Expository Preaching

Professor:

Training Center City:

Semester and Year:

Course Description
This course focuses on how to apply and teach the skills related to expository preaching. Topics include teaching to change lives, expository preaching, exposition, sermon preparation, communication, consecration, proclamation, comprehension, application, invitation, inculcation, motivation, worship, and evangelism. Students will create visual projects and applications for transformational discipleship and leadership.

Course Design
This 14-week course is designed to equip pastors, church planters, and next-generation leaders with Bible knowledge, Christian character, servant leadership, and disciple-making skills with the goal of life change. It addresses the learning styles of adults through active discussion, charts, visuals, Internet resources, team-building, and presentations. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,200 leaders have completed EBI courses. Suggestions for improving course design are appreciated.

Required Textbooks

Additional Books for Pastors, Leaders, and Advanced Students

Professors – Click here to receive the Notes by email. The intent of this course is to equip you with the Word of God, to strengthen your character and integrity, and to develop your relational and servant-leadership skills for the glory of God.
Learning Outcomes

The student who successfully completes this course will be able to implement 2 Timothy 2:2:

1. Apply and teach how to recognize the call of God.
2. Apply and teach about the preacher and the Word of God.
3. Apply and teach about the preacher and the work of God.
4. Apply and teach about the preacher and exposition.
5. Apply and teach about the preacher and sermon preparation.
6. Apply and teach about the preacher and communication.
7. Apply and teach about the preacher and application.
8. Apply and teach about the preacher and invitation.
9. Apply and teach about the preacher and motivation.
11. Coach other leaders to develop Christian character through the consistent practice of personal revival, spiritual disciplines, the seven virtues, and our identity in Christ with the goal of transformational discipleship.

Methods of Instruction

Instruction emphasizes active learning, problem-based learning, project-based learning, presentation-based learning, team-based learning, reflection, discussion, interactive lecture, collaboration, visuals, term papers, and exams, with the goal of long-term and real-world learning that results in life-change and leadership skills. The major pedagogical premise of this course is that students should be treated like the servant-leaders they are becoming.

Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University, Luther Rice Seminary, San Diego Christian College, and Southern California Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a pastor and church planter with the North American Mission Board, and as an elected governing board member of GUHSD with over 20,000 high school students.

Accelerated Adult Learning Strategies

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, will, and emotions.

TEAM-based Active Learning Principles

Students are encouraged to study in teams to develop application skills, leadership/relational skills, and presentations. Students are not to give answers to co-learners, but help them learn how to find the answers. TEAM = Together Everyone Accomplishes More.
Student Requirements

First, answer the questions in the portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory. Each student must do his or her own work.

Second, maintain the journal in the portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, participate in the discussion of the questions and applications in the portfolio during class. Through discussion students learn from one another and sharpen one another as iron sharpens iron. This will assist student-leaders in developing the relational, speaking, and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, preach an expository sermon from one of the Epistles of Paul. These messages can be supported by a chart, an outline, or PowerPoint presentation. This will assist student-leaders in developing their learning and teaching style skills essential to effective Christian communication, teaching, and preaching.

Fifth, preach an expository sermon from one of the General Epistles. These messages can be supported by a chart, an outline, or PowerPoint presentation. This will assist student-leaders in developing their learning and teaching style skills essential to effective Christian communication, teaching, and preaching.

Sixth, there is no term paper in this course.

Seventh, complete the final exam in the portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 14

Course Objective Is Life Change

Our mission is to bring glory to God by assisting local churches to equip believers to live and minister biblically based on the inerrant Word of God. This equipping includes Bible knowledge, Christian character, and ministry skills. The objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains; (2) to remember what they have read; (3) to sharpen their thoughts through journaling; (4) to speak effectively before others; (5) to work as learning teams of leaders; and (6) to apply biblically what they are learning to life, family, and ministry.

