



# COURSE SYLLABUS

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## SECTION 1: COURSE INFORMATION

**Format:** \_\_\_\_\_ weeks.

**Course ID:** [Insert course code/ID/section]

**Course Title:** [Insert course title.]

**College:** [Insert college.]

**Prerequisites:** [Insert the prerequisites required in order to take this course.]

**Credit Hours:** [Insert the number of credit hours.]

**Instructor:** See the online course in MyFIRE for instructor contact information and availability.

### Course Description

[Insert the catalog course description. The official catalog description is approved by the department, the Curriculum Committee, and SEU faculty. It can only be altered by due process.]

## Course Overview

[Insert an overview of the course. The Course Overview provides the purpose of the course in the instructor's own words. What will students learn in this course, and what experiences should they have to help that learning occur? Here you may express why the course is important and/or why you enjoy teaching it. If this course is part of the major, mention how the learning prepares or builds on other learning in the program.]

## Course Workload

Time spent on course assignments will vary by student depending on familiarity with course content, reading rate of speed, writing rate of speed, and other individual factors. Based on averages for most students, it is estimated that the course workload estimate for this course is \_\_\_\_\_(x hours per week).

## Course Materials

[Insert the course materials. Course Materials include the course textbook and any other materials the student must provide/ purchase to be successful in the course. Please provide the proper citation in MLA, APA, or Turabian style.] Required and optional textbooks are accessed and ordered through [SEU's bookstore](#).

**Disclaimer:** The resources utilized in this course provide information, thoughts and insights that should encourage critical thinking on the part of the student. Please note as well that as an Assembly of God institution, Southeastern University does not necessarily endorse specific personal, religious, philosophical, or political positions found in these resources.

## **Course Topics**

**The purpose of this course is to introduce, reinforce, and measure learning on the following topics:**

[Insert topics]

## **Intended Learning Outcomes**

**As a result of reading, study, and assessments in this course, the student should be able to:**

[Insert the Intended Learning Outcomes (ILOs). This should include ILOs from the Official Syllabus.]

## **Late Work**

[Insert your specific late work policy. If none is accepted, simply state "None Accepted".]

## **Extra Credit**

[Insert your specific extra credit policy. If none is accepted, simply state "None Accepted".]

## **SECTION 2: SOUTHEASTERN POLICIES**

### **Academic Policies**

View this link to see Southeastern's Policies regarding SEU's Mission and Vision Statements, Title IX Statement, Student Services, Class Participation, Official Email, MyFIRE Use, Technical Difficulties, Technical Support, Disability Statement, Academic Honesty, Course Evaluation, Official Withdrawal, Grading Scale, and Netiquette.


## SECTION 3: COURSE SCHEDULE

The **Course Schedule** provides a listing of your work in this course. The assessments are listed by Module and include the due dates and point values.


**Note:** Assignments are due by 11:59 p.m. EST on the due date, unless otherwise noted.

### AIM, LEARN, AND APPLY DESCRIPTIONS


#### Aim

 When you see the Aim icon, you will be introduced to topics and ideas that will be covered throughout this module. The AIM will also provide you with a glimpse into your learning objectives and an introduction to this module.

#### Learn

 When you see the Learn icon, all of your reading assignments will be listed and may include additional resources that your instructor is providing to help you complete the activities and assessments for the module.

#### Apply

 When you see the Apply Icon, it will be time to demonstrate your learning for the module. The items here are those in which you'll be graded and may include discussions, activities, assignments, quizzes, exams, and projects.

## MODULE 1

**XX/XX/XX - XX/XX/XX**



### Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



### Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



### Apply

- Discussion for Module 1
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 1
  - Due: Tuesday
  - Points: 40

**MODULE 2:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 2
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 2
  - Due: Tuesday
  - Points: 40

**MODULE 3:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 3
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 3
  - Due: Tuesday
  - Points: 40

**MODULE 4:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 4
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 4
  - Due: Tuesday
  - Points: 40

**MODULE 5:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 5
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 5
  - Due: Tuesday
  - Points: 40

**MODULE 6:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 6
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 6
  - Due: Tuesday
  - Points: 40

**MODULE 7:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 7
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 7
  - Due: Tuesday
  - Points: 40

**MODULE 8:**  
**XX/XX/XX - XX/XX/XX**



Aim

- Understand the history and background of...
- Synthesize the concept of...
- Analyze the principles of...



