



CM 732 ADVANCED PREACHING

Spring 2027

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Course Dates: January–April 2027

Course Delivery Method: Online

3 Credit Hours

COURSE DESCRIPTION

An investigation of recent sermon development models in order to add variety and creativity to biblical preaching ministries. Students will discuss recent trends and issues in preaching and will be guided in developing and practicing a basic theology of creativity, especially in relation to preaching.

Prerequisite: CM 632 Homiletics

COURSE INTEGRATION

This course contributes to the mission of Briercrest Seminary by preparing students to serve God and his people through the faithful proclamation of his word. Because preaching brings together careful interpretation of Scripture, theological conviction, spiritual formation, and pastoral ministry, students will be challenged to handle the biblical text with academic rigour, proclaim it with evangelical conviction and spiritual integrity, and apply it wisely and pastorally to the lives of God's people.

Advanced Preaching builds upon previous homiletical training by developing greater competency in biblical interpretation, sermon preparation, and proclamation across a variety of biblical texts and ministry contexts. Through the study and discussion of preaching and the repeated preparation and delivery of sermons, students will deepen their experience in preaching ministry and develop their capacity to participate in God's work of discipling and forming his people through his word.

COURSE OUTCOMES

By the end of this course, students should be able to:

1. Handle biblical texts with advanced exegetical and homiletical competence, discerning what the biblical author is *doing* with what is said and allowing the theology and function of the text to govern the sermon.
2. Develop valid and compelling applications of biblical texts, responsibly and demonstrably moving from the theology of the text to the lives of contemporary hearers.

3. Critically evaluate contemporary sermon-development models, trends, and issues in preaching, appropriating their strengths while assessing them according to biblical, theological, and pastoral convictions.
4. Prepare and deliver sermons with pastoral wisdom, creativity, and communicative effectiveness, employing sermon form, language, illustration, imagination, and other rhetorical resources in service of the biblical text and its intended effect upon particular hearers.
5. Articulate a biblical theology of creativity in preaching, explaining the purpose, value, and appropriate limits of creativity in service of the biblical text, its intended effect, and its contemporary hearers.
6. Cultivate the character and spiritual integrity necessary for faithful preaching, recognizing that the preacher's life should increasingly correspond to the word proclaimed.

COURSE TEXTBOOKS

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

Bargerhuff, Eric J., and Matthew D. Kim. *What's God Saying Here?: How to Navigate Awkward, Troubling, and Bizarre Passages We Would Rather Skip*. Grand Rapids: Zondervan, 2025.

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

Kuruvilla, Abraham. *A Manual for Preaching: The Journey from Text to Sermon*. Grand Rapids: Baker Academic, 2019.

Reed, Rick. *The Heart of the Preacher: Preparing Your Soul to Proclaim the Word*. Bellingham: Lexham Press, 2019.

Students are expected to refer to Briercrest Seminary's Format and Style Guides and Guide for Writing Research Papers, available [here](#).

These textbooks are available in store and online at the Briercrest Bookstore. Students are responsible for course materials and communication on Canvas and their myBriercrest.ca email account.

COURSE OUTLINE

Date	Topic	Content / Reading / Assignments
January 6	What makes a "good sermon"?	Theology and purpose of preaching; marks of faithfulness; contemporary issues in preaching. Reading: Kuruvilla, <i>Manual</i> , Introduction, ch. 1
January 13	From Text to Sermon: Reviewing and Extending Homiletical Method	Review of the exegetical-homiletical process; theological focus; movement from text to sermon; advanced issues in homiletical method. Reading: Kuruvilla, <i>Manual</i> , chs. 2–3

January 20	Models of Biblical Preaching	Contemporary hermeneutical and homiletical models; comparison and evaluation of approaches to biblical preaching. Reading: Gibson & Kim, <i>Homiletics and Hermeneutics</i>; Kuruvilla, <i>Manual</i>, chs. 4–5, Appendix A
January 27	Preaching Narrative	Interpretation and proclamation of biblical narrative; narrative dynamics; relationship between biblical and sermon form. Reading: Arthurs, <i>Preaching with Variety</i>, Introduction, chs. 1–5 Due: Homiletical Models Analysis
February 3	Preaching with Genre and Variety	Genre-sensitive interpretation and preaching; literary and rhetorical dynamics of biblical texts; variety in biblical proclamation. Reading: Arthurs, <i>Preaching with Variety</i>, chs. 6–9 Due: Sermon Project One, Theological Focus
February 10	Sermon Form	Deductive, inductive, narrative, and other sermon forms; sermon structure and development; form in service of text and hearer. Reading: Kuruvilla, <i>Manual</i>, Appendix B Due: Sermon Project One, Sermon Map
February 24	Preaching Difficult Texts	Awkward, ambiguous, troubling, controversial, and otherwise difficult passages; interpretive and pastoral challenges. Reading: Bargerhuff & Kim, <i>What's God Saying Here?</i>, two selected chapters from each of the five sections Due: Sermon Project One, Sermon Manuscript
March 3	Creativity and Humour in Preaching	Theology of creativity; imagination and humour; appropriate possibilities and limits of creativity in preaching. Due: Sermon Project Two, Theological Focus
March 10	Language, Illustration, and Imagination	Oral language; imagery and metaphor; illustration; imagination; introductions and conclusions. Reading: Kuruvilla, <i>Manual</i>, chs. 6–8 Due: Sermon Project One, Sermon Recording; Sermon Project Two, Sermon Map

