

**Course Syllabus**  
**WYP2570HS – Expository Preaching**  
**Wycliffe College**  
**Toronto School of Theology**  
**Winter 2026**

***Instructor Information***

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Instructors: Kyle Hackmann, MDiv; Lyndon Jost, PhD  
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***Course Identification***

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Course Number: 2000 level  
Course Format: *In-class*  
Course Name: Expository Preaching  
Course Location: St George Campus, Wycliffe College (5 Hoskin Ave), Room Number TBD  
Class Times: Mondays 2:00 pm - 4:00 pm  
Prerequisites: WYP2301 (Basics of Preaching) or equivalent

***Course Description***

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This course explores the rationale for and methods of Christ-centered preaching. We will first concentrate on key components of expository messages and then focus on how to make sure such sermons remain true to the redemptive message of all Scripture by considering principles in biblical theology as they apply to various texts and genres of Scripture. In addition, we will explore how the gospel of grace revealed throughout Scripture motivates and empowers the Christian life. This course is open to all students and aims to prepare men and women for preaching and/or teaching ministries in a variety of contexts.

The course includes lectures, reading and reflection on select books, student presentations on select passages to develop understanding of redemptive interpretation, critical listening to select sermons, and student sermon presentations reflecting principles of Biblical Theology presented in the course.

***Course Resources***

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**Required Course Texts**

1. Chapell, Bryan. *Christ-centered Preaching*, 3<sup>rd</sup> Edition (Baker, 2018).
2. Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism* (Penguin Books, 2016).

**Recommended Resources**

1. Broadus, John A. *On the Preparation and Delivery of Sermons*, 4th Edition (HarperOne, 1979).

2. Charles, H.B. *On Preaching: Personal & Pastoral Insights for the Preparation & Practice of Preaching* (Moody Publishers, 2014).
3. Clowney, Edmund. *Preaching Christ in All of Scripture* (Crossway, 2003).
4. Goldsworthy, Graeme. *Preaching the Whole Bible As Christian Scripture* (Eerdmans, 2000).
5. Greidanus, Sidney. *Preaching Christ from the Old Testament* (Eerdmans, 1999).
6. Guthrie, Nancy. *Even Better than Eden* (Crossway, 2018).
7. O'Donnell, Douglas Sean & Leland Ryken. *The Beauty and Power of Biblical Exposition* (Crossway, 2022).
8. Rutledge, Fleming; ed. Kimlyn J. Bender. *By the Word Worked* (Baylor University Press, 2024).
9. Simmons, Martha and Frank A. Thomas. *Preaching with Sacred Fire: An Anthology of African American Sermons, 1750 to the Present* (Norton & Company, 2010).
10. Stott, John. *Between Two Worlds: The Challenge of Preaching Today* (Eerdmans, 1982).

### Course Website(s)

- Quercus: <https://q.utoronto.ca/>

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701>.

### Course Learning Objectives/Outcomes

AREA OF OUTCOME	COURSE OUTCOMES <i>Students are expected to demonstrate the following:</i>	CORRESPONDING COURSE ELEMENTS / ASSIGNMENTS
(A) IN RESPECT OF GENERAL ACADEMIC SKILLS	<ul style="list-style-type: none"> <li>- the ability to understand the big picture of an argument by summarizing and critically engaging with its central points.</li> <li>- demonstrate the capacity to utilize several tools for effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading reflections</li> <li>- Expository preaching worksheets; Sermons</li> </ul>
(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES	<ul style="list-style-type: none"> <li>- demonstrate an understanding of the arguments for Christ-centered preaching, along with a critical appreciation for typological readings of Scripture.</li> <li>- identify redemptive themes in several books of the Old and New Testaments.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading reflections</li> <li>- Expository preaching worksheets; Sermons</li> </ul>

(C) IN RESPECT OF PERSONAL AND SPIRITUAL FORMATION	<ul style="list-style-type: none"> <li>- critically appreciate and appraise sermons for how they relate to and communicate the content of Scripture as understood with reference to Christ.</li> <li>- demonstrating the capacity to hear and implement critical and constructive feedback.</li> <li>- articulate how discrete texts and sermons impact, inform and shape one's spiritual life.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflecting on Assigned Sermons; Peer-to-Peer Sermon Feedback; Self-Review</li> <li>- Self-review</li> <li>- Reflecting on Assigned Sermon; Expository Preaching Worksheets</li> </ul>
(D) IN RESPECT OF MINISTERIAL AND PUBLIC LEADERSHIP	<ul style="list-style-type: none"> <li>- formulate and communicate a sermon that conveys and applies the message of Scripture to a particular context.</li> <li>- communicate critical and constructive feedback to peers with clarity and charity in a manner that can readily be received</li> </ul>	<ul style="list-style-type: none"> <li>- Expository preaching worksheets; sermon presentations</li> <li>- Peer-to-Peer Sermon Feedback forms/discussion</li> </ul>

## ***Evaluation***

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### **Requirements**

The final grade for the course will be based on evaluations in four areas:

#### **A. Reading Reflections (10%)**

Students must write a Reading Reflection for each chapter of the weekly readings, as follows:

- I. **Main Idea.** What is the main idea, in one sentence?
- II. **Tools to Remember.** Highlight some of the tools/ideas that will most help to shape your preaching, in 2-5 bullet points.
- III. **Question and/or Critique.** Write a critique or question that the chapter left you with.

