

# Course Syllabus



## Section 1: Course Information

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**Semester, Year**

Spring 2020

**Format**

Masters' Executive Cohort

**Course ID**

PMIN 5213

**Course Title**

Homiletics: Methods of Biblical Preaching/Teaching

**College**

Barnett College of Ministry and Theology

**Prerequisites**

None

**Credit Hours**

Three

**Instructors**

Dr. John Spurling, Professor, [jspurling@seu.edu](mailto:jspurling@seu.edu) (817) 475-5753

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**Course Description**

This course is designed to assist beginning and veteran preachers in the development of exegetical skills appropriate for effective preaching and teaching in the local church. An emphasis will be placed on the nature, method, variety, and importance of preaching from the Bible. Emphasis will also be placed on the practical implementation of theory by requiring full development of a series of sermons and/or curriculum plan.

**Course Overview**

This course assists the student in preparation and delivery of a variety of types of biblical sermons and to teach biblical content in a variety of settings. Learning in the course occurs through reading textbooks on preaching and teaching, listening to lectures on methods of teaching and preaching, viewing and evaluating expert preachers, preparing and delivering sermons, evaluating one's own preaching, and receiving feedback from the professor and peers on that preaching.

## Instructional and Learning Methods

The course will include various types of instructional and learning activities. Learning content will be facilitated using these instructional methods:

1. Lectures
2. Class discussion
3. Online resources and engagement
4. Video sessions
5. Reading and reflection assignments
6. Writing assignments

## Course Materials

### Required textbooks:

Davis, Ken. *Secrets of Dynamic Communication*. Nashville: Nelson, Thomas, Inc., 2013. 176 pages.

Maxwell, John. *Everyone Communicates, Few Connect: What the Most Effective People Do Differently*. Nashville: Thomas Nelson Press, 2010. 272 pages.

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon: Third Edition*. Grand Rapids: Baker, 2018. 401 pages.

Anderson, Chris. *Ted Talks: The Official TED Guide to Public Speaking*. Boston: Houghton Mifflin Harcourt, 2017. 288 pages:

*\*If you have read any of the required textbooks, for credit or pleasure, please reread the book as part of your required reading and complete the critique paper.\**

**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:

1. Theology of preaching/teaching
2. Types of sermons
3. Developing and delivering sermons

4. Topical preaching
5. Exegetical preaching
6. Effective communication that transforms

## **Intended Learning Outcomes**

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

1. Develop a conscious theology of preaching and/or teaching.
2. Identify the significance of biblical preaching and/or teaching in a contemporary setting.
3. Show comprehension of the importance of working with the Holy Spirit and the authoritative Word of God in sermon and/or curriculum lesson plan preparation and delivery.
4. Develop resources for future sermon and/or curriculum development by means of class lectures, group discussions, note taking, reaching and observation.
5. Develop a healthy self-critical perspective toward the practice of preaching and/or teaching.
6. Determine the specific applications of a biblical passage.
7. Show understanding of how to aid listeners in following the flow of a sermon and/or lesson plan.

## **Key Performance Indicators**

**Students who successfully complete this course will demonstrate their learning through performance-based activities and assessments.**

**Successful students will:**

- Evaluate & listen to sermons from two pastors and write one integrative review paper.
- Evaluated & listen to two Ted Talks, a video from Chris Anderson, and write 1 integrative review paper.
- Read four books from the “Course Reading” list and complete a “Reading Critique” paper for each book.
- Write a paper on a theology of preaching and/or teaching.
- Upload and evaluate your own sermon / communication in front of a large audience.
- Read key articles on various communication styles and techniques.

## **SEU Mission and Vision Statements**

### **Mission Statement**

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

### **Vision Statement**

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

In addition to our mission and vision statement, we hold fundamental truths about the Christian faith that include the following:

- The Scriptures are inspired by God and declare His design and plan for mankind.
- There is only one true God who is revealed in three persons: Father, Son and Holy Spirit (commonly known as the Trinity).
- Jesus Christ, as God's son, was both fully human and divine.

