

“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.”

Course	INTRODUCTION TO PREACHING PAST 0641 1P
Date, Time, and Delivery Format	JANUARY 11 – APRIL 4, 2024 THURSDAYS, 11:15 AM – 2:05 PM IN-PERSON ONLY
Instructor	REV. DR. DANIEL L. WONG, DMin Email: dwong@tyndale.ca
Class Information	The classes will be in-person Thursday from 11:15 AM – 2:05 PM Office Hours: Before and after class or a separate time by appointment
Course Material	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.

Tyndale Undergraduate students may enroll in this course under the following course code:

CHRI 3433 1P Introduction to Preaching

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It operates on the Seminary schedule related to reading days, start and end of semester, exam schedule and according to the Seminary Academic Calendar.

I. COURSE DESCRIPTION

Introduces preaching as a theological and pastoral practice of the church in service to the gospel. Topics include exegeting the biblical text and our contemporary context; principles of sermon design and delivery; and the character of the preacher. Two sermons are preached in class.

Prerequisite: BIBL 0501 Biblical Interpretation

LEARNING OUTCOMES

At the end of the course, students will be able to:

Cognitive:

- Articulate their emerging theology of preaching and identity as a preacher
- Explain the basic elements of sermon design and delivery
- Become acquainted with significant preaching literature and resources

Affective:

- Demonstrate the conviction that the biblical text is the proper foundation for preaching, as God speaks good news through the preacher by the power of the Holy Spirit
- Address the needs of listeners in ways that are relevant and engaging
- Show confidence that God is dynamically present in the preaching event

Skills:

- Interpret a biblical text and craft sermons that are coherent and compelling to hearers
- Develop greater proficiency in public speaking, Scripture reading, and storytelling
- Analyze sermons to help them assess their preaching and offer constructive feedback to peers
- Effectively preach in a diverse and particularly a multicultural world

III. COURSE REQUIREMENTS

A. REQUIRED READING

Kim, Matthew D. [*A Little Book for New Preachers: Why and How to Study Homiletics*](#). Downers Grove: InterVarsity Press, 2020.

Robinson, Haddon W. [*Biblical Preaching: The Development and Delivery of Expository Messages*](#). 3rd ed. Grand Rapids: Baker Academic, 2014.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

See the articles in the course schedule that are posted on our course site or the links provided.

Students will read commentaries and other resources as needed to produce two exegetical exercises on chosen biblical texts.

Tyndale recommends www.stepbible.org – 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. 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. ASSIGNMENTS AND GRADING

Primary assignments for this course include required readings, some forum postings, participation in weekly discussions in class, presenting a personal story, two exegetical exercises, and preparation material and preaching of two sermons preached in class with self-evaluation. These assignments are designed to guide your formation as a preacher and to also practice the art of crafting and preaching sermons.

1. Class participation: Every week. 10% of the final grade

Student participation involves weekly reading (percentage read will be submitted in advance of class), some forum posts, thoughtful involvement in discussions and written and verbal feedback to class speakers. The student will meet with the instructor after Sermon 1 is preached. Improvement in spoken communication is also part of this grade. The class models a ministry setting so ministry to one another inside the class setting is crucial.

2. Personal Illustration: 10% of final grade

Present a 2-3-minute personal illustration that displays or applies a biblical truth found in a Scripture verse that you will read before you give the illustration. Allowance of ½ minute overtime is permissible for the story. Beyond that, a 1/3 grade deduction will be extracted (i.e. A to A-). The Scripture reading is included in the timing. These are presented in class on February 1.

3. Exegetical Exercises 1 and 2: 15% + 15% = 30% of the final grade

Complete an exegetical exercise on two different passages for preaching. Each exercise should be about 10 double-spaced pages in length excluding template questions. Use Chicago style with 12-point font and footnotes at the bottom of the page. For this, you are to follow a template of questions on our site based on an expanded version of Stephen Farris' *Preaching That Matters* chapters 3 and 4 for each exegetical exercise. Once you have worked through the questions, include supplementary insight from at least 3 commentaries in your paper. Use at least 2 contemporary commentaries. You will choose a passage in the Epistles to research and then preach. The second Exegetical Exercise will follow the same procedure as the first Exegetical Exercise going through the questions on a passage of your choice outside of the Epistles in preparation for your second sermon. Inform the instructor of the passages. Due February 8 and March 14.

4. Preaching of Sermons: 50% of final grade (20% and 30%)

Sermon 1: Preached on February 29 and March 7, 20% of the grade

Based on the passage studied in Exegetical Exercise 1, prepare and preach an 8-minute sermon live for our class. Submit sermon preparation material on the Friday before you preach. One-half minute overtime is allowed for sermons. This does not include the time for Scripture reading. Beyond that, a 1/3 grade reduction will be imposed (i.e. A to A-). Submit a self-evaluation a week following the preaching. The grade is based on the contents and delivery of the sermon and timely submission of preparation material and self-evaluation.

