

PREA5300 Proclaiming the Bible (T-Th)
New Orleans Baptist Theological Seminary
Division of Pastoral Ministries
Fall 2016

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Seminary Mission Statement

The mission of the 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.

Purpose of the Course, Core Value Focus, and Curriculum Competencies Addressed

The purpose of this course is to provide for the students quality theological education in the discipline of pastoral ministries. The core value focus of the course will emphasize characteristic excellence. The course will address the competencies of biblical exposition, interpersonal skills, and spiritual and character formation.

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.

Student Learning Outcomes

Christian proclamation of the Bible has played a vital role in the spread of the Gospel and Christianity. While all Christians are to carry out the Great Commission as witnesses of Christ, not all are called to preach or are involved in a preaching ministry. However, this course can benefit all who communicate the Word of God (such as through preaching, teaching, writing, or witnessing) and those who listen to preaching. Therefore, the following learning outcomes will apply to all students in this course.

By the end of the course, students who satisfactorily fulfill the course requirements should:

1. Be able to apply their knowledge and comprehension of course content to communicating the Bible accurately and effectively through the scope of a preaching ministry including:
 - a. Concepts of preaching, principles of sermon preparation and organization, resources for sermon development, and critical issues encountered in a preaching ministry.
 - b. Concepts of pulpit communication, principles of sermon delivery, resources for sermon delivery, media technology and preaching, and problems of sermon communication.
2. Value the following:
 - a. The role of the Holy Spirit in sermon planning, development, and delivery.
 - b. The personal spiritual preparation of the preacher.
 - c. The disciplines of sermon planning and development.
 - d. The expositional process in the preaching event.

3. Be able to accomplish the following tasks:
 - a. Use the expositional process.
 - b. Prepare an expository sermon.

Course Methods

1. Lecture presentations and other methods will be utilized to teach the principles and methodologies of preaching, as well as to present various resources available.
2. Writing assignments will be required to facilitate experiential learning regarding the course content and objectives. Resource persons may be used to share experiences, as time permits.
3. Class and small-group discussions will be used to stimulate personal insights about preaching.
4. Conferences with the instructors are invited, in order to promote learning and application of course principles and concepts, and may be accomplished via telephone, e-mail, or office visits.

Textbooks

The following textbooks are required for this course:

Heisler, Greg. *Spirit-Led Preaching: The Holy Spirit's Role in Sermon Preparation and Delivery*. Nashville: Broadman & Holman, 2007.

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

The following textbooks are recommended reading but are optional for this course:

Duduit, Michael, ed. *Handbook of Contemporary Preaching*. Nashville: Broadman Press, 1992.

Merida, Tony. *Faithful Preaching: Declaring Scripture with Responsibility, Passion, and Authenticity*. B & H Academic, 2009.

York, Herschel W., and Bert Decker. *Preaching with Bold Assurance: A Solid and Enduring Approach to Engaging Exposition*. Nashville: Broadman & Holman, 2003.

Course Requirements

Students are required to do the following assignments:

1. Submit a typed, single-spaced, **four-page** (or less) **annotated analysis** of the two required course textbooks by Heisler and Vines and Shaddix, plus two books on preaching selected by the student. **Format:** this one single-spaced analysis of the **four books** must give a **correct bibliographical listing** of each book with each book's associated annotation which answers the following questions:

- a. What is a two-paragraph summary of the book?
- b. What is a two-paragraph discussion of the helpful features of the book concerning preaching?
- c. What is a two-paragraph discussion of how you will apply in your preaching (or Christian communication) of God's Word what you have learned from the book?

Reminder: this is an annotated analysis assignment—do not use the words, Book Review.

2. Prepare a typed, single-spaced, **two-page** (or less) **theology of preaching**, which gives **biblical** references (i.e., 2-5 biblical references) **and** discusses these topics: the nature of preaching, the Bible as the Word of God, the calling to preach, the preacher and God's Word, the nature and role of the sermon in preaching, and the role of the Holy Spirit in preaching. **Format:** each topic is to be taken **in the order** cited herein and is to be listed as a heading followed by its respective **biblical references** and **discussion** (see the Blackboard example). A cover page is required, but do not include an intervening blank page. This assignment will serve as the theological component of the preaching project.

3. Submit a typed (single-spaced) **preaching project** on the biblical book of Philippians, consisting of the following:

a. Sermon Study Section.