We are proud of our affiliation with the Assemblies of God and our Pentecostal tradition. We are also proud to be a welcoming community for students from all Christian backgrounds and denominations. Our campus includes many Baptists, Presbyterians, Methodists, etc., as well as nondenominational students. Everyone shares a strong commitment to knowing Christ and making Him known, and we celebrate our theological similarities while appreciating our differences.

Refer to [Human Sexuality](#) for additional details related to What We Believe.

### **Sexual & Gender-Based Discrimination Syllabi Statement**

Southeastern University is committed to creating an environment for every student to thrive academically spiritually and socially. An aspect of creating this culture is providing avenues for students to discuss and report any activity that may compromise this commitment.

Under a federal law known as Title IX, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).

While students should feel comfortable approaching faculty with issues they may be struggling with or concerns they may be having, students should know that all faculty and

staff are required to report certain information about Sexual Misconduct and certain crimes to University administration, in order to help keep the University community safe, and to connect students to all of the resources and reporting options that are available.

For example, if you inform faculty or staff (in private or during class discussions) of an incident of Sexual Misconduct, that individual will keep the information as private as possible, but is required to bring it to the attention of the institution's Title IX Office. If a student would like to talk to the Title IX office directly, they can do so by e-mail at [smpowell@seu.edu](mailto:smpowell@seu.edu), by phone at 863-667-5236, or in person at Pansler U228. For more information about Title IX reporting options as well as confidential resources at Southeastern, please go to: <http://www.seu.edu/titleix>.

If you are struggling with an issue that is traumatic, unusually stressful, or results in disruptive behavior, faculty and staff will likely inform the Care Team. If students would like to reach out directly to the Care Team for assistance, they can do so at the Campus Counseling Center (<http://myseu.seu.edu/services/counseling-health-wellness-services/seu-care-team/>) located in Health Services in Smith Hall, by phone at 863-667-5205, or by e-mail at [care@seu.edu](mailto:care@seu.edu).

## **CAMPUS RESOURCES**

**ADA SUPPORT SERVICES – 863-667-5283**

**COUNSELING SERVICES – 863-667-5205**

**STUDENT CONDUCT OFFICE – 863-667-5486**

**SAFETY & SECURITY OFFICE – 863-667-5190**



## Section 2: Course Policies

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### Grading Scale

The university's general grading scale is provided in the Academic Policies and Procedures section of the [Southeastern University Catalog](#). All online courses use the following scale:

#### Grade Letter Grade Percentage

A	94 – 100%
A-	90 – 93%
B+	87 – 89%
B	84 – 86%
B-	80 – 83%
C+	77 – 79%
C	74 – 76%
C-	70 – 73%
D+	67 – 69%
D	64 – 66%
D-	60 – 63%
F	0 – 59%

### Late Work

Accepted up to one week past due date with one grade deduction.

### Extra Credit

NONE ACCEPTED

### Attendance Policy and Class Participation

**Note:** The standards below are for traditional, on-campus classes. More applicable instructions will be provided for this Executive Cohort experience.

Students are both expected and encouraged to attend classes regularly. Attendance means arriving on time and being present in class with allowable note-taking devices. The lack of attendance may affect a student's grade.

### **Specialized course requirements: NONE**

Students are required to login to the online course platform and complete the Student Acknowledgement Quiz prior to the end of Drop/Add. Students who do not complete the quiz will be dropped from the course.

For web-based activities, the instructor will monitor student activity and participation through MyFIRE. Students are required to participate in all face-to-face and web-based class activities (such as discussion board posts and responses, chat, or conference sessions and group projects).

### **Students are expected to:**

- Exhibit behavior that is respectful to faculty, fellow students, staff, and the facility.
- Arrive to class on time, actively participate, and remain in class for the designated period.
- Keep up with assigned readings and complete assignments on time.
- Contribute fully to team assignments.
- Spend a minimum of two hours outside of class studying for each hour of classroom time.

### **Official Email**

You are expected to check your SEU webmail account **regularly** during the course term. All written correspondence between instructor and student must be handled through the SEU email system.

### **MyFire Use**

You are expected to frequently check your MyFIRE account as messages, assignments, grades, and other important related materials may be posted. It is the student's responsibility to check grades and notify your instructor if you have questions. Do not wait until the last week of the course to contact the instructor with questions about the course tasks.

