

# PREA 201, Introduction to Preaching, Syllabus (3 credits)

## COURSE DESCRIPTION

In Introduction to Preaching (PREA-201), students learn the fundamentals of constructing and delivering sermons based on the Word of God.

## REQUIRED TEXTS & RESOURCES

Anderson, Chris. *Ted Talks: The Official Ted Guide to Public Speaking*. Boston:

Mariner, 2017. ISBN-10: 1328710289; ISBN-13: 978-1328710284

Stanley, Andy. *Communicating for a Change*. Colorado Springs: Multnomah,

2006. ISBN: 978-1-59052-514-2

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of*

*Expository Messages*, 3<sup>rd</sup> edition. Grand Rapids: Baker Academic,

2014. ISBN-13: 978-0801049125; ISBN-10: 0801049121

**NOTE:** The Point University Bookstore may offer this textbook (s) in other formats. Information can found at [www.point.edu/bookstore](http://www.point.edu/bookstore).

## COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Getting Started	Introduce Yourself Forum	Due Sunday
Week 1	Unit 1: Speech Communications Today	
	Threaded Discussion on Reading Assignment #1	Due Week 1, Day 5
	Sermon Critique #1	Due Week 1, Day 5

	Sermon Proposal: Expository	Due Week 1, Day 7
	Sermon Proposal: Topical	Due Week 1, Day 7
<b>Week 2</b>	Unit 2: Topical & Expository	
	Threaded Discussion on Reading Assignment #2	Due Week 2, Day 5
	Sermon Critique #2	Due Week 2, Day 5
	Expository Sermon Exegesis	Due Week 2, Day 7
<b>Week 3</b>	Unit 3: Connecting the Dots – Structuring for Success	
	Threaded Discussion on Reading Assignment #3	Due Week 3, Day 5
	Sermon Critique #3	Due Week 3, Day 5
	Topical Sermon Structuring	Due Week 3, Day 7
<b>Week 4</b>	Unit 4: Prepare to Deliver	
	Threaded Discussion on Reading Assignment #4	Due Week 4, Day 5
	Sermon Critique #4	Due Week 4, Day 5
	Expository Sermon Structuring	Due Week 4, Day 7
<b>Week 5</b>	Unit 5: The Power of Narrative	
	Threaded Discussion on Reading Assignment #5	Due Week 5, Day 5
	Sermon Critique #5	Due Week 5, Day 5
	Narrative Search (Building an Illustration Catalogue)	Due Week 5, Day 7
<b>Week 6</b>	Unit 6: What Makes Preaching, Preaching?	
	Threaded Discussion on Reading Assignment #6	Due Week 6, Day 5
	Sermon Critique #6	Due Week 6, Day 5
	Acts Sermon Analysis	Due Week 6, Day 7
<b>Week 7</b>	Unit 7: Sharing Our Sermons	
	Final Sermon Submissions and Video	Due Week 6, Day 5
	Peer-to-Peer Sermon Critiques	Due Week 6, Day 5

## GRADING POLICIES

### Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

### Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Introduce Yourself Forum	5
Threaded Discussions (7)	210

Sermon Critiques (6)	240
Topical Sermon Construction (2)	100
Expository Sermon Construction (3)	150
Narrative Search/Catalogue	50
Acts Sermon Analysis	50
Final Sermons (2)	200
<b>Total Points:</b>	<b>1005</b>

## Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

## COURSE LEARNING GOALS & OBJECTIVES

### TIME REQUIREMENTS & COMMITMENTS

This course is 3 credit hours. Regarding time on task, students can expect to spend approximately 16 hours per week for an undergraduate course.

<b>Goal 1:</b> The student will chart the development of speech communications from the twentieth century to the present.		2.1, 2.2
	<b>Objective 1.1:</b> Students will become conversant in the current discipline/field of speech communications.	
	<b>Objective 1.2:</b> Students will articulate specific changes that have shifted among both speakers and audiences in the digital age.	
<b>Goal 2:</b> The student will distinguish between and define topical and expository approaches to sermon preparation.		1.1, 1.2, 2.1, 2.4
	<b>Objective 2.1:</b> Students will exegete a biblical text in preparation for a sermon.	
	<b>Objective 2.2:</b> Students will outline multiple approaches to the sermon series and the series' connection to topical vs. expository preaching.	
<b>Goal 3:</b> The student will develop a system for writing, preparing, and delivering sermons.		2.1, 2.2
	<b>Objective 3.1:</b> Students will execute two approaches to sermon writing and preparation: the outline and the manuscript.	
	<b>Objective 3.2:</b> Students will practice at least two approaches to sermon structure for the purpose of public delivery.	

<b>Goal 4:</b> The student will identify the roles of the Holy Spirit in biblical preaching.		1.1, 1.2, 2.1, 2.4
	<b>Objective 4.1:</b> Students will list the hallmarks of preaching over and against public speaking.	
	<b>Objective 4.2:</b> Students will grasp and apply biblical terminology and models of preaching.	

## DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the “Consumer Information” section of the website (<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at [disability.services@point.edu](mailto:disability.services@point.edu).

## COURSE EXPECTATIONS

### *Attendance*

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

### *Etiquette & Netiquette*

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to [advising.center@point.edu](mailto:advising.center@point.edu).

*Policies*

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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