



# PRAIRIE COLLEGE

## PA 211 E1- Passionate Preaching and Teaching And Youth Communications

Online Education Syllabus Edition 1, Published 2019

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**3 credits**

### **I. Course Description:**

An orientation to the art of Biblical preaching and teaching; students will become familiar with foundations elements of sermon construction. Learners will become skilled in their personal style and develop regular weekly messages that they will preach and teach in real life environments with different methods such as S.C.O.R.R.E., MWGYW, etc.

### **II. Course Rationale:**

God calls each of his followers to proclaim or be “messengers” of the gospel. As communicators of the gospel, all of us have distinctive gifting and passions and preferred methods of communicating. This course that focuses on preaching/teaching provides a foundation of the art of communicating, so students can flourish and be passionate preachers/teachers of the gospel.

### **III. Course Objectives:**

This course is designed so that students will:

#### **Pastoral Student Learning Core Outcome**

Proclaim and Teach God’s Word dynamically from a Christocentric framework.

#### **Knowledge**

1. Know and utilize two different models for effective communication.
2. Know how to select appropriate resources in the study and preparation of the Word and the delivery of the message.

#### **Godly Attitudes and Values**

3. Display an expanding passion for communicating Scripture.
4. Value reliance on the Holy Spirit in your preparation.
5. Value your identity and character as a messenger of the gospel.

#### **Life and Ministry Skills**

6. Develop an intentional plan to communicate effectively by proper sermon and teaching preparation.
7. Understand the way verbal and nonverbal communication affects others.

### **IV. Course Textbooks**

Carter, Terry G., J. Scott Duvall and J. Daniel Hays. *Preaching God’s Word: A Hands-On Approach to Preparing, Developing and Delivering the Sermon.* Grand Rapids, Michigan: Zondervan, 2005. (PGW)

Davis, Ken. *Secrets of Dynamic Communications*. Nashville, TN: W. Publishing Group, 2013. (SDC)

Stanley, Andy and Lane Jones. *Communicating for a Change*. Colorado Springs, CO: Multnomah Books, 2006. (CFC)

The Holy Bible, version of your choice.

## V. Course Requirements

Assignment	Percentage of Grade	Student Outcomes
A. Preaching and Teaching Praxis	64%	1, 2, 3, 4, 5, 6 and 7
1. Creative Scripture Reading	4%	3 and 7
2. Memorized Monologue	10%	4 and 7
3. Sermon using S.C.O.R.R.E.	25%	1, 2, 3, 4, 5, 6 and 7
4. Sermon using M.W.G.Y.W.	25%	1, 2, 3, 4, 5, 6 and 7
B. Quizzes, Practical Exercises	36%	1, 2, 3, 4, 5 and 7

### A. Preaching and Teaching Praxis (64%)

Because this is a practical class, the majority of the grade will be based on communication praxis, as opposed to theory and reading. Students will design, write and deliver three sermons over the course.

#### 1.) Memorized Monologue (10%)

Students will present a video recorded, memorized, five-minute monologue/story. This should be done in a creative and engaging manner.

#### 2.) Creative Scripture Reading (4%)

Students will select a lengthy passage of Scripture to read (i.e. Exodus 20:1-21; Psalm 20; Isaiah 64; Jeremiah 24; Jonah 1; Matthew 6:5-15, etc.). After selection, students will record themselves reading Scripture with the various theory they learned in Scripture reading.

#### 3.) S.C.O.R.R.E. Sermon (25%)

Students will write and present a twenty-minute message using the principles learned in the S.C.O.R.R.E. method. Students will present a written manuscript and a video recorded message at a local congregation or parachurch setting.

#### 4.) M.W.G.Y.W. Sermon (25%)

Students will write and present a twenty-five-minute message using the principles learned in the MWGYW method. Students will present a written manuscript and a video recorded message at a local congregation or parachurch setting.

**Note: Grading rubrics for teaching/preaching praxis are located at the end of the syllabus.**

### **B. Quizzes and Reading Summaries (36%)**

Students will be asked to submit seven quizzes. Each quiz will be worth three percent for a total of 21 percent. Students will also submit three textbook summaries (each summary will be two pages, double-spaced 12 pt. Times New Romans font). Each textbook summary is worth five percent, for a total of 15 percent. Please include a title page for each summary submitted.

### **VI. Basis of Evaluation**

Student's work will be evaluated according to the grading scale as outlined in Prairie's Academic Guide (section 3.1).

#### **GRADING SCALE**

Letter Grade	Number Grade	Rating	Point Value
A+	90-100		4.0
A	85-89	Excellent	4.0
A-	80-84		3.7
B+	77-79		3.3
B	73-76	Good	3.0
B-	70-72		2.7
C+	67-69		2.3
C	63-66	Satisfactory	2.0
C-	60-62		1.7
D+	55-59		1.3
D	50-54	Poor	1.0
F	0-49	Failure	0.0
P	-----	Pass	
AU	-----	Audit	
I	-----	Incomplete	
W	-----	Withdrew	

Numerical course grades are not rounded.

