

PREA 5300: Proclaiming the Bible
New Orleans Baptist Theological Seminary
Pastoral Ministries Division
Dennis Phelps, Ph.D.; J.D. Grey Professor of Preaching
New Orleans Campus
HSC, Suite 101; dphelps@nobts.edu
Fall 2015

Bunyan 202
T, Th, 9:30 – 10:50 a.m.

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Mission Statement: The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

We are here not merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

COURSE PURPOSE:

Christian proclamation of the Bible plays an essential part in the spread of the Gospel and Christianity. While Jesus mandates all Christians to carry out the Great Commission as witnesses, not all are called to preach or are involved in a preaching ministry. However, this course can help anyone who communicates the Word of God (e.g., teaching, writing, witnessing) and those who listen to preaching.

CURRICULUM COMPETENCIES:

Biblical Exposition -- To interpret and communicate the Bible accurately;

Christian Theological Heritage -- To understand and interpret Christian theological heritage and Baptist polity for the church;

Disciple Making -- To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth;

Spiritual and Character Formation -- To provide moral leadership by modeling and mentoring Christian character and devotion; and

Worship Leadership -- To facilitate worship effectively.

2015-16 CORE VALUE FOCUS: Mission Focus

COURSE DESCRIPTION:

This is a foundational course which considers the nature of preaching, principles of sermon construction, resources for preaching, methods of sermon preparation and delivery, and problems of the preaching ministry. While students are exposed to a variety of approaches to sermon development, primary emphasis is given to the expositional process which undergirds the preaching event [*Graduate Catalog*].

STUDENT LEARNING OUTCOMES:

In order to interpret and communicate the Bible accurately, the student who satisfactorily fulfills the requirements should be able by the end of the course to:

1. Apply their knowledge and comprehension of the following ideas to communicating the Bible accurately:
 - The scope of the preaching ministry; principles of sermon organization and preparation; critical issues encountered in the preaching ministry.
 - The nature of preaching; principles of sermon construction; resources for preaching; methods of sermon preparation and delivery; problems of the preaching ministry.
2. Value:
 - The role of the Holy Spirit in sermon planning, development, and delivery.
 - The discipline of sermon planning and development.
 - The expositional process in the preaching event.
3. Accomplish these tasks:
 - Prepare an expository sermon.
 - Use the expositional process.

METHODS:

1. Lectures will present the principles and methods of preaching.
2. Assigned readings will summarize principles, perspectives.
3. Audios, videos, and web streaming will be used to demonstrate examples.
4. Writing assignments will facilitate experiential learning of the course content and learning outcomes.
Resource persons may be used to share experiences.
5. Class and small-group discussions will be used to stimulate personal insights.

REQUIRED TEXTS:

The Bible

Duduit [DID way], Michael, ed., *Handbook of Contemporary Preaching* (Nashville: Broadman, 1992)

Vines, Jerry, and Jim Shaddix. *Power in the Pulpit: How to Prepare and Deliver Expository Sermons* (Chicago: Moody Press, 1999)

REQUIREMENTS:

1. **BLACKBOARD:** You will confirm an account and your enrollment in the course Blackboard. If you are unable to access the course Blackboard or experience technical difficulties, please contact the NOBTS Blackboard Helpdesk. **DUE: First Friday of semester**

Note: All course assignments must be submitted via the course Blackboard. Documents emailed to the professor will not be accepted.

2. **ASSIGNED READINGS & QUIZZES:** You are responsible for completing assigned readings from the course textbooks and taking quizzes from the readings. No make-up quizzes will be offered.
3. **EXPOSITORY SERMON PROJECTS (ESP):**

This assignment is an embedded assignment that will be completed by all students for all the sections of this course. The rubric for grading this assignment is attached to the syllabus. Please complete the assignment according to the syllabus and rubric.

