

*“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.”*

<b>Semester, Year</b>	<b>FALL, 2025</b>
<b>Course Title</b>	<b>INTRODUCTION TO PREACHING</b>
<b>Course Code</b>	<b>PAST 0641 1P</b>
<b>Date</b>	From September 9, 2025 to December 2, 2025 <b>Every Tuesday</b>
<b>Time</b>	From 8:15 AM to 11:05 AM
<b>Delivery Format</b>	IN-PERSON ONLY
<b>Class information</b>	The classes will be IN-PERSON on Tuesdays from 8:15 to 11:05 am.
<b>Instructor</b>	<b>MINHO SONG, PhD</b> Email: msong@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://tyndale.ca">Tyndale One</a> . Course emails will be sent to your @MyTyndale.ca e-mail account only.

## I. COURSE DESCRIPTION

This course 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.*

## II. LEARNING OUTCOMES

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

1. Identify the ministry of preaching as a divine call and the identity of a preacher as the servant of the Word
2. Explain the basic elements of sermon design and delivery
3. Develop the conviction that the biblical text is the proper foundation for preaching, and that God speaks through the preacher by the power of the Holy Spirit

4. Increase culturally sensitivity by paying attention to the contextual needs of listeners
5. Demonstrate how to craft sermons that are biblical, coherent, and engaging
6. Develop greater proficiency in public speaking including storytelling

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Johnson, Darrell W. [\*The Glory of Preaching: Participating in God's Transformation of the World\*](#). Downers Grove: IVP, 2009.

Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Viking, 2015.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Alcántara, Jared E. "Preach Convictionally." In [\*The Practices of Christian Preaching: Essentials for Effective Proclamation\*](#). Grand Rapids: Baker Academic, 2019.

Baxter, Richard. "The Oversight of Ourselves." In [\*The Reformed Pastor\*](#), 53-86. Carlisle, PA: The Banner of Truth, 1974.

Keller, Timothy. *How to Reach the West Again*. New York: Redeemer City to City, 2020.

Kim, Matthew. "Hermeneutics and Cultural Intelligence." In [\*Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons\*](#), 31-44. Grand Rapids: Baker Academic, 2017.

Long, Thomas. "Biblical Exegesis and Preaching." In [\*The Witness of Preaching, Third Edition\*](#), 76-112. Louisville: Westminster John Knox Press, 2016.

Robinson, Haddon. "What's the Big Idea?" In [\*Biblical Preaching: The Development and Delivery of Expository Messages. 3rd edition\*](#), 33-50. Grand Rapids: Baker Academic, 2013.

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 (10%)

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 or 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. Observation on the preaching by Johnson and Keller (Due on week 5, 20%)

Observe the preaching by Johnson and Keller in the links below. Report on what you have learned from their preaching.

- [Sunday Service | July 6 \(LIVE\) - YouTube](#) (Darrell Johnson)
- [How to deal with dark times | Tim Keller](#)

### 3. Preaching two sermons (Due on weeks 8-11, 40%)

Prepare and preach two sermons in class, one short (10 minutes) and the other long (20 minutes). More instruction will be given in class on what and how to prepare. Submit your sermon manuscripts one week before your scheduled time.

### 4. A paper on the theology of Preaching (Due on December 9, 30%)

Write a paper on the theology of preaching. Your paper should be a reflection based on class lectures and readings. Answer the following questions in addition to other concerns and convictions you may raise: Why is preaching important today? What should the sermon look like? How should the preacher prepare himself / herself and preach? What is good and effective preaching? Write an 8-page paper.

## D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Class Participation		10%
2. Report on Johnson and Keller's preaching	Week 5	20%
3. Preaching two sermons	Weeks 8-11	40%
4. A paper on the theology of preaching	Dec 9	30%
Total Grade		100%

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

(The assigned readings are to be completed before the class.)