March 17	Knowing and Addressing the Hearer	Congregation and context; contextualization; application; pastoral and cultural dimensions of preaching. Reading: Kuruvilla, <i>Manual</i>, ch. 9 Due: Sermon Project Two, Sermon Manuscript
March 24	The Person of the Preacher	Character and spiritual formation; pastoral life; integrity; dependence upon the Holy Spirit; presence and delivery. Reading: Reed, <i>The Heart of the Preacher</i>
March 31	Becoming a Better Preacher	Sermon evaluation; developing one's preaching voice; continued growth in preaching ministry. Reading: Kuruvilla, <i>Manual</i>, Conclusion Due: Theology of Creativity and Humour; Sermon Project Two, Sermon Recording; Required Reading

COURSE ASSIGNMENTS

1. Required Reading (10%)

Please email the professor a single percentage of all required readings completed.

2. Homiletical Models Analysis (15%)

Students will write a 1800–2000-word critical analysis of contemporary approaches to biblical preaching, interacting especially with the models presented in Gibson and Kim, *Homiletics and Hermeneutics*. Rather than merely summarizing the respective approaches, students should compare and evaluate their significant hermeneutical and homiletical claims, identifying areas of agreement and disagreement, strengths and weaknesses, and the implications of each for the movement from biblical text to sermon. The paper should conclude by articulating and defending the student's own developing convictions concerning faithful biblical preaching. Additional instructions will be provided in class. The assignment must follow the Chicago Style Guide.

3. Theology of Creativity and Humour (15%)

Students will write a 1000–1200-word paper articulating a biblical and theological understanding of creativity and humour in preaching. Drawing upon Scripture, course readings, lectures, and class discussions, students should consider the purpose and value of creativity and humour, their relationship to the biblical text and its intended effect, and the opportunities and dangers associated with their use in preaching. The paper should establish principles that enable creativity and humour to serve rather than distract from faithful biblical proclamation. Additional instructions will be provided in class. The assignment must follow the Chicago Style Guide.

4. Sermon Project One (25%)

Students will prepare and deliver a sermon from an approved biblical narrative. This first sermon project will give particular attention to the student's ability to handle the biblical text rightly, apply it validly, and preach in a manner sensitive to the literary and rhetorical dynamics of narrative. The

project will be completed progressively in four stages, with each stage building upon the previous one.

- *Theological Focus*. Students will submit a concise statement articulating what the biblical author is doing with what he is saying in the selected pericope, together with sufficient exegetical support to demonstrate how the theological focus arises from the text.
- *Sermon Map*. Students will develop a map of the sermon that curates the biblical text via its theological focus. The map should identify the major movements of the sermon and demonstrate their relationship to the text, theological focus, and homiletical imperative.
- *Sermon Manuscript*. Students will submit a complete sermon manuscript demonstrating faithful exposition of the text, valid application of its theology, and thoughtful attention to the literary and rhetorical dynamics of the narrative.
- *Sermon Delivery*. Students will preach the completed sermon in an appropriate ministry setting. The sermon should demonstrate clear, compelling, and pastoral oral communication of the biblical text. A video recording of the sermon must be submitted to the professor.

Due dates for each stage are listed in the Course Outline. Feedback received at earlier stages should be incorporated into subsequent stages of the project.

5. Sermon Project Two (35%)

Students will prepare and deliver a second sermon from a difficult biblical text approved by the professor. The selected text should present significant interpretive, theological, applicational, or pastoral challenges and may include an awkward, ambiguous, troubling, bizarre, controversial, or morally difficult passage.