These assignments are to be typed and double-spaced, using Times New Roman 12-pitch font, and cite appropriate original sources per current Turabian format. Include your name, e-mail address, and title of the assignment on the front of the assignment. See description and example on course Blackboard. Each assignment will be submitted on the course Blackboard. Coherence, clarity, relevance, form, accuracy, freshness of expression will be included as a part of the evaluation of these assignments.

DUE: Week 6 (Thurs.)

- a. Write an analysis paper of **Colossians 1:24-29**.
 - i. Begin with a section titled “Personal Observations of the Passage”.
 1. This will include an initial personal paraphrase of the passage based on reading the passage **OUT LOUD** in at least **5 TRANSLATIONS**.
 2. The apparent central idea of the text (CIT) and unifying theme will be stated.
 3. The apparent emphases of the passage will be listed. These will include initial observations about the passage gleaned from reading the **ENTIRE BOOK** out loud from at least 5 translations.
 4. List initial questions you have about the meaning and nature of the passage.
 - ii. The second section will reflect a “Critical Study of the Passage” (consult at least 4 critical background commentaries).
 1. “Background of the book and passage”, should include:
 - a. background study of the book, discussing options for authorship, date, place, historical / cultural context, recipients, genre, purpose, theological framework, relation of passage to context, etc.;
 - b. include evidence (primary and secondary) for each major option; and your personal conclusions and evidentiary basis for each.
 2. Develop a single-page, personally developed, factual outline of the book (three levels deep), tied directly to the text itself, reflecting the literary context of the text, and indicating the chapter and verses.
 3. In the third part, titled “Exegesis and exposition of the passage”:
 - a. conduct an exegesis of Colossians 1:24-29 (see *Power in the Pulpit*, 105-20); examine each individual verse, clause, phrase, or legitimate group of verses;
 - b. develop an exegetical outline of the pericope that includes the text being examined -- interpretive in nature, based upon syntactical analysis, reflecting the significance of ideas in context, and demonstrating a direct relationship to the factual outline and author’s intended purpose; consult necessary language (grammar and syntax) tools.
 - iii. In the third section, titled “Resulting Interpretation of the Passage”:
 1. Propose an improved paraphrase of the passage based upon your exegetical and critical analysis;
 2. Propose a more accurate central idea of the text (CIT) and unifying theme of the passage;
 3. List the major emphases of the passage based upon the critical study;
 4. Provide the answers to the initial questions raised about the passage;
 5. List the hermeneutical principles necessary to a proper interpretation and application of the passage, with specific examples from the text itself;
 6. Provide “message implications”, listing implications of the entire book for sermonic themes and possible applications, comparing devotional and pastoral commentaries (see *Power in the Pulpit*, 120-25).

- iv. Include a “Selected Bibliography” for a critical study of Colossians, including at least 4 critical commentaries, 3 homiletical commentaries, one devotional commentary, one Testament survey, one Bible dictionary, one systematic theology book, one on-line source, one Bible encyclopedia, and 3 word study/language tools.

4. DEDUCTIVE SERMON BRIEF: Write an expanded deductive sermon brief from Col 1:24-29. In addition to formal and functional elements, write out your introduction, summation, and invitation word-for-word exactly how you would say them. Include a bibliography. **DUE: Week 8 (Tues.)**

5. MID-TERM EXAM: A mid-term exam will cover all of the material discussed in the classroom and the textbook readings covered by that week. **DUE: Week 8 (Thurs.)**

6. JOSHUA ANALYSIS AND INDUCTIVE BRIEF: Develop an analysis summary (4 pages/1000 words or less of important background issues as listed above and major implications of Bible study) and a one-page inductive sermon brief on any narrative passage from **Joshua 2-9, 14, 20, 22-24**. Include a bibliography. **DUE: Week 11 (Tues.)**

7. INDUCTIVE SERMON MANUSCRIPT: Write an inductive sermon manuscript for your message from the Joshua narrative text. Write out word-for-word exactly how you expect to preach the message. Include a bibliography. **DUE: Week 16 (Tues.)**