Accelerated Adult Learning Techniques

Adults learn in unique ways and so this course incorporates multiple learning styles. According to the Cone of Learning, writing, discussing, and applying concepts are the keys to accelerated adult learning. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these principles of champion learners, students will experience transformational growth. Welcome to the accelerated disciple-making process!
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<tr>
<th>Session</th>
<th>Date</th>
<th>Professor Responsibilities</th>
<th>Student Responsibilities</th>
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<tr>
<td>1</td>
<td></td>
<td><strong>The Call of God</strong>&lt;br&gt;The Word of God&lt;br&gt;The Life of God**&lt;br&gt;Go over this syllabus and the portfolio.&lt;br&gt;Preview the study guides for the exams.&lt;br&gt;Discuss the appendix.&lt;br&gt;Discuss portfolio questions and journal applications.&lt;br&gt;Demonstrate how to get the most out of the Topical Index in the Jeremiah Study Bible, the Holman Illustrated Bible Dictionary, and the textbooks.&lt;br&gt;Group activity: Create a visual summary or mind-map of one of these chapters.&lt;br&gt;Review in class: Websites and YouTube videos of Dr. Kent Hughes, Dr. David Jeremiah, Dr. Timothy Keller, Dr. Stephen F. Olford, Dr. Andy Stanley, Dr. Chuck Swindoll, and Dr. Rick Warren.&lt;br&gt;It is imperative that professors help students improve their transformational preaching and application skills through coaching, feedback, encouragement, examples, and rubrics. These are the crucial learning skills.&lt;br&gt;Go over the Transformational Discipleship Covenant.</td>
<td>❑ Print 341 Expository Preaching portfolio and notes.&lt;br&gt;❑ Pay the honorarium to the director.&lt;br&gt;❑ Skim the textbooks and be prepared to discuss how these books are unique as learning tools.&lt;br&gt;❑ Study chapters 1-3 in Anointed Expository Preaching.&lt;br&gt;❑ Study the introduction and prologue in Preaching: Communicating Faith.&lt;br&gt;❑ Explore the resources in the Topical Index of the Jeremiah Study Bible or at <a href="http://www.jeremiahstudybible.com">www.jeremiahstudybible.com</a>.&lt;br&gt;❑ Explore the websites and YouTube videos of Dr. Kent Hughes, Dr. David Jeremiah, Dr. Timothy Keller, Dr. Stephen F. Olford, Dr. Andy Stanley, Dr. Chuck Swindoll, and Dr. Rick Warren.&lt;br&gt;❑ Explore teaching resources on this topic at <a href="http://www.pastors.com">www.pastors.com</a> and <a href="http://www.theopedia.com/">www.theopedia.com/</a>.&lt;br&gt;❑ Type the answers to the portfolio questions and journal applications in preparation for the discussion and group activity.&lt;br&gt;❑ Begin writing the expository sermon.&lt;br&gt;❑ Read The Baptist Faith and Message in Resources at <a href="http://www.sbc.net">http://www.sbc.net</a>.&lt;br&gt;❑ Share what you are learning with three apprentice disciples.</td>
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<td>2</td>
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<td><strong>The Man of God</strong>&lt;br&gt;The Work of God**&lt;br&gt;Welcome guests and encourage students to share what they have learned so far.&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their transformational expository preaching in class.&lt;br&gt;Group activity: Create a visual summary or mind-map of one of these chapters.&lt;br&gt;Remind students that as ambassadors and co-laborers with Christ and ministers of reconciliation, it is our</td>
<td>❑ Study chapters 4-5 in Anointed Expository Preaching.&lt;br&gt;❑ Study chapter 1 in Preaching: Communicating Faith.&lt;br&gt;❑ Explore websites and YouTube videos on expository preaching to share with the class.&lt;br&gt;❑ Type the answers to the portfolio.&lt;br&gt;❑ Work on the expository sermon.&lt;br&gt;❑ Review the study guide.&lt;br&gt;❑ Make or update a reach list of every nonbeliever that you know.&lt;br&gt;❑ Go on an evangelistic visit during the course with your pastor, deacon, church leader, Sunday school worker, or friend.</td>
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| 3       |      | privilege and duty to proclaim the transformational Word of God in the power of the Holy Spirit. | Share what you are learning with your apprentice disciples.  
|         |      | **Exposition**  
|         |      | **Selecting the Passage**  
|         |      | Discuss portfolio questions and applications.  
|         |      | Coach students on how to improve their transformational expository preaching in class.  
|         |      | Group activity: Create a visual summary or mind-map of one of these chapters. | Invite friends and apprentice disciples to see how the course works.  
|         |      | | Study chapters 6-7 in *Anointed Expository Preaching*.  
|         |      | | Study chapter 2 in *Preaching: Communicating Faith*.  
|         |      | | Explore websites and YouTube videos on expository preaching to share with the class.  
|         |      | | Type the answers to the portfolio.  
|         |      | | Work on the expository sermon.  
|         |      | | Review the study guide.  
|         |      | | Pray for those on your reach list.  
|         |      | | Share what you are learning with three apprentice disciples.  |
| 4       |      | **Investigating the Passage**  
|         |      | **Organizing the Message**  
|         |      | Discuss portfolio questions and applications.  
|         |      | Coach students on how to improve their transformational expository preaching in class.  
|         |      | Group activity: Create a visual summary or mind-map of one of these chapters. | Study chapters 8-9 in *Anointed Expository Preaching*.  
|         |      | | Study chapter 3 in *Preaching: Communicating Faith*.  
|         |      | | Explore websites and YouTube videos on expository preaching to share with the class.  
|         |      | | Type the answers to the portfolio.  
|         |      | | Work on the expository sermon.  
|         |      | | Review the study guide.  
|         |      | | Pray for those on your reach list.  
|         |      | | Share what you are learning with three apprentice disciples.  |
| 5       |      | **Finalizing the Message**  
|         |      | **Communicating the Message**  
|         |      | Discuss portfolio questions and applications.  
|         |      | Coach students on how to improve their transformational expository preaching in class.  
|         |      | Group activity: Create a visual summary or mind-map of one of these chapters. | Study chapters 10-11 in *Anointed Expository Preaching*.  
|         |      | | Study chapter 4 in *Preaching: Communicating Faith*.  
|         |      | | Explore websites and YouTube videos on expository preaching to share with the class.  