### **VII. Academic Policies**

In the Academic Guide, plagiarism is defined as follows: "The presentation or submission of the work of someone else as the student's own, including but not limited to work in print and electronic media. 'Substantial plagiarism' is the use of an author's phrases, sentences, thoughts, or arguments without adequate citation or credit. 'Complete plagiarism' is the copying and presentation of an entire work, as the student's own. 'Inadvertent plagiarism' is plagiarism which, to the best of the instructor's belief, results from the student's carelessness or ignorance." There are lite to serious penalties for this kind of offense. For more info see: <https://prairie.edu/current-students/registrars-office/>

## VIII. Course Schedule

Topic	Reading/Visual Assignment	Written Assignments
Syllabus Introduction and Introduction to Preaching	Introductory video Syllabus	
Part 1 – Why Preach?	Introductory video What is the difference between preaching and teaching? The Public Reading of Scripture	Precept Bible Study (Lightning Study)  Creative Scripture Reading
Part 2 – Sermon as Stories	Phil Callaway A Big Storm The Purpose of Storyboarding	Storyboard Assignment
Part 3 – A Big Idea is a Good Idea	Hitting the Bullseye Blueprints for Sermon Design How to give a talk? (Andy Stanley) How to get the Big Idea?	Memorized Monologue
Part 4 – Styles to Communication	Five Styles of a Communicator Preaching with Passion Voice Care Sermon Evaluation Tool	Pick Your Style Assignment
Part 5 – Communication Models – S.C.O.R.R.E.	Introductory SCORRE SCORRE Method SCORRE Webinar Final SCORRE in Scripture Part I SCORRE in Scripture Part II SCORRE Presentation	S.C.O.R.R.E. Sermon
Part 6 – Communication Models – M.W.G.Y.W.	Communicating for a Change Part I Communicating for a Change Part II Communicating for a Change pdf Me and My Big Mouth Sample	M.W.G.Y.W. Sermon
Part 7 – Cross Cultural Preaching	Steve Meeker Jonathan Luesink Cross Cultural Preaching	Cultural Exegesis

**IX. Rubrics: Sermon Rubric**

<p><b>I. Organization</b></p> <p>1. Introduction          Does it get your attention?          Does it directly/indirectly address a human need?          Does it provide an overview and move toward the first point?          Is the length about right?          Does it help the listener get into the topic?</p> <p>2. Structure          Can you identify the big idea?          Is the progression easy to follow?          Do the major points relate back to the main idea?          Are the sub-points clearly related to their main points?</p> <p>3. Conclusion          Does the sermon go anywhere?          Does it reach a compelling climax?          Are you requested to do anything?          Is there a final summary of ideas?          Does the ending tie it all together?</p>	/20
<p><b>II. Content</b></p> <p>4. Content          Is this subject important?          Does the sermon contain good exegesis?          Do you know where the speaker is in the biblical text?          Is the subject thoroughly covered?          Is the speaker passionate?</p>	/20
<p><b>III. Style</b></p> <p>5. Style          The message is delivered with personal flare and originality?          Grammar usage is concise and correct?          The words chosen aid the sermon's effectiveness?          The speaker seems comfortable with his or her style?</p>	/20

<p><b>IV. Delivery</b></p> <p>6. Person to Person  The speaker definitely has something to say?  The speaker comes across as a friendly person?  The speaker message speaks to me personally?  The speaker knows how to make people relax?</p> <p>7. Oral Presentation  Is the voice pleasant to listen to?  Words are clearly articulated?  Is there vocal variation?  Does the speaker pause effectively?</p>	/20
<p><b>V. Overall Impact</b></p> <p>8. Audience Reception  Does the message speak to your interests?  Does the message spark a desire to learn more?  Does it meet people's needs?  Is the speaker in tune with audience response?</p>	/20
<p><b>Sub Total of all categories</b></p> <p>I  II  III  IV  V.</p>	/100

**Monologue Rubric**

<u>Category</u>	<u>Comment</u>	<u>Marks</u>
Submitted Manuscript		/10
Stayed on Manuscript		/50
Ums and Aws and Gap Filler not used		/10
Creative Merit		/10
Time (5 minutes)		/10
Contact with audience		/10

## Scripture Reading Rubric

<u>Category</u>	<u>Comment</u>	<u>Marks</u>
Selected Passage		/10
Stayed on Passage		/50
Ums and Aws and Gap Filler not used		/10
Creative Merit		/10
Time (5 minutes)		/10
Contact with audience		/10

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