(1). Compile a typed selected bibliography of at least **20** study and preaching resources on Philippians, as follows: 4–different English Bible versions (e.g., NASV, NIV, NKJV, etc.); 1–English study Bible (specify the version); 3–critical commentaries; 2–homiletical commentaries; 1–devotional commentary; 1–English Bible dictionary; 1–English Bible concordance; 2–word study/language tools; 1–book of sermons on Philippians, 1–periodical article on Philippians, and 3–Internet Bible study/preaching resources. **Format:** entries must be in correct Turabian form and are to be listed **alphabetized** under the applicable resource heading (and **headings must be in the order listed herein**).

(2). A personally developed, typed, **one-page overview and outline** of Philippians.

(3). **Four** completed **sermon study notes forms**, one for **each** of the four sermon briefs in Philippians (rf., the Sermon Development Section). **Note:** students **must** use the Sermon Study Notes form attached herein to submit the personal study notes required on each sermon text from Philippians.

b. Sermon Development Section.

(1). **Four** typed **sermon briefs** based on four different sermon texts from Philippians, one text per chapter (i.e., **each text and sermon brief** must be from a **different chapter** in Philippians. Note students **must** use the Sermon Brief form attached herein (note; **all major points of sermons must be referenced to Scripture** and show the Scripture reference associated with each main point on each sermon brief).

(2). One typed **sermon manuscript** (not to exceed six pages **double-spaced**) developed from one of the four sermon briefs.

Preaching Project Format: The preaching project should be prepared as a composite paper with the Sermon Study and the Sermon Development sections and their required components clearly identified. A cover page is required, but do not include an intervening blank page. Information regarding the development of the personal **study notes** component and the Sermon Study Notes form will be given in class. Information is also provided in Vines and Shaddix, pp. 96-125. Information on the sermon briefs and the Sermon Brief form will also be given in class.

Note: the theology of preaching assignment and the preaching project assignment compose the embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this embedded assignment is attached to the syllabus. Students are to complete the embedded assignment according to the syllabus requirements and be mindful of the grading rubric.

4. Take a final exam (i.e., an open-book, take-home exam) in accordance with the course schedule.

Evaluation

All student learning outcomes will be evaluated through the grading of the course assignments and examination. Student participation and behavior in class and small-group discussions will also be factors in evaluation and grading.

The student's final grade will be determined as follows:

1. Annotated analysis of four books	20%
2. Theology of preaching	20%
3. Preaching project	40%
4. Final exam	20%

Absences, Make-up Work, and Late Assignments

The NOBTS policy on absences (rf., Graduate 2016-17 Catalog, p. 178) will be followed during the course. When emergencies exist, the student may petition the Associate Dean of Graduate Studies for permission to remain in class with an excessive absence. Students also are reminded that **they** are responsible for having their presence in class recorded on the class roll when they are tardy in attendance.

Assignments are due to be submitted by e-mail to barlowsec@nobts.edu on the date specified in this syllabus. Those assignments submitted past the date due will incur a late penalty of **ten** points, which will be deducted from the assignment grade. **Assignments will not be accepted more than one week past the date due** without permission.

Course Schedule and Assignments

Course topics will be as follows:

Introduction

The Nature of Preaching: Biblically and Historically

Preparation for Preaching: Role of the Holy Spirit, Spiritual Preparation, and Preaching Resources

The Process of Expository Preaching: Sermon Study and Sermon Development

Proclamation of Expository Sermons: Audience Analysis, Sermon Delivery, and Media Technology

The Christian Preaching Ministry: Contemporary Problems and Challenges

Course Conclusion

Assignments are due no later than **12:00 noon** by e-mail to barlowsec@nobts.edu on the following **dates**:

- | | |
|--------------------------|-----------------------|
| 1. Annotated analysis | Tuesday, November 15 |
| 2. Theology of preaching | Tuesday, September 20 |
| 3. Preaching project | Tuesday, December 6 |

The final exam will be available on Friday, **December 9**, and will be **due** no later than **11:00 A.M.**, Tuesday, **December 13**, by e-mail to barlowsec@nobts.edu. Note: assignments may not be submitted to the course professors by e-mail. The course will **not** meet during October 17-21 (Fall Break) nor during November 21-25 (Thanksgiving).

Selected Bibliography

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Carson, D.A. *A Call to Spiritual Reformation*. Grand Rapids, Baker Book House, 1992.

Piper, John. *Brothers, We Are Not Professionals*. Nashville: Broadman, 2002.