8. FINAL EXAM: A final exam will cover all of the material discussed in the classroom and the textbook readings throughout the entire semester. **DUE: Final Exam Week**

FINAL GRADE:

- 10% -- QUIZZES
- 25% -- COLOSSIANS 1:24-29 ANALYSIS PAPER
- 10% -- COLOSSIANS 1:24-29 EXPANDED DEDUCTIVE SERMON BRIEF
- 15% -- JOSHUA ANALYSIS SUMMARY and INDUCTIVE SERMON BRIEF
- 10% -- JOSHUA INDUCTIVE SERMON MANUSCRIPT
- 15% -- Mid-term exam
- 15% -- Final exam

STUDENT / PROFESSOR CONFERENCES:

The professor is available to meet with students by prior appointment during office hours. The teaching assistant is available for phone and email consultation.

DISCLAIMER:

Flexibility is a critical attitude to ministry faithfulness. Therefore, students will be expected to keep a good attitude when things change. This syllabus proposes a course of study for a given time period. However, occasionally things change. The professor reserves the right to adjust the syllabus when he reasonably thinks that doing so will enhance the learning experience of the students.

IN CASE OF A DECLARED CAMPUS EVACUATION, students are to check the NOBTS electronic Blackboard at www.nobts.edu within four days of evacuation.

CLASS POLICIES:

1. Attendance and Class Participation: As noted above, attendance and class participation are necessary for meeting the requirements of this class. Students will be expected to attend all classes, per the published policy in the academic catalog. Students are expected to be attentive and prepared for each class session. Students who are engaged in private conversations or doing work for other classes may be asked to leave the class; repeat violations may result in removal from the course. Rude or disruptive behavior is also not permitted.
2. Laptop Guidelines: Laptops are permitted in class as long as they are used for taking notes or accessing Blackboard materials related to this particular course. Students using laptops are requested to sit in the front of the classroom for accountability purposes. Gaming, e-mail, social networking, and web browsing of any kind are strictly prohibited. Failure to heed this policy will result in dismissal from the class session; repeat violations may result in removal from the course. Any student using Facebook during a class meeting may be asked to leave the class, repeat offenders for the remainder of the semester.
3. Cell Phones: Students should be conscientious of other classmates by turning off all cell phones. If a student's cell phone goes off in class his/her class participation grade will be docked.
4. Late Work: Because of the nature of this class, no late work is permitted without explicit approval of the professor. If you cannot meet a deadline or anticipate being unable to do so, notify the professor. No graduating senior will be permitted to graduate unless his or her assignments are submitted in a timely manner.
5. Plagiarism: The instructor calls attention to the policy on plagiarism found in the NOBTS Graduate Catalog and Student Handbook. Students are given the task of writing in order to help them learn how to think critically about the ideas of others and to present the results of their analysis in a readable form. Plagiarism defeats these purposes by cheating the student out of an opportunity to grow. Plagiarism is a failure to distinguish between the work of the student and the work of others, either intentionally or unintentionally. Students that plagiarize will be reported to the Dean of Students and a grade of "F" will be assigned. Remember the words of the proverb: "Whoever walks in integrity walks securely, but he who makes his ways crooked will be found out" (Prov 10:19).

