

*“The mission of Tyndale Seminary is to provide Christ-centered 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.”*

<b>Semester, Year</b>	WINTER, 2026
<b>Course Title</b>	<b>INTRODUCTION TO PREACHING</b>
<b>Course Code</b>	PAST 0641 / CHRI 3433 1S
<b>Date</b>	From January 12, 2026 to April 13, 2026 <b>Every Wednesday</b>
<b>Time</b>	From 6:45 to 9:35 PM
<b>Delivery Format</b>	SYNCHRONOUS ONLINE
<b>Class information</b>	The classes will be livestreamed on Wednesdays from 6:45 to 9:35 PM.
<b>Instructor</b>	<b>REV. DR. CHRISTOPHER PADIATH</b> Email: cpadiath@tyndale.ca
<b>Office Hours</b>	By appointment only.
<b>Course Materials</b>	Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="https://TyndaleOne.com">Tyndale One</a> . 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

NOTE: This course is joint-listed between Undergraduate Studies and Seminary. It is a graduate level course and 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.

*Prerequisites: BIBL 0501 Biblical Interpretation*

## II. LEARNING OUTCOMES

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

1. Articulate their own emerging theology of preaching and identity as a preacher
2. Explain the basic elements of sermon design and delivery
3. Interpret a biblical text and craft sermons that are coherent and compelling to hearers
4. Develop greater proficiency in public speaking, Scripture reading and storytelling
5. Analyze sermons in order to help them assess their own preaching and offer constructive feedback to peers
6. Begin to form healthy weekly rhythm for longevity and health as a preacher

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Kuruville, Abraham. [\*A Vision for Preaching: Understanding the Heart of Pastoral Ministry\*](#). Grand Rapids, MI: Baker Academic, 2015.

Orrick, Jim Scott, Brian Bayne, and Ryan Fullerton. [\*Encountering God Through Expository Preaching\*](#). Nashville, TN: B & H Academic, 2017.

Charles, H. B. [\*On Preaching\*](#). Chicago, IL: Moody Publishers, 2014.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

[H. B. Charles - On Preaching Podcast](#)

Pennington, Jonathan T. [\*Small Preaching\*](#). Bellingham, WA: Lexham Press, 2021.

Wilson, Jim L. [\*Illustrating Well: Preaching Sermons That Connect\*](#). Bellingham, WA: Lexham Press, 2022.

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

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**

Primary assignments for this course include required readings and participation in weekly group discussions in class; writing a preacher's self-reflection; active participation in a weekly rhythm with daily journal writing; preaching two sermons, including the submission of written exegetical notes, a sermon manuscript and brief self-evaluation. These assignments are designed to guide your formation as a preacher and to also practice the art of crafting sermons.

*\* The use of AI is prohibited for this assignment.*

#### **1. Class Participation: Every week, attendance, group discussion and instructor's grading, 10% of final grade.**

Student will be expected to engage in all class discussions. Students will also be assigned to a preaching rhythm support group on Week 2 and will be given class time from Weeks 3-7 to meet, discuss, practice on one another's preaching. The instructor will cycle between preaching groups during each class to make assessments. 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.

This assignment is related to Learning Outcomes 4 & 5.

#### **2. Reflection on a Preacher: Due Tuesday, Feb 3 at 11:59 pm; 15% of final grade.**

Write a 750-word (3-4 page, double spaced) reflection on a preacher who has had a profound influence on your life and ministry. This can be any preacher, living or deceased. Provide a short summary of who he or she was/is and where he/she ministered. Explain why you chose this preacher. What style of preaching did this preacher employ? What preaching principles have you gleaned from this preacher?

This assignment is related to Learning Outcomes 1.

#### **3. Practicing the Preaching Rhythm:**

Strategically practice the preacher's rhythm taught in class for three weeks of your choice between February- March 2026. All three preaching manuscripts due on Tuesday, March 17 at 11:59 pm; (3 weeks X 5% per week = 15% of final grade).

You will keep a daily journal from Tuesday-Saturday for 3 weeks using the exegetical process explained in class.

- Monday: Select the Text
- Tuesday: Pray through the Text

- Wednesday: Reflect on the Text
- Thursday: Craft the Sermon
- Friday: Edit the Sermon
- Saturday: Rehearse the Sermon
- Sunday: Preach the Sermon (live to a church or recorded by video)
- Monday: Review Feedback

During class you will be placed in a preaching rhythm support group where preaching will be practiced on a small scale, the giving and receiving of affirmation and giving and receiving of constructive feedback.

This assignment is related to Learning Outcomes 5 & 6.

#### **4. Preaching of sermons: 60% of final grade (25% + 35%)**

##### **Sermon 1: Due Tuesday, Mar 3 at 11:59 pm; 25% of grade**

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 one-point sermon that illustrates the gospel message that you have discerned and share the story in a compelling manner. Grades will be based on sermon manuscripts, exegetical notes, and presentation. Sermon must be a minimum 5 minutes and maximum 7 minutes. An extra half-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 our sermons to the entire class and you will sign up for a preaching slot on the designated day.

