



On-Campus Course Syllabus

MIN 501 FA.L1

Preparation of Expository Sermons

Fall 2019

Class Information

Day and Time: Mondays 10:45a-1:15p
Room Number: E207

Contact Information

Instructor Name: Jeffery C. Campbell
Instructor Email: jcampbell@criswell.edu
Instructor Phone: 214-818-1307 (office)
Instructor Office Hours: Tuesdays 9a-11a and Thursdays 9a-11a

Course Description and Prerequisites

An advanced study of the basic principles of sermon preparation. Attention is given to the formulation of a biblical philosophy of preaching and to sermon organization that facilitates expository messages which are biblical and relevant. Both the formal and functional elements of the sermon are explored. (Prerequisites recommended: GRK 502, HEB 502)

Course Objectives

1. Plan, organize, study, write, and deliver sermons from the Bible based on sound methods,
2. Contextualize (from interpretation to application) Biblical passages,
3. Research historical and scholarly materials regarding Biblical texts, and
4. Communicate effectively the Word of God to a contemporary audience.

Required Textbooks

Chapell, Bryan. *Using Illustrations to Preach with Power*. Rev. ed. Wheaton, IL: Crossway, 2001.
(ISBN 9781581342642)

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3rd ed. Grand Rapids: Baker Academic, 2014. (ISBN 9780801049125)

Course Requirements and Assignments

The student's grade is based on FOUR factors, each of which is worth one-fourth of the final grade:

1. **Class Participation.** Repeated exposure to the process of sermon development and the input of the professor and other students in the class is vital to the purpose of the course. Perfect class participation results from perfect attendance and is based off the attendance/reading assessment sheets.

2. **Class Preparation.** Students are expected to do exegetical/interpretive groundwork on passages and any assigned readings before the class period for which texts/readings are scheduled. Students must be prepared to give significant input in class regarding assigned readings and interpretation of passages. Class preparation will be assessed by attendance/reading assessment sheets.
3. **Collaborative Sermon.** The students, working within an assigned group, will present and explain an exegetical/expository sermon on a specific text assigned by the professor. Students will demonstrate their collaboration through message board discussions and explanation of exegesis/sermon structure/functional elements in class on the day the sermon is preached. While only certain students will have the opportunity to preach, every student will be required to submit a sermon outline for every assigned text (4 total).
4. **Research Paper.** The student must also prepare a research paper on one of the Biblical texts assigned through the semester (this text must be a different text than the one used for the collaborative sermon). The paper should make use of at least eight separate non-internet-based sources. The paper should have a section covering exegesis and a section consisting of an expanded sermon outline that contains the main functional elements of an expository sermon (introduction, explanation, illustration, application for each main point, and conclusion). This paper is not less than 8 pages long. The paper is due no later than midnight the day of the final. Each day it is late will cost the student one letter grade on the paper. Adherence to the Criswell Manual of Style is required.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

<i>Date:</i>	<i>Topic:</i>	<i>Due:</i>
08/19	Introduction to the Class/Review Syllabus	
08/26	Explain... Why exposition? What's the "big idea?"	Robinson pgs. 1-26 (Chapters 1-2) (Be prepared to have an in-depth discussion of this material in class.)
09/02	LABOR DAY – NO CLASS	
09/09	Explain... Delimiting passages. Establishing sermon purpose.	Robinson pgs. 27-76 (Chapters 3-5) (Be prepared to have an in-depth discussion of this material in class.)
09/16	Explain... Sermon outlines. Sermon elements.	Robinson pgs. 77-117 (Chapters 6-7) (Be prepared to have an in-depth discussion of this material in class.)
09/23	Illustrate... Why illustrate the sermon?	Chapell pgs. 19-82 (Part 1) (Be prepared to have an in-depth discussion of this material in class.)
09/30	Illustrate... How to craft an illustration.	Chapell pgs. 84-128 (Part 2) (Be prepared to have an in-depth discussion of this material in class.)
10/07	Illustrate... Where to find illustrations.	Chapell pgs. 132-176 (Part 3) (Be prepared to have an in-depth discussion of this material in class.)
10/14	Introductions and Conclusions. Clarity and conciseness.	Robinson pgs. 119-148 (Chapters 8-9) (Be prepared to have an in-depth discussion of this material in class.)
10/21	Application... Putting it all together. Is it important to apply the text?	Robinson pgs. 149-169 (Chapters 10) (Be prepared to have an in-depth discussion of this material in class.)
10/28	In class sermon prep for Hebrews 10:19-25.	Exegetical preparation. We will be crafting a sermon together with the functional elements.
11/04	Preaching/Teaching: Philippians 2:5-11	Collaborative Sermon. Sermon Outlines due.
11/11	Preaching/Teaching: James 1:19-27	Collaborative Sermon. Sermon Outlines due.
11/18	Preaching/Teaching: Mark 8:34-38	Collaborative Sermon. Sermon Outlines due.
11/25-29	FALL BREAK/THANKSGIVING	
12/02	Preaching/Teaching Ephesians 2:1-10	Collaborative Sermon. Sermon Outlines due.
12/09-13	FINALS WEEK	Research Papers are due no later than midnight the day of the final. Each day late will result in loss of one letter grade.