COURSE SCHEDULE

(PREA5300 – fall 2015)

Week	Date	Handbook	Power in the Pulpit	Assignment Due
1	Aug 25	Introductions, Overview		
	Aug 27			Blackboard Registration
2	Sept 1		<i>Power: 17-44</i>	
	Sept 3	<i>Handbook: Intro, chaps 1-4</i>		
3	Sept 8			
	Sept 10	<i>Handbook: chaps 5-6, 11-14, 48-50</i>		
4	Sept 15			
	Sept 17		<i>Power: 45-70</i>	
5	Sept 22		<i>Power: 71-90</i>	
	Sept 24	<i>Handbook: chaps 15-19, 22-26</i>		
6	Sept 29			
	Oct 1			DUE: Colossians Analysis
7	Oct 6	<i>Handbook: chaps 27-31</i>		
	Oct 8		<i>Power: 91-126</i>	
8	Oct 13			DUE: Col Brief
	Oct 15			Mid-term Exam
9	Oct 20	<i>FALL BREAK</i>		
	Oct 22	<i>FALL BREAK</i>		
10	Oct 27	<i>Handbook: chaps 32-34</i>		
	Oct 29		<i>Power: 127-200</i>	
11	Nov 3			DUE: Joshua Analysis & Brief
	Nov 5		<i>Power: 201-228</i>	
12	Nov 10	<i>Handbook: chaps 20-21</i>		
	Nov 12		<i>Power: 228-262</i>	
13	Nov 17	<i>Handbook: chaps 35-41</i>		

	Nov 19	<i>Handbook: chaps 42-47</i>		
14	Nov 24	<i>THANKSGIVING BREAK</i>		
	Nov 26			
15	Dec 1	<i>Handbook: chaps 7-10</i>		
	Dec 3		<i>Power: 263-290</i>	
16	Dec 8			DUE: Joshua Mss
	Dec 10		<i>Power: 291-354</i>	
FINAL EXAM				

“How shall they call on One in Whom they have not believed; how shall they believe in One Whose Words they have not heard; how shall they hear without a preacher; how shall they preach unless messengers are sent forth:...
 ‘How beautiful are the feet of those who preach the good news!’”
 (Rm. 10:14-15; personal translation)

“Let the pastors who show themselves good leaders be considered worthy of double honor and remuneration, especially those who work diligently at gospel preaching and theological teaching.”
 (1 Tim 5:17; personal translation)

“Be diligent to present yourself approved to God as a workman who does not need to be ashamed, handling accurately the word of truth.... But evil men & imposters will proceed from bad to worse, deceiving & being deceived. You, however, continue in the things you have learned & become convinced of, knowing from whom you have learned them; & that from childhood you have known the sacred writings which are able to give you the wisdom that leads to salvation through faith which is in Christ Jesus. All Scripture is inspired by God & profitable for teaching, for reproof, for correction, for training in righteousness; that the man of God may be adequate, equipped for every good work. I solemnly charge you in the presence of God & of Christ Jesus, who is to judge the living & the dead, & by His appearing & His kingdom: preach the word; be ready in season & out of season; reprove, rebuke, exhort, with great patience & instruction. For the time will come when they will not endure sound doctrine; but wanting to have their ears tickled, they will accumulate for themselves teachers in accordance to their own desires, & will turn away their ears from the truth & will turn aside to myths...” (2 Tim 2:15; 3:13-4:4; NASB)

“We believe that the Bible is the Word of God in the highest and fullest sense, and is the unrivalled authority in determining the faith and practice of God’s people; ...”
NOBTS Articles of Religious Belief (Article I – Sole Authority of Scriptures)

“Baptists are a people of deep beliefs and cherished doctrines. Throughout our history we have been a confessional people, adopting statements of faith as a witness to our beliefs and a pledge of our faithfulness to the doctrines revealed in Holy Scripture. Our confessions of faith are rooted in historical precedent, as the church in every age has been called upon to define and defend its beliefs. Each generation of Christians bears the responsibility of guarding the treasury of truth that has been entrusted to us [2 Timothy 1:14]. . . the sole authority for faith and practice among Baptists is the Scriptures of the Old and New Testaments.”
Report of the Baptist Faith and Message Study Committee (Preface; see also *1925 New Hampshire Confession* and *1963 Baptist Faith and Message*)