##### **Sermon 2: Due Tuesday, Apr 1 at 11:59; 35% of grade**

You will choose one passage from the preaching reflection journal and prepare an exegetical multi-point sermon based on the exegetical guideline presented in class. Identify and make use of at least two scholarly commentaries. The length of sermon will be 12-15 minutes. When you preach, you may use your manuscript, or an outline, but you must submit a full sermon manuscript for evaluation. 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 our sermons to the entire class and you will sign up for a preaching slot on one of the two designated days.

This assignment is related to Learning Outcomes 2 & 3.

#### D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Class Participation	Every week	10%
2. Reflection on a Preacher	Feb 3	15%
3. Practicing the Preaching Rhythm	Mar 17	15%
4. Preaching of Two Sermons	Mar 3 Apr 1	60%
Total Grade		100%

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1: January 14	Syllabus Review / Introduction
Week 2: January 21	Definitions & Types of Preaching
Week 3: January 28	Expository Preaching / Preachers & Preaching
Week 4: February 4	Communication Theory & Logos/Pathos/Ethos <i>Reflection on a Preacher DUE</i>
Week 5: February 11	Preaching as Reminding
<i>February 18</i>	<i>READING DAYS (NO CLASS)</i>
Week 6: February 25	Preaching as Cultural Intelligence
Week 7: March 4	<i>Preach SERMON ONE in class</i>
Week 8: March 11	Preaching and Trauma
Week 9: March 18	Preaching Communion/Funerals/Weddings <i>Practicing the Rhythm of Preaching DUE</i>
Week 10: March 25	Preaching in a Digital World

**Week 11: April 2**

*Preach SERMON TWO in class*

**Week 12: April 9**

*Preach SERMON TWO in class*

## **V. SELECTED BIBLIOGRAPHY**

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

Arthurs, Jeffrey D. *Preaching as Reminding: Stirring Memory in an Age of Forgetfulness*. Downers Grove, IL: InterVarsity Press, 2017.

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

Charles, H. B. *On Preaching*. Chicago, IL: Moody Publishers, 2014.

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.

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

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

Kuruville, Abraham. *A Manual for Preaching: The Journey from Text to Sermon*. Grand Rapids, MI: Baker Academic, a division of Baker Publishing Group, 2019.

\_\_\_\_\_. *A Vision for Preaching: Understanding the Heart of Pastoral Ministry*. Grand Rapids, MI: Baker Academic, 2015.

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

Laniak, Timothy S. *Shepherds After My Own Heart*. Downers Grove, IL: InterVarsity Press, 2006.

Lee, Ahmi, *Preaching God's Grand Drama: A Biblical-Theological Approach*, Baker Academic, 2019.

- Leeman, Jonathan. *Word Centered Church*. Chicago, IL: Moody Publishers, 2017.
- Long, Thomas G. *The Witness of Preaching, Third Edition*. Louisville: Westminster John Knox Press, 2016.
- Mohler, Albert R. *The Conviction to Lead*. Minneapolis, MN: Bethany House Publishing, 2012.
- Martin, Lee Roy. *Toward a Pentecostal Theology of Preaching*. Cleveland, TN: CPT Press, 2015.
- Orrick, Jim Scott, Brian Bayne, and Ryan Fullerton. *Encountering God Through Expository Preaching*. Nashville, TN: B & H Academic, 2017.
- Pace, R. Scott, and Jim Shaddix. *Expositional Leadership: Shepherding God's People from the Pulpit*. Wheaton, IL: Crossway, 2024.
- Pennington, Jonathan T. *Small Preaching*. Bellingham, WA: Lexham Press, 2021.
- Piper, John. *Expository Exultation: Christian Preaching as Worship*. Wheaton, IL: Crossway, 2018.
- Richard, Ramesh. *Preparing Expository Sermons: A Seven-Step Method for Biblical Preaching*. Grand Rapids, MI: Baker Books, 2001.
- Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages. 2nd ed.* Grand Rapids, MI: Baker Academic, 2001.
- Snyder, Noel A. *Sermons That Sing: Music and the Practice of Preaching*. Downers Grove, IL: InterVarsity Press, 2001.
- Stott, John. *Between Two Worlds*. Grand Rapids, MI: Eerdmans Publishing Co., 1982.
- Thomas, Frank A. *Introduction to the Practice of African American Preaching*. Nashville: Abingdon Press, 2016.
- Travis, Sarah. *Unspeakable: Preaching and Trauma-Informed Theology*. Eugene, OR: Cascade Books, 2021.
- Vines, Jerry, and Adam B. Dooley. *Passion in the Pulpit*. Chicago, IL: Moody Publishers, 2018.
- Wilson, Jim L. *Illustrating Well: Preaching Sermons That Connect*. Bellingham, WA: Lexham Press, 2022.

Yang, Sunggu A. *The Digital Pulpit: Preaching in the Revolutionary Era of Online Technology and Social Media*. Eugene, OR: Cascade Books, 2024.

Yang, Sunggu A. *Digital Homiletics: The Theology and Practice of Online Preaching*. Minneapolis, MN: Fortress Press, 2024.

Yong, Amos. *The Kerygmatic Spirit: Apostolic Preaching in the 21<sup>st</sup> Century*. Eugene, OR: Cascade Books, 2018.

## **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](https://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](https://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 policies 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](https://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](https://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](mailto: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](https://classes.tyndale.ca). For general grading guidelines, refer to Seminary [Grading System & Scale](#).