### **Technical Difficulties**

Southeastern University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents students from completing a time-sensitive activity or assessment, students should report any problems to the instructor and also contact the 24x7 MyFIRE Support Center via the various links provided on every course homepage (available options: chat, email, phone).

Be sure your computer system complies with all SEU Technical Requirements. These requirements are listed within MyFIRE and a Browser Checker is provided under the “Need Help?” drop-down to ensure the browser you are using is compatible with MyFIRE.

## Technical Support

If you have questions or need assistance, you can reach out to our 24/7 Support Center at [1-888-889-6599](tel:1-888-889-6599) or [click here](#) to submit a support ticket via email. *Note: Email response is within 24 hours. If immediate assistance is required, please contact support via phone/chat.* To chat LIVE! with a Support Representative, [click here](#).

## Disability Statement

Southeastern University is committed to ensuring equal access to all educational activities, academic programs and services as defined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Office of Academic and Auxiliary Services coordinates accommodations for students with documented physical, learning, and/or psychological disabilities. To begin the process of requesting accommodations, please call 863-667-5283 or email [adaservices@seu.edu](mailto:adaservices@seu.edu).

## Academic Honesty

Plagiarism is considered a serious academic offense at Southeastern. It undermines the educational process and violates the integrity of the community.

*Plagiarism occurs when a writer (regardless of intent) uses someone else’s language, ideas, or other original material without acknowledging its source.*

Plagiarism includes unattributed use of any source, in any medium, published or unpublished. Work already submitted for a grade in another course may not be resubmitted unless the professor specifically states otherwise.

Some examples of plagiarism include:

- Quoting or paraphrasing material without attributing it to its source
- Copying segments from the work of others without giving proper credit
- Submitting as original work written entirely by someone else

Widely known facts do not require citation and do not count as plagiarism so long as they are communicated in the writer’s own words. Ideas and observations original to the writer also do not require citation.

For more information, visit the SEU [Plagiarism page](#) on our website.

## Course Evaluation

In order to help SEU to assess the effectiveness of our courses and instructors, all registered students must complete the course evaluation toward the end of the semester. **When you receive a course evaluation for this course, you are required to complete it.**



## Official Withdrawal

The last day to officially withdraw from this course is February 11, 2020. Please consult the Registrar's Office for details prior to the withdrawal date.

## Netiquette

Some courses require engagement with the online course platform. When utilizing the online course platform, students must demonstrate netiquette.

### General Rules of Netiquette

- Make messages easier to read by making your paragraphs short and to the point.
- DO NOT SHOUT BY TYPING IN ALL CAPS.
- Utilize humor in appropriate forms. Avoid hostile, abusive, libelous, or rude comments. No vulgar, sexist, racist, biased, or other objectionable language will be tolerated.
- Reinforce others in the course (e.g., "Good presentation!" or "Thanks for the feedback."). Valid criticism is acceptably expressed in the form of thoughtful alternatives. Do not insult or "flame" others.
- Think twice and send once. The old carpenter adage to measure twice and cut once holds great value here. Once you send something not well-thought out you will find it difficult and time-consuming to recover. Think about what you want the group and the professor to think about you.
- Use spell-check and grammar-check. The little errors commonly accepted in email or text-messaging with friends and family are distracting and inappropriate in a college discussion forum.
- In an online discussion forum, debate is welcome, but be tactful in your responds. Remember there's a person (or whole class) at the receiving end of your post.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.



## Section 3: Course Schedule

The **Course Schedule** provides a listing of your work in this course. It is divided into three sections: Pre-Session, In-Session (Classroom meetings), and Post-Session.

The course instructor may adjust the schedule throughout the semester. Students will be notified of adjustments.

**Withdrawal:** The last day to withdraw from this course is February 11, 2020. Please consult the Registrar's Office for details prior to the withdrawal date.

