



**PMTH8300 Apologetic Preaching**  
**New Orleans Baptist Theological Seminary**  
**Doctor of Ministry Seminar**  
**January 13-15, 2020**

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### **Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**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.**

### **Core Value Focus**

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here 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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
- 4. Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
- 5. Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is spiritual vitality.

### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition; Christian Theological Heritage; Disciple Making; and Worship Leadership.

### **Course Description**

This seminar is designed to equip students to understand cultural, doctrinal, moral, and other contextual issues for the purpose of faithfully proclaiming God's Word. Students will study various apologetic approaches and will be able to understand the nature of apologetics, specifically as it relates to the preaching ministry. The seminar will address the nature of worldviews and the uniqueness and reasonableness of the Christian worldview. Special attention will be given to communicating and defending the Christian worldview in the context of expository preaching. Also can be taken as THTH8300. [*Graduate Catalog*]

### **Student Learning Outcomes**

The student who satisfactorily fulfills the requirements should be able by the end of the course to:

1. assess the worldview and apologetic issues in his current ministry context;
2. articulate a fundamental knowledge of the Christian worldview;
3. understand and evaluate foundational apologetic philosophies and methods;
4. incorporate various apologetic methods into expository preaching; and
5. compose a sermon series that demonstrates apologetic methodology and sound exegetical-homiletical principles.

### **Course Teaching Methodology**

The course will involve the following methodologies:

1. through assigned reading and discussions, the seminar will introduce students to contemporary trends in apologetic theory and methodology;

2. lectures by the professors will provide the basis for moving from theory to practice in implementing apologetics into expository preaching;
3. written assignments will sharpen the student's ability to assess his ministry context and to incorporate relevant apologetic methods through the medium of expository preaching.

### **Textbooks**

The Bible

Copan, Paul. *When God Goes to Starbucks: A Guide to Everyday Apologetics*. Grand Rapids: Baker, 2008.

Eswine, Zack. *Preaching to a Post-Everything World: Crafting Sermons that Connect with Our Culture*. Grand Rapids: Baker Books, 2008.

### **Course Requirements**

1. **BLACKBOARD:** NOBTS ITC will create an account on Blackboard and enroll you in this course Blackboard.
2. Each student will join the Evangelical Homiletics Society ([www.EHomiletics.com](http://www.EHomiletics.com)) at the Associate Member level (\$25). This provides electronic access to ALL papers presented at the annual international scholars conference and articles published in the bi-annual *Journal of the Evangelical Homiletics Society*, from 2001 thru 2019, many dealing with apologetics and evangelical preaching.

**DUE: Thursday, January 2**

### **Pre-site Assignments:**

- **Apologetic Lectures Review** (50 points) **DUE: Monday, January 6**  
Since you signed up for this seminar on Apologetic Preaching, we want you to experience some apologetic lectures or presentations. The goal for this assignment is that you attend, listen, or watch a series of at least four (4) apologetic lectures before the seminar meeting and complete a 4-page, double-spaced (12-pitch Times Roman font, 1-inch margins) analytical review (not just summary) of the lectures. You may fulfill this assignment in three ways:
  1. You may attend the *Defend the Faith* apologetics conference, the week before our seminar. Note that registration for the conference is separate from registration for the course. To register and for more information about the conference, go to <https://www.nobts.edu/plc/conferences/defend-2020.html>. The conference starts Monday, January 6<sup>th</sup>.
  2. You may attend a series of local apologetics seminars in your area or at another location.
  3. You may watch a video series, such as from Youtube or another source, on apologetic topics. While the live experiences are always better, you may still be exposed to some great apologetic material from well-known speakers via the Internet or another medium.

Note that you must email your professors for prior approval of whatever option you choose. Please send the name of the speaker(s), topics, medium (internet, video, live, etc.), and how many sessions to the professors.

- **Two book reviews** (50 points each) **DUE: Monday, January 13**  
Read the Copan and Eswine textbooks, and prepare written reviews of these two books. Each review should be 4-5 pages (single-spaced, double-spaced between paragraphs). Your reviews should reflect a serious reading of the texts and a careful analysis of their content, including the following:
  - Brief biographical sketch of author(s) (a paragraph)
  - Author's purpose and thesis (a paragraph)

- Summary of contents, purpose, thesis, and major arguments of the books (4 pages)
- Significant teachings or insights (half page)
- Strengths and weaknesses (half page)
- Contributions to apologetic preaching (paragraph)
- 3-5 questions related to the book for seminar discussion (paragraph)

### On-site Assignments

- First draft of an apologetic sermon brief (25 points) **Due: Monday, January 13**  
 You will prepare an apologetic sermon series after the seminar that provides apologetic arguments that respond to issues in your context. The brief should illustrate sound exegetical foundations for preaching (e.g., historical background, literary structure, content analysis, and good homiletics) as well as sound apologetic methodology. *Each student will submit a first draft of one sermon brief to be presented and critiqued in the seminar.* See guidelines for the sermon brief at the end of this syllabus. The complete sermon series is due 3/15.
- Attend all ProDoc seminar sessions (1/13-15)  
 Dr. Brooks and Dr. Phelps will provide presentations and will be discussing your insights from the texts that you read and apologetics lectures to which you listened.

