217a Preaching Skills
Syllabus ©

Professor:
Training Center:
Semester and Year:

Course Description
This course focuses on how to prepare and deliver sermons and lessons that effectively communicate the Word of God. Topics include sermon preparation process, the use of illustrations, the sermon delivery process, the teaching process, the use of technology in preaching and teaching, making biblical applications, and listening and caring skills in ministry. Students will prepare messages, deliver messages in class, and evaluate messages.

Course Design
This 14-week course is designed to equip pastors, church starters, leaders, and church members with Bible knowledge, Christian character, servant leadership skills, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Over 1,000 pastors, church planters, and church leaders have completed EBI courses. Suggestions for improving course design and content are appreciated.

Required Textbooks

Additional Books for Advanced Students and Pastors

To receive the MS Word version of the portfolio and notes, email gwoods@socalsem.edu.
Learning Outcomes
The student who successfully completes this course will be able to:

1. Describe the sermon preparation process.
2. Explain the main types of biblical sermons.
3. Explain the mechanics of sermon preparation.
4. Explain the homiletic structure process, title, and introduction.
5. Explain the proposition, divisions, development, and illustrations.
6. Explain the application and conclusion.
7. Explain how to preach with spiritual power, conviction, compassion, and authority.
8. Explain how to preach with a sense of urgency, brokenness, and imagination.
9. Evaluate the content and styles of sermons.
10. Present two sermons and/or messages.

Methods of Instruction
Instruction emphasizes active learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, PowerPoint, quizzes, and exams with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals 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 and Luther Rice 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 Southern Baptist pastor and church planter with the North American Mission Board.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process. 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.

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, complete the midterm exam. This will assist student-leaders in developing long-term memory through multiple reviews of the core material. Week 5

Fifth, create a new sermon 1 or message (15 minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective Christian communication, teaching, and preaching. Week 6

Sixth, create a new sermon 2 or message (15 minutes). This will assist student-leaders in developing their learning and teaching style skills essential to effective Christian communication, teaching, and preaching. Week 13

Sixth, 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. 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 (5) to biblically apply what they are learning to life, family, and ministry.

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 more effective learning strategies than the boring lectures used in many schools. The portfolio is foundational to learning because students remember more of what they write, discuss, and apply. By applying these concepts of champion learners, students will experience transformational growth. Welcome to the disciple-making process!
Sequence of Instruction

Read the table like this, “At Session ____ on _________, the scheduled session content is __________, and the assignment due that session is __________.”

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
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| 1       |      | **The Topical Sermon**  
          **The Expository Sermon**  
          Go over this syllabus and the portfolio.  
          Discuss portfolio questions and journal applications.  
          Demonstrate how to use the *Life Application Bible* and the *Holman Illustrated Bible Dictionary*.  
          Group Activity: Create a visual summary of one of these chapters. |  
          - Print 217a Preaching Skills Portfolio.  
          - Study chapters 1-3 in *How to Prepare Bible Messages*.  
          - Type answers to the Portfolio and journal in preparation for the class discussion and group activity.  
          - Subscribe to the free online Preaching Today’s Sermons Newsletter [http://www.christianitytoday.com/lyris/subscribe/ptsermons.html](http://www.christianitytoday.com/lyris/subscribe/ptsermons.html)  
          - Read the *Baptist Faith and Message* [http://www.sbc.net/printfriendly.asp](http://www.sbc.net/printfriendly.asp) |
| 2       |      | **The Structure**  
          **The Introduction**  
          Discuss portfolio questions and applications.  
          Group Activity: Create a visual summary of one of these chapters. |  
          - Study chapters 4-6 in *How to Prepare Bible Messages*.  
          - Type answers to the Portfolio and journal in preparation for the class discussion and group activity.  
          - Print your favorite illustration from [http://www.christianglobe.com/Illustrations/](http://www.christianglobe.com/Illustrations/) |
| 3       |      | **The Proposition**  
          **The Discussion**  
          Discuss portfolio questions and applications.  
          Group Activity: Create a visual summary of one of these chapters. |  
          - Study chapters 7-9 in *How to Prepare Bible Messages*.  
          - Type answers to the Portfolio and journal in preparation for the class discussion and group activity. |
| 4       |      | **The Illustrations**  
          **The Conclusion**  
          Discuss portfolio questions and applications.  
          Group Activity: Create a visual summary of one of these chapters. |  
          - Study chapters 10-12 in *How to Prepare Bible Messages*.  
          - Type answers to the Portfolio and journal in preparation for the class discussion and group activity.  
          - Print three “Inspiring Stories” at: [http://www.kathan-web.de/id380.htm](http://www.kathan-web.de/id380.htm) |
| 5       |      | **Midterm Exam**  
          Take the midterm exam.  
          Encourage students to share what they have learned.  
          Preview the second textbook.  
          Work on First Sermon in class. |  
          - Review the study guide to prepare for midterm. Five hours of study are recommended.  
          - Enroll in the next course.  
          - Pay for textbooks for the next course. |
| 6       |      | **Present Sermon 1** (10-15 minutes)  
          The sermon will be evaluated by your |  
          - Type your sermon 1. |
<table>
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<tr>
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<th>Assignment Due</th>
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<td>instructor and classmates.</td>
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</table>
| 7       |      | **The Board Meeting**  
**Re redeeming the Time**  
Discuss and complete Portfolio journal reflections.  
Group Activity: Create a visual summary of one of these chapters. | ❑ Study chapters 1-5 in *Preaching with Freshness*.  
❑ Type answers to the portfolio. |
| 8       |      | **A Day in the Life**  
**Shaping the Purpose into an Aphorism**  
Discuss and complete Portfolio journal reflections.  
Group Activity: Create a visual summary of one of these chapters. | ❑ Study chapters 6-10 in *Preaching with Freshness*.  
❑ Type answers to the portfolio. |
| 9       |      | **Vary the Vehicles**  
**The Nehemiah Project**  
Discuss and complete Portfolio journal reflections.  
Group Activity: Create a visual summary of one of these chapters. | ❑ Study chapters 11-15 in *Preaching with Freshness*.  
❑ Type answers to the portfolio. |
| 10      |      | **Surprising Requests**  
**The Six Fold Path**  
Discuss and complete Portfolio journal reflections.  
Group Activity: Create a visual summary of one of these chapters. | ❑ Study chapters 16-20 in *Preaching with Freshness*.  
❑ Type answers to the Portfolio and journal in preparation for the class discussion and group activity. |
| 11      |      | **Turning the Lights on the Sermon**  
**The Tale of the Tapes**  
Discuss and complete Portfolio journal reflections.  
Group Activity: Create a visual summary of one of these chapters. | ❑ Study chapters 21-25 in *Preaching with Freshness*.  
❑ Type answers to the Portfolio and journal in preparation for the class discussion and group activity. |
| 12      |      | **Home at Last!**  
**A Seminar on Fresh Preaching**  
Grade and discuss Portfolio quiz questions.  
Discuss and complete Portfolio journal reflections. | ❑ Study chapters 26-30 in *Preaching with Freshness*.  
❑ Type answers to the portfolio. |
| 13      |      | **Present Sermon 2** (10-15 minutes)  
The sermon will be evaluated by your instructor and classmates. | ❑ Type your sermon 2. |
| 14      |      | **Final Exam and Course Evaluation**  
Take final exam. | ❑ Review the study guide for the final exam. |
Session | Date | Session Content | Assignment Due
--- | --- | --- | ---
 | | Submit portfolio for grading. Students will debrief by sharing how they have used what they have learned. | Complete the portfolio. | Distribute the textbooks, syllabi, and portfolios for the next course.