## COURSE REQUIREMENTS:

### 1. Pre-session: (01/06/20 – 01/19/20)

- a. **Read:** Davis, Ken. *Secrets of Dynamic Communication* and Maxwell, John. *Everyone Communicates Few Connect* from the “Course Reading” list should be read prior to the first on-site class session.
- b. **Video Content:** Complete the viewing of three video teaching (Ted Talks) posted in the “Activities and Assessments” tab (sub-tab “Assignments”) within the *BrightSpace* course site.
- c. **Write:** For each required textbook complete a “Reading Critique” paper of 3 to 5 pages summarizing the key ideas that you found most important, challenging, and/or enlightening. Be sure to follow the “critique guidelines” listed on page 14. Both book critiques are due on the Friday before class, **January 17<sup>th</sup>, 2020** and **each critique** is worth **200 points**.
- d. **Write:** Complete a 1-page assessment of the three “Ted Talks”. Be sure to identify key content from each video that inspired, informed and/or intrigued you; and, how you intend to apply or implement specific content from the videos to your current ministry context. This assignment is due on the Friday before class, **January 17<sup>th</sup>, 2020** and is worth **100 points**.

### 2. During the session: (01/20/20 – 01/22/20)

- a. **Attendance:** Attend all course sessions;
- b. **Participation:** Participate in all classroom discussions, exercises, and assignments.

### 3. Post-Session: (01/25/20 – 04/01/20)

- a. **Read:** Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon* and Anderson, Chris. *Ted Talks: The Official TED Guide to Public Speaking*. from the “Course Reading” list should be read prior to **March 25<sup>th</sup>, 2020**.
- b. **Key Articles:** Complete the reading of all “new” articles and “white papers” listed in the “Activities and Assessments” tab (sub-tab “Assignments”) within the *BrightSpace* course site.
- c. **Video Content:** Complete the viewing of two video sermons posted in the “Activities and Assessments” tab (sub-tab “Assignments”) within the *BrightSpace* course site.

d. **Write:** Complete a 3 to 5-page critique of the assigned “video sermons”. Be sure to identify key content from sermons that inspired, informed and/or intrigued you; and, how you intend to apply or implement specific content from the sermons to your communication style. This assignment is due no later than **March 1, 2020** and is worth **200 points**.

e. **Final Project:**

**Communication Video:** Upload a recent video (after 1/22/20) of yourself preaching a sermon, volunteer huddle, or sharing a story with an audience (15 or more people). Include in your communication various techniques you learned pre-session & during the session. Upload the video to YouTube, Vimeo, or another online video server. Post the link in the appropriate discussion forum. The required length of this video is between 10 minutes and 35 minutes.

**Write a research paper:** Choose one topic from the options listed below and write a 13-15 page research based paper. The paper should identify and reflect on key ideas related to the topic, report on some of the major literature in the area and apply conclusions to your ministry convictions. Supporting endnotes and a 8-15 source bibliography are required. This research project is due on **March 30, 2020** and is worth **400 points**.

**Research Topic Options: (choose ONE of the following)**

- A. “A Theological Framework for Transformational Preaching/Teaching”
- B. “A Framework for Developing Sermons That Connect to Today’s Listener”  
*(including the speaker’s personal life, the artistry of message development, the challenges of effective delivery, and challenging people to action/change)*
- C. “The Unique Challenges of Communicating and Connecting with Millennials”
- D. “The Unique Challenges of Communicating and Connecting with Gen Z”
- E. “The Calling, Character and Craft of Transformational Preaching / Teaching”
- F. “Confronting the Challenges to Transformational Preaching in a Post-Christian, Skeptical Culture”

All written assignments are to be typed, double-spaced, represent high-quality, original, graduate-level work, and follow the *Turabian* style manual, 9<sup>th</sup> edition.

**All assignments must be uploaded to the BrightSpace site** and the Final Project must have a title page that includes final paper title, name, course number and title, and date.