*\*Students must submit a total of 10 Reflections by the end of the term. Each is worth one percentage point. They will be graded on a pass/fail basis. Reflections turned in late will be accepted at half a percentage point (0.5).*

#### **B. Expository Preaching Worksheets (18%)**

Students will complete **nine worksheets** throughout the semester. Each worksheet is to be submitted on the assigned date, worth two percentage points. Late submissions will be received at half their value. These are graded on a pass/fail basis. Worksheets will be distributed to students on the first day of class.

#### **C. Participation (12%)**

Participation grades will be based chiefly on three elements of in-class participation:

1. **Reflecting on Assigned Sermon (4%).** Each week there will be an assigned sermon to listen to in advance of class. Students are expected to have listened to the sermon and to come ready to answer: (1) What did you appreciate about the sermon? (2) What was a weakness of the sermon?
2. **Peer-to-Peer Sermon Feedback (4%).** Students are expected to complete two feedback forms which will serve to help fellow students reflect on their own sermon presentations.
3. **Self-Review (4%).** Two weeks after the student has preached they will submit a short self review based on viewing a recording of their sermon and the feedback sheets submitted by their peers. The self-review should be a maximum of one page in length. The intention is to see what you have learned through the process of preaching with feedback.

## C. Sermons (60%)

Each student will preach twice during the course, each sermon worth a total of 30%. Students who have some experience in preaching are invited to go first. Sign up will be on the first day of class. After all the students have preached one sermon the preaching rota will repeat. The preaching rota will be set up on the first day of class and student preaching will begin on the fourth or fifth week of classes. The sermons are to be 15 minutes in length, and not more than 17 minutes.

- Two weeks before the student preaches in class they will complete and submit a two-page sermon worksheet (to be provided by the professor).
- The day that they preach they will submit a full manuscript of the sermon before the beginning of class. Included with the manuscript will be a revised sermon worksheet.

Grading of preaching will be 10% for exegesis of the text, 10% for content, 10% for presentation.

### Grading System - Basic Degree Students

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the BD handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

**Late work (BD).** Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link

<https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf>

or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted.

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at <https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-26-2012>, policies found in the TST conjoint program handbooks, or college grading policy.

## **Policies**

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**Accessibility.** Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.studentlife.utoronto.ca/as>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* and the Graduate program Handbooks linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

**Use of AI.** Students are not to submit work generated by AI chatbots such as ChatGPT. If students are found to have done so, they will receive a mark of 'zero' for the assignment concerned.

**Recording Policy.** Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar's office.

- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.

Students creating unauthorized audio and/or video recording of lectures violate an instructor's intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>

**Back-up copies.** Please make back-up copies of essays before handing them in.

**Obligation to check email.** At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca). The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

**Email communication with the course instructor.** The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

## **Course Schedule**

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### **Week 1**

*January 5*

What is Expository Preaching & the Authority of Preaching  
Reading: Chapell, Ch 1-2  
Assigned Sermon: William Taylor, 2 Timothy 4:1-5

### **Week 2**

*January 12*

*From Text to Sermon*  
Reading: Chapell, Ch 3-4  
Assigned Sermon: John Piper, Galatians 6:14

Worksheet Texts: Col 1:1-14 OR Col 1:15-23

**Week 3**

January 19

Arguments & Audience

Reading: Chapell, Ch 5-6

Assigned Sermon: Fleming Rutledge, Jeremiah 4 & Luke 15

Worksheet Texts: Col 1:24-2:5 OR Col 2:6-15

**Week 4**

January 26

*Expounding Christ I*

Reading: Greidanus, Ch 6

Assigned Sermon: Edmund Clowney, Exodus 17:1-7

Worksheet Texts: Col 2:16-23 OR Col 3:1-17

**Week 5**

February 2

*Expounding Christ II*

Reading: Chapell, Ch 10

Assigned Sermon: David Helm, Daniel 10

Worksheet Texts: Col 3:18-4:1 OR Col 4:2-18

**Week 6**

February 9

*Outlining & Arranging*

Reading: Chapell, Ch 11

Assigned Sermon: Romell Williams

Worksheet Texts: Psalm 13 OR 24

**Week 7**

February 16

READING WEEK

**Week 8**

February 23

*Main Points*

Reading: Keller, 1-2

Assigned Sermon: Jeremy Meeks, Psalm 8

Worksheet Texts: Eccl 1 OR Eccl 2

**Week 9**

March 2

*Illustration: Why & How*

Reading: Chapell, Ch 7

Assigned Sermon: Ed Copeland, Acts 2

Worksheet Texts: Eccl 3:1-15 OR Eccl 3:16-4:16

**Week 10**

March 9

*Application*

Reading: Chapell, Ch 8

Assigned Sermon: Mike Cain, 2 Corinthians 4:7-18

Worksheet Texts: Jonah 1 OR Jonah 2

## **Week 11**

March 16

*Introductions, Conclusions, and Transitions*

Reading: Chapell, Ch 9

Assigned Sermon: Greg Thompson, John 20:24-29

Worksheet Texts: Jonah 3 OR Jonah 4

## **Week 12**

March 23

*Delivery*

Keller, 3-4

Assigned Sermon: Joe Novenson, Matthew 18:21-35

Worksheet Texts: Matt 18:1-14 OR Matt 18:15-20

## **Week 13**

March 30

*Missional Preaching*

Keller, Ch 5-6

Assigned Sermon: Tim Keller, John 11:20-53

Worksheet Texts: Matt 18:21-35 OR Matt 19:1-12

## **Exam Week**

TBD

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