



## **B490/P490 Biblical Communication**

3 credits. Prerequisite: P302 Preaching and Public Speaking

 Directed Study

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*“When I came to you, brothers and sisters, I did not come proclaiming the mystery of God to you in lofty words or wisdom. <sup>2</sup> For I decided to know nothing among you except Jesus Christ, and him crucified. <sup>3</sup> And I came to you in weakness and in fear and in much trembling. <sup>4</sup> My speech and my proclamation were not with plausible words of wisdom, but with a demonstration of the Spirit and of power, <sup>5</sup> so that your faith might rest not on human wisdom but on the power of God. (1 Corinthians 2:1-5, NRSV).*

### **Course Goals**

#### **Course Description**

Biblical Communication focuses on teaching and preaching biblical truth, with particular attention to sound interpretation and application, thorough preparation, and effective delivery. The context is internship with assignments embedded within the field education experience. This is a directed study course, though there will be some cohort meetings. Though located primarily within the internship experience, the course will also give attention to the importance of continuing education as communicators of Scripture.

#### **Relationship to Horizon and MCS’s Missions**

In relation to the missions of Horizon and MCS in preparing and equipping leaders, and the core competencies of its competency-based curriculum, this course provides support for students in:

- Biblical and Theological Literacy
- Skilled Communication

#### **Core Competencies and Learning Outcomes**



To demonstrate competency in biblical and theological literacy students will

1. Interpret a selected passage (or passages) of Scripture in light of its literary and socio-historical context and distinct theological perspective with the assistance of relevant secondary literature.
  - *Assessment:* Hermeneutic Assignments; Bible Study Lesson, Video, and Self-Evaluation; Sermon, Video, and Self-Evaluation

2. Apply a selected passage (or passages) of Scripture to contemporary situations in a way that is relevant and logically related to its original meaning.
  - *Assessment:* Hermeneutic Assignments; Bible Study Lesson, Video, and Self-Evaluation; Sermon, Video, and Self-Evaluation



To demonstrate competency in skilled communication students will

3. Identify principles and practices for effective Bible teaching.
  - *Assessment:* Reflection on *Creative Bible Teaching* and Cohort Discussion
4. Create and teach a Bible lesson using principles for effective Bible teaching.
  - *Assessment:* Bible Study Lesson, Video, and Self-Evaluation
5. Identify advanced principles and practices for effective preaching.
  - *Assessment:* Reflection on *Preaching: The Art of Narrative Exposition* and Cohort Discussion; Reflection on *Reading for Preaching: The Preacher in Conversation with Storytellers* and Cohort Discussion; Continuing Education Plan with Oral Discussion
6. Prepare and preach a sermon using advanced homiletical principles.
  - *Assessment:* Sermon, Video, and Self-Evaluation

## **Course Work**

### **Required Readings**

Duvall, J. Scott and J. Daniel Hayes. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 4th Edition. Zondervan Academic, 2020. ISBN: 978-0310109174.

DTL: <https://thedtl.on.worldcat.org/oclc/1267765644>.

\*\*Reading to include Part 3, Meaning and Application, and the relevant sections of Parts 4 and 5 for the passages chosen for your Bible Study and Sermon.

Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids: Baker, 2010. ISBN: 9780801072437.

DTL: <https://thedtl.on.worldcat.org/oclc/727647075>.

Plantinga, Cornelius. *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*. Grand Rapids: Eerdmans, 2013. ISBN: 978-0802870773.

DTL: <https://thedtl.on.worldcat.org/oclc/967513327>.

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Revised and Expanded Edition. Chicago: Moody, 2020. ISBN: 978-0802419590.

DTL: <https://thedtl.on.worldcat.org/oclc/1145909950>.

### **Recommended**

Miller, Calvin. *Life is Mostly Edges. A Memoir*. Nashville: Thomson-Nelson; 2010. ISBN: 978-0785297987

Alcántara, Jared E. *Practices of Christian Preaching: Essentials for Effective Proclamation*. Baker Academic, 2019. ISBN: 978-0801098666.

\*\*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

### 1. *Reflection on Creative Bible Teaching and Cohort Discussion* – 20%

Read chapter 4 (“Rightly Divided”) to chapter 11 (“The Means”), pages 65-218; chapter 13 (“Teaching Principles”), pages 235-251; and one chapter out of chapters 15 to 18 (15- “Teaching Adults”; 16- “Teaching Youth”; 17- “Teaching Children”; or 18- “Teaching Preschoolers”) of the Richards and Bredfelt text. From chapters 15 to 18, read the chapter related to the group you will be teaching.

Make notes on each chapter using the following guidelines: (i) Identify key teaching principles and practices from each chapter, and (ii) Give indication why the identifications are important to you. Devote approximately 200 to 250 words to each chapter. The notes can be done in point form. There are a total of 10 chapters which would suggest a reflection of about 2000 to 2500 words.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Meet with your instructor to discuss the summary notes.
- Related learning outcome: #3.
- **Assignment length:** 2000-2500 words.
- **Due date:** January 28 at 11:59PM with discussion to follow.