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

**Webliography: Communication External Links**

Andy Stanley [http://www.northpoint.org/sermons](http://www.northpoint.org/sermons)
Anglican [http://anglicansonline.org/resources/preaching.html](http://anglicansonline.org/resources/preaching.html)
CARM [http://www.carm.org/sermons.htm](http://www.carm.org/sermons.htm)
[http://www.christianitytoday.com/leaders/features/preachingworship.html](http://www.christianitytoday.com/leaders/features/preachingworship.html)
David Jeremiah [http://shadowmountain.org/content.asp?mid=88&id=2779](http://shadowmountain.org/content.asp?mid=88&id=2779)
Inspiring Stories [http://www.kathan-web.de/id380.htm](http://www.kathan-web.de/id380.htm)
Literal Bible [http://www.literalbible.org/literalbible_00003a.htm](http://www.literalbible.org/literalbible_00003a.htm)
Ray Stedman [http://www.blueletterbible.org/audio_video/stedman_ray/](http://www.blueletterbible.org/audio_video/stedman_ray/)
Turning Point [http://www.turningpointradio.org/radio.html](http://www.turningpointradio.org/radio.html)
Wabash Center [http://www.wabashcenter.wabash.edu/Internet/preach.htm](http://www.wabashcenter.wabash.edu/Internet/preach.htm)
Shadow Mountain Community Church [www.shadowmountain.org](http://www.shadowmountain.org)
Turning Point Hot Topics [http://www.turningpointradio.org/hot_topics.html](http://www.turningpointradio.org/hot_topics.html)

**Course Videos and DVDs**

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 or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute.

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 or second 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%. The grade for work that is between 8 and 14 days late is lowered by 40%. Work that is over 14 days late will not be accepted except in special cases such as hospitalization or death. Professors are required to send to the EBI offices the grade sheet within 15 days of the end of each course so that transcripts can be updated.

Portfolio Policy
To 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, term papers, and exams for each course. Upon successful completion of the Associate of Biblical Studies, students may transfer 60 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.
## Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
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<td>A</td>
<td>95-100%</td>
<td>950-1000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
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<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C-</td>
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<td>NC</td>
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### Student Evaluation

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<td>100</td>
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<td>Sermon 1</td>
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<td>Sermon 2</td>
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<td>Final Exam</td>
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<td><strong>Total</strong></td>
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Equip Biblical Institute
Church Planting * Team Leadership * Pastors Institute
2100 Greenfield Drive, El Cajon, CA 92019

Report Card

Today’s Date
Name of EBI Training Center

First Name  Middle  Last Name

Street  City  State/Country  Zip

Home Phone  Cell or Work Phone  Email

Year
☐ Fall (September-December)  ☐ Spring (January-April)  ☐ Summer (May-August)

☐ Check if any information above needs to be updated.

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Start Date</th>
<th>End Date</th>
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<td>217a</td>
<td>Preaching Skills</td>
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<td></td>
<td>2</td>
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</table>

This student earned the above grade.

Professor Signature  Printed Name  Date

Order textbooks at least six weeks before the course starts.

(1) The professor will grade the Portfolio and return this Report Card to the student with the grade.
(2) The professor will complete and sign the Student Roster and Grade Sheet and return it to the Center Director for his signature.
(3) The Center Director will keep the Student Roster and Grade Sheet in the training center files.
(4) The Center Director will mail or email the Student Roster and Grade Sheet to gwoods@socalssem.edu.

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El Cajon, CA 92019-1161