|         |      | | Type the answers to the portfolio.  
|         |      | | Work on the expository sermon.  
|         |      | | Review the study guide.  
|         |      | | Pray for those on your reach list.  
|         |      | | Share what you are learning with three apprentice disciples.  |
| 6       |      | **The Preacher’s Consecration**  
<p>|         |      | <strong>The Preacher’s Proclamation</strong> | Study chapters 12-14 in <em>Anointed Expository Preaching</em>.  |</p>
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<td>7</td>
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<td><strong>The Preacher's Comprehension</strong>&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their transformational expository preaching in class.&lt;br&gt;Group activity: Create a visual summary or mind-map of one of these chapters.&lt;br&gt;Review for the midterm exam.</td>
<td>• Study chapter 5 in <em>Preaching: Communicating Faith</em>.&lt;br&gt;• Explore websites and YouTube videos on expository preaching to share with the class.&lt;br&gt;• Type the answers to the portfolio.&lt;br&gt;• Work on the expository sermon.&lt;br&gt;• Review the study guide.&lt;br&gt;• Pray for those on your reach list.&lt;br&gt;• Share what you are learning with three apprentice disciples.</td>
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<td>8</td>
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<td><strong>The Preacher's Application</strong>&lt;br&gt;<strong>The Preacher's Invitation</strong>&lt;br&gt;Discuss portfolio questions and applications.&lt;br&gt;Coach students on how to improve their transformational expository preaching in class.&lt;br&gt;Group activity: Create a visual summary or mind-map of one of these chapters.</td>
<td>• Study chapters 15-16 in <em>Anointed Expository Preaching</em>.&lt;br&gt;• Study chapter 6 in <em>Preaching: Communicating Faith</em>.&lt;br&gt;• Explore websites and YouTube videos on expository preaching to share with the class.&lt;br&gt;• Type the answers to the portfolio.&lt;br&gt;• Work on the expository sermon.&lt;br&gt;• Review the study guide.&lt;br&gt;• Pay for textbooks for the next courses.&lt;br&gt;• Share what you are learning with three apprentice disciples.</td>
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<td><strong>Expository Sermon Lab 1</strong>&lt;br&gt;Preach the first expository sermon manuscript based on a passage in one of Paul’s Epistles.&lt;br&gt;Discuss and evaluate sermons using the textbook and Expository Preaching Checklist.</td>
<td>• Type an expository sermon manuscript on a passage in 1 or 2 Corinthians.&lt;br&gt;• Work on the expository sermon.&lt;br&gt;• Practice preaching.&lt;br&gt;• Review study guide.&lt;br&gt;• Pray with people on your reach list.&lt;br&gt;• Share what you are learning with your apprentice disciples&lt;br&gt;• Invite your friends and apprentice disciples to see how the course works.</td>
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| 10      |      | **The Preacher’s Conservation**  
**The Preacher’s Inculcation**  
Discuss portfolio questions and applications.  
Coach students on how to improve their transformational expository preaching in class.  
Group activity: Create a visual summary or mind-map of one of these chapters. | Study chapters 17-18 in *Anointed Expository Preaching*.  
Study chapter 7 in *Preaching: Communicating Faith*.  
Explore websites and YouTube videos on expository preaching to share with the class  
Type the answers to the portfolio.  
Work on the expository sermon.  
Review the study paper.  
Review the study guide.  
Let your light shine by doing acts of kindness for people on your list.  
Share what you are learning with your apprentice disciples. |
| 11      |      | **The Preacher’s Motivation**  
**Conclusion and Appendices**  
**Worship**  
**Music**  
**Evangelism**  
Discuss portfolio questions and applications.  
Coach students on how to improve their transformational expository preaching in class.  
Group activity: Create a visual summary or mind-map of one of these chapters. | Study chapters 19-20 and Appendices in *Anointed Expository Preaching*.  
Study appendix in *Preaching: Communicating Faith*.  
Explore websites and YouTube videos on expository preaching to share with the class  
Type the answers to the portfolio.  
Work on the expository sermon.  
Review the study paper.  
Review the study guide.  
Let your light shine by doing acts of kindness for people on your list.  
Share what you are learning with your apprentice disciples. |
| 12      |      | **Expository Sermon Lab 2**  
Preach the second expository sermon manuscript based on a passage in one of the General Epistles.  
Discuss and evaluate sermons using the textbook and Expository Preaching Checklist. | Type an expository sermon manuscript on a passage in one of the General Epistles.  
Work on the expository sermon.  
Practice preaching.  
Review study guide.  
Invite someone on your list to come with you to small group or church.  
Share what you are learning with your apprentice disciples. |
| 13      |      | **Expository Sermon Lab 2 (Cont.)**  
Preach the second expository sermon | Type an expository sermon manuscript on a passage in one of the General Epistles.  
Work on the expository sermon.  
Practice preaching.  
Review study guide.  
Invite someone on your list to come with you to small group or church.  
Share what you are learning with your apprentice disciples. |
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<th>Session</th>
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<th>Student Responsibilities</th>
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|         |      | manuscript based on a passage in one of the General Epistles. Discuss and evaluate sermons using the textbook and Expository Preaching Checklist. | the General Epistles.  
- Work on the expository sermon.  
- Practice preaching.  
- Review study guide.  
- Share what you are learning with three apprentice disciples. |
| 14      |      | Final Exam and Course Evaluation  
Give final exam.  
Collect completed portfolio for review.  
Students will debrief by sharing how they are using and sharing what they have learned.  
Discuss how to recruit students who would benefit from the EBI leadership training program.  
Distribute the textbooks, syllabi, portfolios, notes, and promotional materials for the next course.  
Time of fellowship. | Review the study guide for the final exam.  
- Complete the portfolio.  
- Share and/or email your revised sermons to pastors, deacons, small-group leaders, and your apprentice disciples in order to multiply your ministry in obedience to 2 Timothy 2:2-3.  
- Learning is about teaching others. Pass on the baton of transformational discipleship by sharing what you are learning. |