“[The Holy Bible] reveals the principles by which God judges us, and therefore is, and will remain to the end of the world, the true center of Christian union, and the supreme standard by which all human conduct, creeds, and religious opinions should be tried.”
The Baptist Faith and Message 2000 (Article I – The Scriptures)

SELECTED BIBLIOGRAPHY FOR PREACHING

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Hermeneutics/Biblical Theology in Preaching

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GRADING RUBRIC FOR EMBEDDED ASSIGNMENT

Section 1: Personal Observations of the Text

- 0 1 2 3 4 – Paraphrase demonstrates familiarity with multiple English translations
- 0 1 2 3 4 – Apparent CIT expressed concisely in 3rd person and past tense
- 0 1 2 3 4 – Apparent emphases reflect macro context of the Bible book
- 0 1 2 3 4 – Initial questions demonstrate curiosity and are numerous and appropriate

Section 2: Critical Study of the Passage

- 0 1 2 3 4 – Background of the book discusses options for authorship, date, place, historical/cultural content, recipients, genre, purpose, theological framework, and relation of passage to context
- 0 1 2 3 4 – Analysis of major issues reflects internal/external evidence and primary/secondary sources
- 0 1 2 3 4 – Personal positions are supported by evidence, analysis, and/or critical thinking
- 0 1 2 3 4 – Content reflects at least 4 critical background commentaries
- 0 1 2 3 4 – Factual outline is three-levels deep, tied directly to the passage, indicates chapter and verses, and reflects literary context of the text
- 0 1 2 3 4 – Exegesis examines individual verses by major clauses, phrases, and/or words
- 0 1 2 3 4 – Exegetical outline reflects syntactical/grammatical/linguistic analysis, significance of ideas in context, and is directly related to the factual outline and author's intended purpose

Section 3: Resulting Interpretation of the Passage

- 0 1 2 3 4 – Final paraphrase reflects exegetical and critical analysis of previous section
- 0 1 2 3 4 – Final CIT expressed concisely in 3rd person and past tense, and is accurate to the passage
- 0 1 2 3 4 – Final major emphases are related directly to the passage
- 0 1 2 3 4 – Answers to the initial questions are related directly to the passage and/or acknowledged as not answered by this particular passage
- 0 1 2 3 4 – Hermeneutical principles listed are appropriate for this passage
- 0 1 2 3 4 – Hermeneutical principles are tied to references to specific texts
- 0 1 2 3 4 – Message implications, sermon themes, and possible applications are appropriate
- 0 1 2 3 4 – Message implications, sermon themes, and possible applications reflect use of devotional and pastoral commentaries

Selected Bibliography

- 0 1 2 3 4 – Includes at least 4 critical commentaries
- 0 1 2 3 4 – Includes at least 3 homiletical commentaries
- 0 1 2 3 4 – Includes at least 1 devotional commentary, 1 Testament survey, 1 Bible dictionary, and 1 systematic theology
- 0 1 2 3 4 – Includes at least 1 online source
- 0 1 2 3 4 – Includes at least 1 Bible encyclopedia
- 0 1 2 3 4 – Includes at least 3 word study/language tools

Grading Scale Criteria

- 4 -- Exceptional quality, demonstrating superior workmanship and scholarship in exegesis of the passage; demonstrates specific, accurate and relevant use of class textbook and course concepts; reflects thoughtful consideration and addresses specific issues appropriately, constructively, and relevantly; follows syllabus instructions and format of the example; work submitted on time
- 3 -- Better quality than the class average; demonstrates that every detail of the assignment has been given careful attention; follows syllabus instructions and format of the example; work submitted on time
- 2 -- Met the requirements satisfactorily; demonstrates a quality at least comparable to the class average; follows syllabus instructions and format of the example; work submitted on time
- 1 -- Low passing; below the quality of the class average; student is not prepared for advanced work
- 0 -- Unsatisfactory work; reflects little or no use of specific references to class textbook and course lectures; resources are too few, or only devotional and general in nature