### Post-site Assignments:

- Apologetic Sermons Review (25 points) **DUE: Monday, January 27**  
 Review three (3) sermons on apologetic topics by a preacher(s). Students will submit a one-page review of each sermon. The sermons must address specific apologetic issues covered in class and may be viewed either in person or via video.
- Contextual Analysis (50 points) **DUE: Monday, February 17**  
 Prepare an analysis of your current ministry setting. The analysis should identify specific apologetic issues in your context. This will include issues relative to both your congregation and your community that need to be addressed with apologetics. For example, someone living in Salt Lake City would identify Mormonism in general and the person and work of Jesus in particular. Someone living in San Francisco might identify human sexuality and the definition of marriage as relevant issues. You will want to identify those issues affecting your context, whether they are unique to your context (such as a local cultic movement) or of a more general nature (moral relativism). The analysis should be 4-5 pages (single-spaced).
- Sermon Series (50 points) **DUE: Monday, March 16**  
 Prepare a sermon series consisting of six 1-2 page (single-spaced) sermon briefs that provide apologetic arguments that respond to issues in your context. These briefs should illustrate sound exegetical foundations for preaching (e.g., historical background, literary structure, content analysis, and homiletical principles) as well as sound apologetic methodology. You will have submitted the first draft of one sermon brief to be presented and critiqued in the seminar. An introduction to the Sermon Series should be included stating the purpose of the series and an explanation of why the particular passages were selected. See guidelines for a sermon brief at the end of this syllabus.

### **Deadlines**

Each assignment (quizzes, exams, papers, sermon briefs, manuscripts, summaries, etc.) must be submitted by midnight (Central Time) of the date due. In fairness to all students, no exceptions are allowed.

## Evaluation of Grade

The assignments will be evaluated according to the Seminary grading scale published in the academic catalog, i.e.,

A = 93-100, B = 85-92, C = 77-84, D = 70-76, F = below 70.

The assignments will be weighted as follows:

- 50 pts -- 4 apologetic lectures analytical reviews
- 50 pts -- Copan book review
- 50 pts -- Eswine book review
- 25 pts -- First draft of apologetic sermon
- 25 pts -- 3 apologetic sermons analytical reviews
- 50 pts -- Contextual Analysis
- 50 pts -- Sermon series

## 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 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 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.
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 professors. If you cannot meet a deadline or anticipate being unable to do so, notify the professors.
5. Plagiarism: NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook and Graduate Catalog for definition, penalties, and policies associated with plagiarism. 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).

## Technical or Blackboard Issues

The course professors are not responsible for resolving technical or Blackboard issues. If the student experiences difficulties please contact the NOBTS ITC Support Team.

[Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the selfserve.nobts.edu website (access to online registration, financial account, online transcript, etc.)

[BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System

[ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests

[504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests

[www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website

**Netiquette: appropriate online behavior**

Each student is expected to demonstrate appropriate Christian behavior when working online on the Discussion Board. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

**Late Work**

Because of the nature of this class, no late work is permitted without explicit approval of the professors.

**Help for Writing Papers at “The Write Stuff”**

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to become better writers.

**Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook and Graduate Catalog for definition, penalties, and policies associated with plagiarism. 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).

**Disclaimer**

Flexibility is a critical attitude to ministry faithfulness. Therefore, the student 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 professors reserve the right to adjust the syllabus when they reasonably think that doing so will enhance the learning experience of the student.

**In Case Of A Declared Campus Evacuation**

Students are to check the NOBTS electronic Blackboard at [www.nobts.edu](http://www.nobts.edu) within four days of evacuation.

# COURSE SCHEDULE

(PMTH8300 – winter 2020)

ASSIGNMENT	DUE DATE
EHS Associate Membership	Thursday, January 2
4 Apologetics Lectures Analytical Review (50 pts)	Monday, January 6
On-site seminar Copan & Eswine book reviews (50 pts each) First draft of apologetic sermon (25 pts)	Monday, January 13
3 Apologetic Sermons Analytical Review (25 pts)	Monday, January 27
Contextual Analysis (50 pts)	Monday, February 17
Apologetic Sermon Series (50 pts)	Monday, March 16

# GUIDELINES FOR A DEDUCTIVE EXPOSITORY SERMON

## FORMAL ELEMENTS / DESCRIPTIVE DATA

Text: a complete thought-unit of Scripture providing the sermon's basis

Central Idea of the Text (CIT): details of text summarized in a complete, **past tense** sentence

Proposition: major idea of sermon summarized in a complete sentence using present, active, future indicative or imperative mood; in direct relationship to the CIT

Statement of Purpose:

(1) Major Objective (MO) - only one of six possible (doctrinal, devotional, ethical, evangel-istic, consecrative, or supportive)

(2) Specific Objective (SO) - focuses on only one; calls for specific action ("I want my hearer to . . .")