### 2. *Hermeneutics Assignment Related to the Bible Study* – 5%

Read or Review Part 3 (Meaning and Application) and the appropriate portion of Parts 4 or 5 (on the selected passage or passages of Scripture that will be taught) from Duvall and Hayes, *Grasping God’s Word*. As well, read the appropriate section of a well-researched commentary. Prepare a 400-500-word paper identifying primary interpretive and application principles relevant to the passage or passages of Scripture that will be taught. This is not to be a commentary on the passage but a review of interpretive principles to use when interpreting the passage under consideration.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Include bibliographic information for the commentary used.

- Related learning outcomes: #1, 2
- **Assignment length:** 300-500 words.
- **Due date:** Two weeks before the delivery of the bible study or February 9 (11:59 p.m.), whichever is earlier.

3. *Reflection on Preaching: The Art of Narrative Exposition and Cohort Discussion* – 20%

Read Calvin Miller's book, pages 1 to 214 (from the Introduction to Chapter 9). Make notes on each chapter using the following guidelines: (i) Identify key preaching principles and practices from each chapter, and (ii) Give indication why the identifications are important to you. Devote approximately 200 to 250 words to each chapter. The notes can be made in point form. There are a total of 9 chapters plus the Introduction, for a total of 10. Treat the Introduction as a chapter. Assignment length would be about 2000 to 2500 words.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Meet with your instructor to discuss the notes and the related learning.
- Related learning outcome(s): #5.
- **Assignment length:** 2000-2500 words.
- **Due date:** February 16 (11:59 p.m.) with discussion to follow.

4. *Bible Study Lesson: Video and Evaluation* – 15%

Prepare and present a Bible lesson of 30 to 45 minutes using the methodology presented in Richards and Bredfeldt's book with particular attention to the material on a specific age group (chapters 15 to 18).

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Confer with your instructor as you prepare.
  - Video the lesson. View the video and complete the 'Evaluation for Bible Lesson' document. Upload your video to a host site like YouTube and submit the link on Populi.
  - Meet with your instructor for overall assessment.
  - Complete the self-evaluation of your bible study
- Related learning outcomes: #1, 2, and 4.
- **Assignment length:** 30 to 45 minutes.
- **Due date:** February 23 (11:59 p.m.).

5. *Reflection on Reading for Preaching and Cohort Discussion* – 10%

Read Cornelius Plantinga's book. Make notes on each chapter using the following guidelines: (i) Identify a key quote from each chapter; (ii) Indicate why the selection is important to you; (iii) Indicate what implications the quote might have on your practice as a communicator. Devote approximately 200 to 250 words, including the quote, to each chapter. The notes can be made in point form. There are 6 chapters which would suggest a reflection of about 1200-1500 words. In addition to the above, identify three book titles you would be interested in reading.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Meet with internship cohort and your instructor to discuss the notes and the vital relationship between the practice of reading and preaching.
- Related learning outcome: #5.
- **Assignment length:** 1200-1500 words.
- **Due date:** March 2 (11:59 p.m.) with discussion to follow.

#### 6. *Hermeneutics Assignment Related to the Preaching Assignment* – 5%

Review Part 3 (Meaning and Application) and the appropriate portion of Parts 4 or 5 (on the selected passage or passages of Scripture that will be taught) from Duvall and Hayes, *Grasping God's Word*. As well, read the appropriate section of a well-researched commentary. Prepare a 500-word paper identifying primary interpretive and application principles relevant to the passage or passages of Scripture that will be taught. This is not to be a commentary on the passage but a review of interpretive principles to use when interpreting the passage under consideration.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
- Related learning outcomes: #1, #2.
- **Assignment length:** 500-600 words.
- **Due date:** Two weeks before the delivery of the sermon or March 9 (11:59 p.m.), whichever is earlier.

#### 7. *Sermon Video and Evaluation* – 20%

Prepare and present a sermon (25-30 minutes) utilizing the advanced preaching principles and practices gained from the reading. Be mindful of Calvin Miller's contribution to be more image-based with your sermon. While preparing the sermon, read and review the rubric to understand how the sermon will be assessed.

- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Confer with your instructor on the preparation process.
  - Ask your supervisor-mentor to evaluate the sermon with the assessment form provided.
  - Video the sermon and upload your video to a hosting site like YouTube and submit the link on Populi.
  - Complete a self-evaluation as well as an evaluation meeting with your supervisor-mentor.
  - Also upload the assessments, yours and the one from your supervisor-mentor. Meet with your instructor for overall assessment of the assignment.
- Related learning outcomes: #1, 2, 6.
- **Assignment length:** 25 to 30 minutes.

- **Due date:** By or before March 23 (11:59 p.m.).