EBI holds to *The Baptist Faith and Message*. The inclusion of articles, books, or external links in this course does not imply that the opinions expressed represent the official position of EBI.

**Webliography**

1. Alternative articles [http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp](http://www.oneplace.com/Ministries/The_Alternative/Article_Archives.asp)
2. Apologetics 4Truth [www.4truth.net](http://www.4truth.net)
7. Bible Study Resources [www.bible.org](http://www.bible.org)
12. Church Starting [http://www.churchstarting.net](http://www.churchstarting.net)
17. Focus on the Family [http://www.focusonthefamily.org](http://www.focusonthefamily.org)
23. Leading from your Strengths http://www.leadingfromyourstrengths.com/
27. LifeWay.com church planting articles http://www.lifeway.com
29. Lumina Bible study tool https://lumina.bible.org/bible/Matthew+1
32. NAMB Video http://www.namb.net/video/
33. Need Him http://www.needhim.org/
34. New Churches http://www.newchurches.com/
40. One Place Articles http://www.oneplace.com/articles/
41. Online Bible links http://www.onlinebible.net/links.html
42. Pastors.com subscription http://www.pastors.com/aboutus/
43. Pastors.com ministry articles http://www.pastors.com/articles/
44. Send North America http://www.namb.net/Send_North_America_Video/
45. Send Network church planters http://sendnetwork.com/
46. Turning Point Articles http://www.turningpointradio.org/
47. Way of the Master Explore http://www.wayofthemaster.com/

Holman Bibliography


Holman Treasury of Key Bible Words: 200 Greek and 200 Hebrew Words Defined and Explained. Edited by Dr. Eugene Carpenter and Dr. Philip Comfort. Nashville, TN: Holman Reference,

Course Bibliography


### Transfer of Credits to Southern California Seminary

#### Attendance Policy
Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours plus 68 homework hours) courses, more than 10 minutes late is a *tardy*; more than 20 minutes late is an *absence*. Two tardies count as one absence. *College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions.* A grade of NC (No Credit) will be recorded when a student misses four sessions, does not complete coursework on time, or earns less than 700 points.