**September 9 (Week 1)**

- Introduction to the class / the wonder and the call of preaching
- Darrell Johnson, *the Glory of Preaching* (chapters 1, 2)

**September 16 (Week 2)**

- Types of preaching
- Expository preaching
- Darrell Johnson, *the Glory of Preaching* (chapters 3,4)

**September 23 (Week 3)**

- From text to sermon: the mechanics of sermon making
- Darrell Johnson, *the Glory of Preaching* (chapter 5)
- Tim Keller, *Preaching* (chapter 1)

**September 30 (Week 4)**

- Outline and flow of the sermon (pre-recorded lecture)
- Exegetical tools
- Darrell Johnson, *the Glory of Preaching* (chapter 6)
- Tim Keller, *Preaching* (chapter 2)

**October 7 (Week 5)**

- Preaching Christ-centered sermons
- Tim Keller, *Preaching* (chapter 3)
- Darrell Johnson, *the Glory of Preaching* (chapter 7)

Assignment #1 due

**October 14 (Week 6)**

- Preaching contextually
- Tim Keller, *Preaching* (chapters 4,5)

**October 21 (Week 7)**

Reading Week / No Class

**October 28 (Week 8)**

- Evaluating sermons
- Preparation of the preacher
- Darrell Johnson, *the Glory of Preaching* (chapter 8,9)
- Tim Keller, *Preaching* (chapters 6)

Assignment #2 due (weeks 8-11)

**November 4 (Week 9)**

- Preaching for special occasions (weddings & funerals)
- Preaching lab
- Tim Keller, *Preaching* (chapters 7)

**November 11 (Week 10)**

- Preaching the gospel (evangelistic sermons)
- Preaching lab

**November 18 (Week 11)**

- Preaching missionally
- Preaching lab

**November 25 (Week 12)**

- Preaching passionately
- Preaching lab

**December 2 (Week 13)**

- Preaching, prayer, and the Spirit
- Conclusion

Assignment #3 due on December 9

**V. SELECTED BIBLIOGRAPHY**

Adam, Peter. *Speaking God's Words: A Practical Theology of Expository Preaching*. Downers Grove: IVP, 1996.

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

Baxter, Richard. "The Oversight of Ourselves" In *the Reformed Pastor*. 53-86. Carlisle, PA: the Banner of Truth. 1974.

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

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

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

- Goldsworthy, Graeme. *Preaching the Whole Bible as the Christian Scripture*. Grand Rapids, MI: Eerdmans, 2000.
- Johnson, Darrell W. *The Glory of Preaching: Participating in God's Transformation of the World*. Downers Grove: IVP, 2009.
- Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Viking, 2015.
- Kim, Matthew D. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker Academic, 2017.
- Kuruvilla, Abraham. *A Manual for Preaching: The Journey from Text to Sermon*. Grand Rapids, MI: Baker Academic, 2019.
- Lloyd-Jones, Martyn D. *Preaching and Preachers*. Hodder & Stoughton, 1971.
- Long, Thomas. *The Witness of Preaching, Third Edition*, 76-112. Louisville: Westminster John Knox Press, 2016.
- Peterson, Eugene H. *Working the Angles: The Shape of Pastoral Integrity*. Grand Rapids, MI: Eerdmans, 1987.
- Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3rd ed. Grand Rapids, MI: Baker Academic, 2014.
- Spurgeon, Charles. *Lectures to My Students*. Carol Stream, IL: Tyndale House Publishing, 2010.
- Stott, John. *The Challenge of Preaching. Abridged and updated by Greg Scharf*. Grand Rapids: Eerdmans, 2013.
- Wilson, Paul Scott (ed.) *The New Interpreter's Handbook of Preaching*. Nashville: Avignon Press, 2008.
- Wright, Christopher, J. H. *How to Preach & Teach the Old Testament for All Its Worth*. Grand Rapids: Zondervan, 2016.
- \_\_\_\_\_. *The Great Story and the Great Commission: Participating in the Biblical Drama of Mission*. Grand Rapids: Baker, 2023.

## 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.

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 academic policies on 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](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](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).