#### 8. *Continuing Education Assignment & Discussion* – 5%

Design a plan for continuing education as a communicator. The plan should include the following:

- Three Books on Communication. The identification of 3 books on preaching, teaching, or communication that you would aspire to reading within one year of graduation. Potential book titles can be reviewed via Amazon and/or “The 25 Most Influential Preaching Books of the Past 25 Years” prepared by Michael Duduit of *Preaching* journal (readily available online), and/or the course bibliography; etc. For each book selected, provide a brief statement (2 to 3 sentences) on why the book title was chosen.
- General Reading. The identification of 3 book titles from Cornelius’ Plantinga’s book that you would eventually like to read. With each title provide a brief statement (2 to 3 sentences) on why the book was selected.
- Communication Initiative. The identification of an additional communication growth initiative that you would aspire to pursuing during the first year after graduation. The initiative could be that of joining Toastmasters; following one gifted biblical communicator closely; listening to the top 20 Ted Talks with an eye on skillful communication practices; etc. Provide a brief statement (2 to 3 sentences) on the why the initiative was selected.
- Digital Communication. The identification of one social media platform you would like to explore further for use in potentially extending your teaching and preaching ministry. The identification should include a related statement (2 to 3 sentences) explaining what you would like to accomplish with the application.
- Filing System. Consideration to the adoption or design of an illustrations/quotes filing system, followed by taking initial steps in setting up such a file. The filing system should be user-friendly. See lesson on Populi for examples. With the assignment, summarize the systems reviewed and/or considered (be it just 1 or 2), followed by an indication of a preferred system.
- To complete this assignment, students will follow these guidelines:
  - Follow the Horizon & MCS Format Guide.
  - Upon submission of the plan, meet with your instructor to review and discuss the plan.
- Related learning outcome(s): #5.
- **Assignment length:** 300-500 words.
- **Due date:** April 7 (11:59 p.m.).

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

ASSIGNMENT	HOURS	DUE DATES	ASSIGNMENT WEIGHTING
1. Reflection on <i>Creative Bible Teaching</i> and Cohort Discussion	18 hrs	January 28 at 11:59PM with discussion to follow.	20%

2. Hermeneutics Assignment Related to Bible Study	5 hrs	Two weeks before the delivery of the bible study or February 9 (11:59 p.m.), whichever is earlier.	5%
3. Reflection on <i>Preaching: The Art of Narrative Exposition</i> & Cohort Discussion	21 hrs	February 16 (11:59 p.m.) with discussion to follow.	20%
4. Bible Study Lesson: Video and Evaluation	15 hrs	February 23 (11:59 p.m.)	15%
5. Reflection on <i>Reading for Preaching</i> and Cohort Discussion	8 hrs	March 2 (11:59 p.m.) with discussion to follow.	10%
6. Hermeneutics Assignment Related to Preaching Assignment	5 hrs	Two weeks before the delivery of the sermon or March 9 (11:59 p.m.), whichever is earlier.	5%
7. Sermon Video and Evaluation	17 hrs	By or before March 23 (11:59 p.m.).	20%
8. Continuing Education Assignment & Discussion	6 hrs	April 7 (11:59 p.m.)	5%
<b>TOTAL =</b>	<b>95 hrs</b>		<b>100%</b>

All assignments are due at 11:59pm **SK time**, 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 / Class Schedule

Biblical Communication runs concurrent with a student's Internship.

- Revision week is April 13-17. Your instructor may also request revisions on some assignments before revision week.
- No assignments will be accepted after April 17.

### 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
			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.

## **Bibliography**

### **Books on Teaching**

Carr, Nicholas. *The Shallows: What the Internet Is Doing to Our Brains*. New York: W.W.Norton & Company; 2011.

Palmer, Parker. *The Courage to Teach. Exploring the Inner Landscape of a Teacher's Life*. Hoboken, NJ: Jossey-Bass, 20<sup>th</sup> ed.; 2017.

Richards, Lawrence and Bredfeldt, Gary. *Creative Bible Teaching*. Chicago: Moody, 2020.

Rosebrough, Thomas R., and Levertt, Ralph Geist. *Transformational Teaching in the Information Age*. Alexandria, VA: ASCD Publishers; 2011.

Wilhoit, James and Ryken, Leland. *Effective Bible Teaching*. Baker Academic: Grand Rapids, 2<sup>nd</sup> ed., 2012.

### **Books on Preaching**

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

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

Carty, Austin. *The Pastor's Bookshelf. Why Reading Matters for Ministry*. Grand Rapids: Eerdmans, 2022.

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- Gould, Meredith. *The Social Media Gospel. Sharing the Good News in New Ways*, 2nd ed. Collegeville: Liturgical Press, 2015.
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- Stanley, Andy. *Communicating for a Change: Seven Keys to Irresistible Communication*. Colorado Spring: Multnomah Books, 2006.
- Vines, Jerry and Dooley, Adam. *Passion in the Pulpit. How to Exegete the Emotion of Scripture*. Chicago: Moody Publishers, 2018.