Sermon 2: Preached on March 28 and April 4, 30% of the grade

Based on the passage studied in Exegetical Exercise 2 prepare and preach a 15-minute sermon live for our class. Submit sermon preparation material the Friday before you preach. One-half minute overtime is allowed for sermons. Beyond that, a 1/3 grade reduction will be imposed (i.e. A to A-). The time for reading the passage is not included in the timing. Submit a self-evaluation a week following the preaching. The grade is based on the contents and delivery of the sermon and timely submission of preparation material and self-evaluation.

Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at classes.tyndale.ca. When you submit your assignment, you will see a summary of your

submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

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

E. 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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class participation	10 %
Personal Illustration	10 %
Exegetical Exercises	30 %
Preaching Two Sermons	50 %
Total Grade	100 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

Use Chicago Style for material submitted in this course. For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

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 are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

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 (aau@tyndale.ca) before proceeding.

H. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

The schedule is subject to change based on the number of students.

Week 1: January 11	What is Preaching? Knowing Your "Congregation"
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Read before class:

☐ Robinson, Chapter 1: The Case for Expository Preaching

- ☐ Kim, Introduction
- ☐ Kim, Chapter 1: Preaching: The Forgotten Discipline
- ☐ Be ready to introduce yourself to the class
- ☐ Consider: What is effective preaching?

Week 2: January 18	Theology of Preaching
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Read before class:

- ☐ Robinson, Chapter 2: What's the Big Idea?
- ☐ Kim, Chapter 2: Preaching: A Great Legacy
- ☐ Kim, Chapter 3: Preaching: Making Disciples
- ☐ Consider: What does theology have to do with preaching?

Week 3: January 25	Exegesis of the Text
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Read before class:

- ☐ Robinson, Chapter 3: Tools of the Trade
- ☐ Robinson, Chapter 4: The Road from Text to Sermon
- ☐ Kim, Chapter 4: Faithful Interpretation
- ☐ PDF, Farris, Chapter 3: The Other Side of Analogy (course site), Exegetical Method, Part 1
- ☐ Farris, Chapter 4: From Text to Sermon: Finding the Analogies (on Tyndale Library reserve. I am not allowed to copy more than 1 chapter of the book), Exegetical Method, Part 2
- ☐ Consider: What is the best exegetical work necessary for preaching?

Week 4: February 1	Personal Story Presentation, Facing Your Fears
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Read before class:

- ☐ Robinson, Chapter 5: The Arrow and the Target
- ☐ Kim, Chapter 6: Faithful Application
- ☐ Kim, Chapter 9, Being Prayerful and Spirit-Led
- ☐ Post to the forum: What type of illustration best speaks to you? Why?
- ☐ Consider: Why is it a fearful experience to preach?

Week 5: February 8	Exegetical and Homiletical Idea; From Text to Sermon
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Read before class:

- ☐ Robinson, Chapter 6: The Shapes Sermons Take
- ☐ Robinson, Chapter 7: Making Dry Bones Live

- ☐ Consider: What is the best route from text to the sermon?

Due

- ☐ Exegetical Paper 1

Week 6: February 15	Developing and Delivering Your Sermon
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Read before class:

- ☐ Robinson, Chapter 8: Start with a Bang and Quit All Over
- ☐ Robinson, Chapter 9: The Dress of Thought
- ☐ Robinson, Chapter 10: How to Preach So People Will Listen
- ☐ Post to the forum a video sermon link of an example of an excellent sermon (around 15-40 minutes in length)
- ☐ Consider: What are ways to enhance your sermon material and present it?

Due:

- ☐ Sermon 1 Preparation Material – February 23 if preaching on Feb 29; March 1 if preaching on March 7

Tues, Feb. 20 – Fri., Feb. 23	READING WEEK (NO CLASS ON THURSDAY, FEB. 22)
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Week 7: February 29	Preach SERMON 1 in Class
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Read before class:

- ☐ Robinson, Sample Sermon and Evaluation, pp. 171-84

Week 8: March 7	Preaching SERMON 1 in Class; Preaching in Context
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Read before class:

- ☐ Kim, Chapter 5: Faithful Cultural Exegesis
- ☐ Daniel L. Wong, "[Preaching in a Multicultural World](#)," *Preaching: The Professional Journal for Preachers* 23:5 (March/April 2008):12-16
- ☐ Consider: What is my preaching context and how to best preach in it?