#### Class Time and Homework Policy
To transfer credits to Southern California Seminary, *each 2-unit course must include at least 28 hours of class time discussion and 68 hours of portfolio homework during the 14-week semester.* Courses with less than 28 hours of class time do not meet EBI requirements. Since “time plus focus equals learning,” increased classroom time and active learning result in increased learning—and learning is the key to leadership and service. Courses start the first week of January, May, and September. For maximum learning, *it is recommended that working students take 2 courses per semester or 6 courses per year.*

#### Late Work Policy
Completing work on time is an important habit for leaders to develop. Homework should be completed weekly before the class discussion and application. The grade for work that is between 1 and 7 days late is lowered by 20%. *Work that is over 7 days late will not be accepted.* Professors are to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated each semester.
Portfolio and Sermon Manuscript Policy
To graduate or transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the questions, journal applications and reflections, sermon manuscripts, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 60-66 units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable. Portfolios must be completed individually—not as couples. Answers to portfolio questions are subjective, so each student must do his or her own work.

Sermon Manuscript Policy
As part of the EBI-SCS Articulation Agreement and to facilitate transfer of degrees to other schools, professors need to submit the sermon manuscripts of “A” students by email to the registrar at gwoods@socalsem.edu.

Grade Scale

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<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1,000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>840-869</td>
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<tr>
<td>B-</td>
<td>80-83%</td>
<td>800-839</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>770-799</td>
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<td>C</td>
<td>74-76%</td>
<td>740-769</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
<td>700-739</td>
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<td>NC</td>
<td>Below 70%</td>
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Student Evaluation

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<td>Portfolio/Group Activities</td>
<td>45%</td>
<td>450</td>
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<tr>
<td>Sermon Lab 1 plus Manuscript</td>
<td>15%</td>
<td>150</td>
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<tr>
<td>Sermon Lab 2 plus Manuscript</td>
<td>20%</td>
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<td>Final Exam</td>
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<th>Session 6</th>
<th>Session 7</th>
<th>Sermon Lab 8-9</th>
<th>Session 10</th>
<th>Session 11</th>
<th>Sermon Lab 12-13</th>
<th>Final Exam 14</th>
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## Course Grading Rubric

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A</td>
<td>Exams, portfolio, sermon, and the sermon manuscript with zero errors.</td>
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<tr>
<td>A-</td>
<td>Exams, portfolio, sermon, and the sermon manuscript with 1 or 2 errors.</td>
</tr>
<tr>
<td>B+</td>
<td>Exams, portfolio, sermon, and the sermon manuscript with 3 or 4 errors.</td>
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<tr>
<td>B</td>
<td>Exams, portfolio, sermon, and the sermon manuscript with 5 or 6 errors.</td>
</tr>
<tr>
<td>B-</td>
<td>Exams, portfolio, sermon, and the sermon manuscript with 7 or 8 errors.</td>
</tr>
<tr>
<td>C+</td>
<td>Exams, portfolio, sermon, and the sermon manuscript with 9 or 10 errors.</td>
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<tr>
<td>C</td>
<td>Exams, portfolio, and sermon are completed with only a few errors.</td>
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<tr>
<td>C-</td>
<td>Exams, portfolio, and sermon need individual assistance or peer coaching.</td>
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<tr>
<td>NC</td>
<td>Students earn less than 700 points or miss more than 3 sessions.</td>
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It is possible to earn a “C” without writing a sermon manuscript, but it is necessary to write a sermon manuscript to earn an “A” or “B.” Writing clarifies one’s thoughts and is a key skill for an effective leader. Students should use the sermon rubric, sample sermon, and type-over template to write their expository sermons. It is important that professors help students improve and develop their transformational preaching skills.

Writing is one of the most important skills that a leader can develop. As part of the academic agreement with Southern California Seminary, to earn an “A” students are required to email or mail a copy of their sermon manuscript work to the registrar. The goal is to catch students doing something right and affirm them. The objective is to recognize and analyze the best sermon manuscripts and to prepare next-generation leaders for university level education by helping them improve their writing skills, thinking skills, and leadership skills.

The mission of Equip Biblical Institute is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. This equipping includes building biblical knowledge, Christian character, and ministry skills. The goal is to provide preaching and teaching resources, intentional leadership development, disciple-making materials, Skype courses, YouTube videos, charts, notes, and visuals to pastors and churches around the world. EBI is equipping the next generation of pastors and leaders to multiply their influence by training leaders, creating videos, and writing books.

EBI is a religious exempt school and not accredited by the U. S. Department of Education; however, EBI Associate degrees are transferable to Southern California Seminary and other schools based on the EBI-SCS articulation agreement.

As students take each course, their brains will develop a multitude of new neural connections, increasing their ability to read with comprehension; make practical applications from what they are learning; and improve their communication, leadership, and writing skills.