Hermeneutics

Corley, Bruce, Steve Lemke, and Grant Lovejoy, eds. *Biblical Hermeneutics*. Nashville: Broadman & Holman, 1996.

Duvall, J. Scott, and J. Daniel Hayes. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 3d ed. Grand Rapids: Zondervan, 2012.

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Greidanus, Sidney. *The Modern Preacher and the Ancient Text: Interpreting and Preaching Biblical Literature*. Leicester: Inter-Varsity Press, 1988.

_____. *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method*. Grand Rapids: William B. Eerdmans Publishing Company, 1999.

Larson, Craig Brian, ed. *Interpretation and Application*. Peabody, MA: Hendrickson Publishers, 2012.

Walton, Benjamin H. *Preaching Old Testament Narratives*. Grand Rapids: Kregel, 2016.

Wright, Christopher J. H. *How to Preach and Teach the Old Testament for All Its Worth*. Grand Rapids: Zondervan, 2016.

Zuck, Roy B., ed. *Rightly Divided: Readings in Biblical Hermeneutics*. Grand Rapids: Kregel Publications, 1996.

History of Preaching

Dodd, C. H. *The Apostolic Preaching and Its Developments*. Reprint. Grand Rapids: Baker, 1980.

Fant, Clyde E., Jr., and William M. Pinson, Jr. *20 Centuries of Great Preaching: An Encyclopedia of Preaching*. Waco: Word Books, 1971.

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Wiersbe, Warren W. *Listening to the Giants*. Grand Rapids: Baker, 1980.

Wilson, Paul Scott. *A Concise History of Preaching*. Abingdon, 1992.

Theology and Philosophy of Preaching

Akin, Daniel L., David L. Allen, and Ned L. Mathews, eds. *Text-Driven Preaching*. Nashville: B & H Academic, 2010.

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Allen, O. Wesley, Jr., ed. *The Renewed Homiletic*. Minneapolis: Fortress Press, 2010.

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Begg, Alistair. *Preaching for God's Glory*. Wheaton, IL: Crossway Books, 1999.

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- _____, Lee Sparks, and Katherine Hayes Sparks, eds. *Craddock on the Craft of Preaching*. Atlanta, GA: Chalice Press, 2011.
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Contextualization

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SERMON BRIEF
Rhetorical Sermon Outline

Name:

Assignment:

Date Due:

A. Foundational Elements

1. Sermon Title (in quotation marks; headline capitalization style):
2. Text:
3. Subject (in one or two words--or as a short phrase):
4. ETS (Essence of the Text in a Sentence--also called the CIT, Central Idea of the Text; state in the past tense):
5. ESS (Essence of the Sermon in a Sentence--also called the Proposition; do not state in the past tense):
6. OSS (Objective of the Sermon in a Sentence--state in terms of what hearers will **do** as a result of this sermon): Hearers will....

B. Formal Elements

Introduction (Note: the number of key summary sentences may vary in the Introduction outline below.)

- 1.
- 2.
- 3.

Body (Note: the number of main points and key sub-points may vary in the Body outline below.)

- I.
 - 1.
 - 2.
- II.
 - 1.
 - 2.
- III.
 - 1.
 - 2.

Conclusion (Note: the number of key summary sentences may vary in the Conclusion outline below.)

- 1.
- 2.
- 3.

C. Notes

1. The number of points may **vary** within the formal elements from the numbers shown above.
2. All main points (i.e., I, II, etc.) in the sermon body outline **must** be referenced to the text (e.g., I. The Motive of Salvation, John 3:16a; II. The Means of Salvation, John 3:16b).
3. Write all sermon body main points in headline capitalization style (e.g., I. The Motive of Salvation). Write all lesser points under the main points in sentence capitalization style (e.g., 1. The love of God for the world).

SERMON STUDY NOTES

Sermon Text (Bible Book/Chapter/Verse or Verses):

Text Analysis:

1. Biblical literature type (prose, poetry, parable, etc.):
2. Structural thought diagram:

Initial Ideas from Reading the Text:

- 1.
- 2.

Scripture Cross References:

1. To the sermon text:
2. To individual verses and/or key words of the sermon text:

Word Studies (list text word and verse with word meaning and study aid resource used):

- 1.
- 2.
- 3.

Study Aids Notes (list by text verse and study aid resource used):

Insights and Illustrations:

ETS/CIT:

ESS/Proposition:

Sermon Title:

GRADING RUBRIC FOR THE 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