Learn

- **Read Chapters 1-3 of:** Book Title/Reference Here
- **View:** Videos and learning resources



Apply

- Discussion for Module 8
  - Due: Saturday, Tuesday
  - Points: 30
- Assignment for Module 8
  - Due: Tuesday
  - Points: 40

## SECTION 4: ASSESSMENTS

**[Insert Assessment Type. For example: Discussion Forums]**

### **Description**

[Insert a brief description of the assessment type/category].

### **Total Possible Points**

[Insert a brief description of the assessment type/category].

### **Grade Weight**

[Insert a brief description of the assessment type/category].

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**[Insert Assessment Type. For example: Papers]**

### **Description**

[Insert a brief description of the assessment type/category].

### **Total Possible Points**

[Insert a brief description of the assessment type/category].

### **Grade Weight**

[Insert a brief description of the assessment type/category].

**[Insert Assessment Type. For example: Quizzes]**

**Description**

[Insert a brief description of the assessment type/category].

**Total Possible Points**

[Insert a brief description of the assessment type/category].

**Grade Weight**

[Insert a brief description of the assessment type/category].

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**[Insert Assessment Type. For example: Exams]**

**Description**

[Insert a brief description of the assessment type/category].

**Total Possible Points**

[Insert a brief description of the assessment type/category].

**Grade Weight**

[Insert a brief description of the assessment type/category].

## Appendix A

[Insert appendix as needed. The following is an example.]

### **Sample Summary: The Big Idea of Preaching: Connecting the Bible to People**

*The Big Idea of Biblical Preaching* is a synthesis of thought and application on the theory of the main idea in biblical preaching. The presence of such practice became commonplace under the teaching and direction of Haddon Robinson. The book draws together the practical application of Haddon's main idea with the creative ingenuity and practices of other ministers. The book legitimizes and provides practical application of the main idea concept. Considering the comparison of a bullet to buckshot, the idea of a precise, one-line sentence produces the greatest understanding and impact in the minds of the audience. As well, the book addresses issues involved in the application of a main idea. For instance, is there a means of applying a single main idea to a proverb? Is there really only one big idea? These and other questions find answers within the practice and theories of multiple preachers, leaders, and communication teachers. The book is clear in its desire to communicate more effectively the truth of Scripture in a contemporary application that brings both change and Understanding.

The book provides very insightful knowledge into the understanding of biblical preaching. Of these, several provided opportunity for deeper reflection. First, biblical preaching provides an opportunity to contextualize the message for modern application. In the civil rights movement, Martin Luther King Jr. addressed his fellow advocates for racial freedom through his harrowing interpretation of the book of Isaiah into modern social application. Second, biblical preaching can include a narrative form of discourse that introduces biblical understanding by telling simple stories. As the greatest communicator, Christ effectively used stories to communicate the practical truths of discipleship to His

culture. His use of parables brought contemporary application and personal understanding. Third, biblical preaching can involve conversation on the popular topics of culture. Sex, money, hatred, anger, war, and other controversial subjects can be addressed with true biblical understanding. Scripture can change people on all levels and subcultures. Fourth, biblical preaching is still a viable means of communication in a media-frenzied culture. The majority of people would suggest that media must be involved in the communication process for culture to grasp the biblical truths. But, the reality of preaching is its standalone effectiveness in the world of communication. Fifth, biblical preaching is most effectively communicated through the individual who has pursued and grapples with the change found in Scripture. The preacher being changed by the word is as important as exercising true hermeneutical skills. Finally, biblical preaching involves communicating visually the truth of Scripture. In a media-saturated culture, it is important to illustrate biblical truth by means of accurate physical description.

In Christ's ministry, the basic description of biblical truths found root in kings, farmers, harvests, and other agrarian articles. These illustrations were culturally relevant. The effective, biblical communicator can illustrate the truths of Scripture with 21st century application.

*The Big Idea of Biblical Preaching* is a thought-provoking conversation on a personal calling and journey. To empower personal application, I found a great understanding in simplifying the main idea. With previous instruction on the topic, I was knowledgeable of the idea of creating a main idea. But, my delivery and execution will be greatly enhanced by the understanding of these communicators.

The book has taught me most importantly to simplify the application of the text into one, relevant sentence that brings enlightenment and change. The audience is more concerned with the application of Scripture than the exegesis of Scripture. In my own personal reflection, this book has empowered me in this area to make the Scripture more relevant and applicable to the 21st century audience.

## **Appendix B**

[Insert appendix as needed.]