020.

Long, Thomas G. *The Witness of Preaching, Third Edition*. Louisville: Westminster John Knox Press, 2016.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages. 2nd ed.* Grand Rapids, MI: Baker Academic, 2001.

Stott, John. *Between Two Worlds*. Grand Rapids, MI: Eerdmans Publishing Co., 1982.

Willhite, Keith, Scott M. Gibson, and Haddon W. Robinson, eds. *The Big Idea of Biblical Preaching: Connecting the Bible to People.* Grand Rapids, MI: Baker Books, 1998.

Wilson, Paul Scott. *The Practice of Preaching*. Rev. ed. Nashville: Abingdon Press, 2007.

Selected bibliography will be posted to the class webpage at the beginning of the course.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must contact the Accessibility Services at the Centre for Academic Excellence to register and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

exceptions with permission from professor

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism

(including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details. Students must review the policies and procedures regarding Artificial Intelligence (AI) outlined in Academic Calendar and consult guidance from their course instructors.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for polices and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software
Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

Research Ethics
All course-based assignments involving human participants requires ethical review and may require approval by the Tyndale Research Ethics Board (REB). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy
All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

[Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).