Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

In this continuation of PREA 201, students apply principles and skills of sermon preparation and delivery.

Online Learning

ONLINE LEARNING

Point University’s College of Graduate & Professional Studies (CGPS) specializes in “distance education” for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for “asynchronous” learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include “synchronous” sessions where students may interact with one another in real time.

Each “course week” begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.
Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific “opening” or “closing” times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University’s Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

Insert

- Faculty name
- All relevant contact information (phone, email, office location)
- Office hours (virtual and f2f)
  - Official course clock (EST, CDT, etc.) http://www.time.gov/

The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES

Insert:

- Required texts and resources listed on the Course Design Worksheet (CDW), including APA formatted references and ISBN numbers.
- Links to web-related resources (check for accuracy and properly functioning).
- Any additional information regarding required resources (e.g. videos, articles, or lab kits).
NOTE: The Point University Bookstore may offer this textbook (s) in other formats. Information can be found at www.pointuniversityshop.com.

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

- Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
- Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
- High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
- Adobe Reader (https://get.adobe.com/reader/)
- Adobe Flash Player (https://get.adobe.com/flashplayer/)
- Access to a printer or scanner (depending on the course activities)

Technical Assistance

Keep in mind that Sakai technical assistance options are available by selecting the “Sakai Help” button located on the homepage of your course.

Course Learning Goals & Objectives

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.

Upon completion of Effective Preaching (PREA 320) each student will demonstrate the ability to:

1. Summarize a basic and personalized process for moving from text to sermon.
2. Apply appropriate exegetical skills, develop a short sermon outline or manuscript including the basic elements of a sermon such as the introduction, central thesis, transitions, illustrations, and conclusion.
3. Develop and preach a 15-minute sermon.
4. Evaluate / critique sermons from both full-time preachers and peers—judging the type of sermons (topical, textual, and expository), style of sermon (inductive and deductive), and quality of the sermon.

Course Schedule

COURSE SCHEDULE
CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday).

http://point.edu/course-schedules/

Students will be required to:

- **Engage in Daily Reading of Scripture.** Students should pay close attention to the historical and literary context as well as to the characters, events, places, and concepts in each week’s reading. The Bible reading will demonstrate the importance of preaching or narrate an important preacher from the Bible.

- **Complete Assigned Textbook Readings** on a daily basis. The student is advised to calculate the number of pages of reading in a week, divide it by the number of days in the week, set a daily reading goal, and reach it on a daily basis.

- **Write Weekly 250 Word Summary/Reflective Journals for each chapter of the textbook** which demonstrate personal understanding of the reading material and which help the student articulate a specific process for developing a sermon. Each journal must summarize key concepts in the reading for that week and reflect on how to apply them. This means that, by the end of the course, the student will have developed a ten-step process for developing sermons.  (measures first outcome)

- **Prepare a Sermon Portfolio.** Using the skills learned in previous classes (specifically *Interpreting the Bible*) and the reading and in-class material for this class, each student will be required to prepare a 12-15 minute sermon (which will be delivered in class). Sermon text will be assigned by the professor on the first night of class. Students may choose to do a topical, textual, or expository sermon.  The portfolio must include these things:
  - A BRIEF one-page written description of the message. That synopsis should include each of these five sub headings set apart and discussed in the synopsis:
    - Sermon Type: A description of the type of sermon being preached (topical, expository, etc.) (this should be 1-2 sentences)
    - Sermon Style: A description of the style of sermon (I will preach deductively, inductively, etc.) (1-2 sentences)
    - Synopsis of Strengths: A short synopsis of how the student’s STRENGTHS played into the preparation of the sermon (1-2 paragraphs)
  - A Thorough Sermon Study
    - Sermon Study: A thorough study of the biblical texts the student is using in the sermon which is similar in style to the paper written in BIBL 301 Biblical Interpretation. The study must analyze the text in its own context and find an application for our context—this should be 3 pages)
    - Sermon Outline or Manuscript: An outline or manuscript of the student’s sermon that with the central thesis of the sermon emphasized or highlighted (length according to student preference but must be at least one page)
  - (Measures second outcome)

- **Preach a Sermon in Class.** The sermons will be preached on the last night or week of class. Students who are NOT PREPARED to preach or who miss their scheduled preaching date will receive no credit for their sermon. Emergencies will be accepted at the professor’s discretion. Students who preach prior to the last night or week may still turn their portfolio in on the last night or week of class.
  - The sermon will be graded based on the student’s level of preparedness and the sermon’s content according to these seven criteria (rated on a scale of 1-5 for total of 35):
    - Did the student open with an appropriate introduction?
    - Did the student have a clear, biblical, and relevant central idea or thesis?
Did the student have well-developed points that were relevant to the passage (exegesis), topic, and audience?
Did the student transition between points smoothly?
Did the student illustrate the points in a relevant and appropriate way?
Did the student use his or her own unique skills, personality, and experiences to deliver the sermon with passion?
Did the student conclude with a challenge to believe, act, or do?

*Sermon Critiques.* Each individual student will critique a sermon from a specific preacher on a weekly basis. Each student must choose a preacher who they can listen to online or on CD, but may NOT be the preacher at the church the student attends. This must be someone outside of the students’ church experience. The choice of preacher may be a very well-known preacher on a national level or someone local (the professor may provide several options). The sermons may be shared on CD or downloaded from the internet via podcast, etc. The student will listen to one sermon per-week starting with the second week (the first sermon done before the second class meeting). Included in the module is a form each student must use to critique the sermons.

- *Sermon Critiques* will be brought to class. Time in class will be given to allowing the students to break up into groups and compare notes on their sermon critiques.
- *Sermon Critiques* will be turned in to the instructor.
- Students will be graded on critiques as well as participation in group discussion.

(Measures 3rd outcome)

**Grading Policies**

**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:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Activity #2</td>
<td>20</td>
</tr>
<tr>
<td>Learning Activity #3</td>
<td>40</td>
</tr>
<tr>
<td>Learning Activity #5</td>
<td>100</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Points:</td>
<td></td>
</tr>
</tbody>
</table>

**Final Grades**
The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0-59%</td>
</tr>
</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)

Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

### Checking Grades

Be sure to check your grades often via the Sakai online Gradebook.

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

### Course Expectations

**EXPECTATIONS**

**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 review these resources:

- Netiquette
- What every online student needs to know
- Netiquette guide for online courses
- Discussion board netiquette

**Turnitin Requirement**

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.

Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

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

**Suggested Resources for Further Study**

**SUGGESTED RESOURCES FOR FURTHER STUDY**

Insert suggested resources for further study here. This should be an APA formatted reference list.

**Copyright Statement**

**Copyright and Further Dissemination**

All content within this course is intended for transformative, educational, and informational purposes under (Fair Use). These materials are not to be distributed or disseminated outside of this course for public use or profit-making ventures due to outside copyright laws. These materials are intended solely for education, personal training, and/or career building. All other uses are strictly prohibited.