## Section 4: Selected Bibliography

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- Allen, Patrick and Badley, Kenneth. *Faith and Learning: A Guide for Faculty*. Abilene Christian University Press, 2014.
- Ambrose, Susan A. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass (San Francisco), 2010.
- Brookfield, Stephen D. *Powerful Techniques for Teaching Adults*. Jossey-Bass Publishers (San Francisco), 2013.
- Brown, Peter C. *Make It Stick. The Science of Successful Learning*. Belknap Press, 2014.
- Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 3<sup>rd</sup> Edition. Baker Academic, 2018.
- Dunn, Richard R. and Sundene, Jana L. *Shaping the Journey of Emerging Adults: Life-Giving Rhythms for Spiritual Transformation*. IVP Books, 2012.
- Evans, Tony. *The Power of Preaching: Crafting a Creative Expository Sermon*. Moody Publishing, 2019.
- Heath, Chip and Dan Heath. *Made to Stick. Why Some Ideas Survive and Others Die*. Random House, 2007.
- Hendricks, Howard. *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Reprint Edition. Multnomah Books, 2003.
- Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. Penguin Books, 2016.
- Knowles, Malcolm S. *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. Seventh Edition. Taylor & Francis Publishing, 2011.
- Kolb, David A. *Experiential Learning: Experience as The Source of Learning and Development*. Second Edition. Pearson Educational, Inc (Upper Saddle River, NJ), 2015.
- Melick, Rick and Shera. *Teaching That Transforms: Facilitating Life Change Through Adult Bible Teaching*. Nashville: B & H Academic Publishing, 2010. 353 pages.
- Merriam, Sharan B. and Bierema, Laura L. *Adult Learning: Linking Theory and Practice*. Jossey-Bass Publishing (San Francisco), 2014.

Newton, Gary. *Heart-Deep Teaching: Engaging Students for Transformed Lives*. Nashville: B&H Academic, 2012. 204 pages.

Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages* 3rd. Edition, Baker Books, 2014

Schultz, Thom and Joani. *The Dirt on Learning: Groundbreaking Tools To Grow Faith In Your Church*. Group Publishing, Loveland, CO., 1999.

Stanley, Andy. *Communicating for a Change: Seven Keys to Irresistible Communication* (Colorado Springs: Multnomah Books, 2006). 208 pages.

Wilhoit, James C. and Ryken, Leland. *Effective Bible Teaching*. Second Edition. Baker Academic: Grand Rapids, 2012.

Wilhoit, James C. and Ryken, Leland. *Effective Bible Teaching*. Second Edition. Baker Academic (Grand Rapids), 2012.

Wilkinson, Bruce. *The Seven Laws of the Learner: How To Teach Almost Anything To Practically Anyone!* Multnomah Books, 1992.

Yount, William R. *Called To Teach: An Introduction to the Ministry of Teaching*. B & H Publishing (Nashville), 1999.

\_\_\_\_\_. *Created to Learn: A Christian Teacher's Introduction to Educational Psychology*. B & H Publishing (Nashville), 2010.



## **Book Critique Guidelines**

*PMIN 5213 Homiletics: Methods of Biblical Preaching/Teaching*

- 1. Write in first person** - “I believe...I thought... etc.”
- 2. Length** – 3-5 full pages, double-spaced, 12 point “Times New Roman” font.
- 3. Format** – Submit in Microsoft Word. Margins are crucial. Be sure to use standard margin format. Place your information at the top right-hand corner of the first page (name, course title, and date), the name of the book centered on the page, double-space, and start typing. No big spaces, no cover pages, etc.
- 4. Content** - Share what struck you as being significant, life-impacting, and revelatory. Do not get “devotional” (lengthy personal stories). Stick to the point and critique its impact on your life and thinking.
- 5. Big Ideas** – This is a “critique” and NOT a Book Review; a critique is a critical review that provides points of personal significance that represents an honest analysis of key issues found in the book. Only share 3 or 4 Big Ideas, otherwise you will not be able to cover them as completely as needed. The ideas should be central to the overall theme of the book, not nuances, but core ideas that impacted your thinking.
- 6. References from the book** - No footnotes or endnotes. Simply add the page number in parenthesis at the end of your reference or quote. Do not use direct quotes unless the book makes a “significant statement” that you must quote exactly to share the thought or idea. No more than 7 or 8 references from the book.
- 7. Submission of your paper** – Each critique should be submitted separately. Do not print this paper and submit it in person. Instead, upload it to the **BrightSpace** site.