As with Sermon Project One, the project will be completed progressively through the submission of a Theological Focus, Sermon Map, Sermon Manuscript, and Sermon Delivery. Students will be expected to demonstrate increased independence and competence in the entire homiletical process, integrating the exegetical, theological, applicational, rhetorical, creative, and pastoral dimensions of faithful preaching developed throughout the course. Particular attention should be given to handling the difficulties of the selected text faithfully, applying its theology validly, and communicating it creatively, clearly, and pastorally.

Due dates for each stage are listed in the Course Outline. Feedback received at earlier stages should be incorporated into subsequent stages of the project.

SEMINARY CALENDAR

Students are expected to be aware of the policies that govern course work at Briercrest Seminary, all of which are published in the current [Seminary Calendar](#).

Attendance Policy

In order to benefit fully from a seminary education, to be good stewards of time and finances, and to be considerate of their classmates and faculty members, students must be in class at every opportunity.

Modular Classes

Students are expected to attend 100 per cent of each modular for which they register. If this is impossible due to extenuating circumstances, arrangements must be made with the course professor before the first day of class. If extenuating circumstances prevent a student from attending class, a maximum of one (1) full day of class can be foregone. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Online Courses

If extenuating circumstances prevent a student from attending scheduled meeting times, then up to 20% of meeting time can be foregone. Students missing scheduled meeting times should make every effort to inform the course professor prior to any time missed. If additional time is missed, the student will fail the course unless they first request to withdraw from the course or move the course to an audit.

Semester-Based Courses

All students missing more than two full weeks of a particular course from registration to the last day of classes will receive an automatic fail (0%). A student may appeal a course failure due to excessive absences. Successful appeals will be granted only in rare cases where all absences are clearly beyond the student's control. Appeals must be made through the Academic Appeal Process.

Assignment Submission

All assignments must be submitted no later than eight weeks after the last day of class as stated in the syllabus. The correct due dates will be clearly noted in the syllabus and each faculty member will state in their syllabus how assignments should be submitted. Assignments submitted within a week after the due date will be accepted with a 10 per cent penalty. For additional information refer to the late assignment policy or the extension policy in the [academic calendar](#).

Return of Graded Assignments

Professors are expected to return graded assignments within six weeks of the due date. If they fail to do so, students may submit an inquiry to the [Seminary](#). If an extension is granted, the professor is no longer obligated to meet this deadline.

Academic Honesty

As members of the Briercrest learning community, students have a responsibility to conduct themselves with integrity and honour. Students who cheat on exams, plagiarize, inappropriately collaborate, or use generative AI without instructor authorization violate the trust placed in them by their instructors, fellow students, and the seminary. Any such actions constitute a breach of academic honesty and will result in serious consequences, such as failure of an assignment, failure of a course, or expulsion from the seminary.

Plagiarism, whether intentional or involuntary, is the submission of the work of others, published or unpublished, in whole or in part without acknowledgment or proper documentation. All information, ideas and/or direct quotations taken from other primary or secondary sources must be documented appropriately.

Generative AI is an umbrella term for a type of machine learning and a group of algorithms that can create new content, such as text, code, images, videos, music, or a combination of all these formats. Generative AI produces output in response to a query or prompt using generative models such as Large Language Models (LLMs) that rely on large datasets. Generative AI features are also often embedded

within tools such as Grammarly, allowing these tools to generate new content, such as the rewriting, paraphrasing, or summarizing of existing text. The generated responses of these tools are probabilistic, which can result in errors and biases in responses.

The use of generative AI to create audio or visual media, to produce outlines, to generate partial or complete drafts of assignments, to answer questions on quizzes or exams, or to edit the grammar of assignment drafts is considered unauthorized unless it is explicitly permitted by the course instructor in writing. All use of generative AI tools must be properly documented.

Students are responsible for ensuring they are using their sources and completing their assignments with transparency and honesty. For more details, consult the [Seminary Calendar](#) and the Briercrest Format Guide. In addition to being familiar with these pages, instructors assume that you have completed the Briercrest Academic Integrity course on [Canvas](#) and understand the information contained in it. Students are accountable to perform each task according to principles of academic honesty. Please refer to pages 24–25 in the [academic calendar](#) for more information.

Academic Accommodations

Any student with a disability, injury, or health condition (mental or physical) who may need academic accommodations (permanent or temporary) should contact the ARC Coordinator in person (Room 217 across from Academic Services), by phone (1-306-801-6159), or by email (arc@briercrest.ca). Documentation from a qualified practitioner will be required (i.e., medical doctor, psychologist, etc.). It is recommended that students meet with their professors to discuss the requirements of their accommodations (i.e., how the student will receive lecture notes, or how the professor wants to receive extension requests).

COURSE BIBLIOGRAPHY

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