Due:

- ☐ Sermon 1 Self-Evaluation or March 14 if preached on March 7

Week 9: March 14	Sermon Styles
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Read before class:

- ☐ Karl Vaters, “5 Preaching Styles In 25 Years (Here’s What I Changed And Why)”
<https://www.christianitytoday.com/karl-vaters/2018/august/5-preaching-styles.html?start=1>

- ☐ Consider: What are different ways to shape a sermon?

Due:

- ☐ Exegetical Exercise 2

Week 10: March 21	Creativity and Formation
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Read before class:

- ☐ Kim, Chapter 7: Being Pastoral and Loving
☐ Kim, Chapter 8: Being a Person of Character and Integrity
☐ Brandon Kelley, “[3 Ways to Boost Your Preaching Creativity](#),” Sermon Central, July 4, 2022.
☐ Consider: What are ways to use creativity and variety to present your sermon?

Due:

- ☐ Sermon 2 Preparation Material – March 22 if preaching on March 28; February 28 if preaching on April 4

Week 11: March 28	Preach SERMON 2 in Class
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Week 12: April 4	Preach SERMON 2 in Class; Where to Go from Here in Your Preaching?
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Read before class:

- ☐ Robinson, A Final Word, pp. 167-69
☐ PDF, Hulst, Chapter 10: Getting Feedback About Your Preaching
☐ Consider: How can I further develop my preaching?

Due:

- ☐ Sermon 2 Self-Evaluation or April 11 if preached on April 4

V. SELECTED BIBLIOGRAPHY

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

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

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

Arthurs, Jeffrey D. *Devote Yourself to the Public Reading of Scripture: The Transforming Power of the Well-Spoken Word*. Grand Rapids: Kregel, 2012.

_____. *Preaching with Variety: How to Re-create the Dynamics of Biblical Genres*. Grand Rapids: Kregel, 2007.

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Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 3rd ed. Grand Rapids: Baker Academic, 2018.

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

Davis, Ken. *How to Speak to Youth...and Keep Them Awake at the Same Time*. Loveland, CO: Group, 1986.

_____. *Secrets of Dynamic Communication: Preparing and Delivering Powerful Speeches*. Grand Rapids: Zondervan, 1991.

Dean, Robert J. *Leaps of Faith: Sermons from the Edge*. Eugene: Resource, 2017.
[Canadian and Tyndale Seminary context for sermons.]

Edwards, J. Kent. *Deep Preaching: Creating Sermons That Go Beyond the Superficial*. Nashville: B & H Academic, 2009.

_____. *Effective First-Person Biblical Preaching: The Steps from Text to Narrative Sermon*. Grand Rapids: Zondervan, 2005.

Elliot, Mark Barger. *Creative Styles of Preaching*. Louisville: Westminster John Knox, 2000.
[Various styles with pros and cons of each with sample sermons.]

Farris, Stephen. *Preaching That Matters: The Bible and Our Lives*. Louisville: Westminster John Knox, 1998.

_____. *So Tell Me a Story: The Art of Storytelling for Preaching and Teaching*. Eugene: Cascade, 2018.

Fry Brown, Teresa L. *Delivering the Sermon: Voice, Body, and Animation in Proclamation*.

Minneapolis: Fortress, 2008.

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Gibson, Scott M. *Preaching with a Plan: Sermon Strategies for Growing Mature Believers*. Grand Rapids: Baker, 2012.

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

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Jeter, Joseph R., Jr., and Ronald J. Allen. *One Gospel, Many Ears: Preaching for Different Listeners in the Congregation*. St. Louis: Chalice, 2002.

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

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Kim, Eun Joo Mary. *Preaching in an Age of Globalization*. Louisville, KY: Westminster John Knox, 2010.

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

_____. *Preaching to People in Pain: How Suffering Can Shape Your Sermons and Connect with Your Congregation*. Grand Rapids: Baker Academic, 2021.

Kim, Matthew D., and Daniel L. Wong. *Finding Our Voice: A Vision for Asian North American Preaching*. Bellingham, WA: Lexham, 2020.

Kim-Cragg, HyeRan. *Postcolonial Preaching: Creating a Ripple Effect*. Lanham, Maryland: Lexington Books, 2021.

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- McClure, John S. *Best Advice for Preaching*. Minneapolis: Fortress, 1998.
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- Nieman, James R., and Thomas G. Rogers. *Preaching to Every Pew: Cross-Cultural Strategies*. Minneapolis: Fortress, 2001.
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- Reid, Robert Stephen, and Lucy Lind Hogan. *The Six Deadly Sins of Preaching: Becoming Responsible for the Faith We Proclaim*. Nashville: Abingdon, 2012. The Pretender (the problem of in-authenticity; Egoist (self-absorption); Manipulator (greediness); Panderer (trendiness); Demagogue (exploitation); Despot (self-righteousness)
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