Title (Topic/Name): 2 to 4 words with a key or arrow word usually common to all major ideas;

innovative, interesting, contemporary; indicative of general sermon content; not sensational or cute

## INFORMAL ELEMENTS / RHETORICAL DATA

Intro:

- strong, attractive, and interesting opening sentence
- personal and social material; personal bridge; social bridge
- textual material (CIT); textual bridge
- focus the sermon's intent (Proposition)
- relational and transitional material; structural bridge

### Body - Development - Outline :

I. State major idea drawn directly from the text, in a brief, complete sentence using present active, future indicative, or imperative mood, strong verbs [avoid "to be" and its forms]; (vs ?)

EXP: from only the selected text; 3rd person pronouns; past tense; express the "then-ness" aspect of the text itself in its historical context

ILL: fresh, interesting, believable; clearly shed light on this specific portion of the text and on this particular idea being developed; use different sources (use only 1 personal and 1 biblical ill. per sermon)

APP: specific; carry out the stated purpose expressed in the major and specific objectives; 1st and 2nd person pronouns; action-centered; relevant; express the "now-ness" aspect

TS: sentence indicates change and progression to next major idea; use the unifying word

II. As above. (Is the final stated major idea most nearly related to the SO?)

EXP:

ILL:

APP:

TS:

Concl: - forceful, attractive, interesting

- motivational in reporting God's action (good news)
- possible recapitulation of major ideas or proposition
- in harmony with stated purpose in MO, SO, and all APP
- encourage the hearer in his/her response

**NOTES**: \* No formal sub-ideas; keep the structure simple and clear.

\* More than two (2) major ideas are likely; two (2) are indicated on this form as only a guide to help you begin.

\* "EXPlanation," "ILLustration, and "APPlication" may be arranged in the order you consider most effective.

## GUIDELINES FOR AN INDUCTIVE EXPOSITORY SERMON

### FORMAL ELEMENTS/DESCRIPTIVE DATA

Text: focused on a complete thought-unit of Scripture providing the sermon's authoritative basis and biblical affirmation

Central Idea of the Text (CIT): details of text summarized in a complete, **past tense** sentence

Proposition: major idea of sermon summarized in a complete sentence using present active, future indicative or imperative mood; the message

Statement of Purpose:

(1) Major Objective (MO) - focuses on only one of six possible (doctrinal, devotional, ethical, evangelistic, consecrative, or supportive)

(2) Specific Objective (SO) - focuses on only one; calls for specific action ("I want my hearer to..")

Title (Topic/Name): 2 to 4 words with key, arrow, or unifying word usually common to all major ideas; innovative, interesting, contemporary; indicative of general sermon content; not sensational or cute

Structural Pattern: 1 of 8 possible (enumeration, exploration, biographical, narrative, analogical, causal, problem-solution/question-answer, elimination)

### INFORMAL ELEMENTS/RHETORICAL DATA

Initiation -- Life-Interest -- Beginning Movement/Episode/Issue:

L.M. = "LIFE-MATERIAL": The telling/re-presenting of supportive life-material; compelling, fresh, interesting, believable; clearly related to the general conflict, mystery, question, problem, etc. being dealt with; use various sources or types; connect with listener's experiences; strong, interesting opening sentence(s)

L.I. = "LIFE ISSUE": Posits question; creates problem; established mystery; arouses curiosity, anticipation; imposes conflict; establishes suspense, ambiguity, or bind

Continuation -- Progress -- Middle Movements/Episodes/Options:

L.M. = "LIFE-MATERIAL" (as above)

EXP. = Possible to use here, or to wait and use in closure; see NOTES below

T.R. = "TENTATIVE RESOLUTION": Temporary, incomplete, or incorrect conclusion, or using present active, future indicative, or imperative mood, strong verbs (avoid the forms of "to be" and "to have")

T.S. = "TRANSITIONAL SENTENCE/VEHICLE": Indicates change and progression of thought or direction; needs to achieve smooth, logical transition

Next Movement/Episode/Option:

L.M. = (as above)    EXP. = (as above)    T.R. = (as above)    T.S. = (as above)

Consummation -- Climax -- Ending Movement/Episode/Option:

L.M. = (as above) Most effective material used closer to climax

EXP. = (as above; see NOTES below)

F.R. = "FINAL RESOLUTION": Disclosure of proposition, answer, solution

--closure may include some deductive/direct material

--application accomplished either explicitly or implicitly; should carry out the stated purpose expressed in the major and specific objectives; 1st and 2nd person pronouns; action-centered; relevant

--possible recapitulation

### NOTES

\* BIBLICAL MATERIAL/EXPOSITION can be used within the movements where believed most effective; indicate the placement on the brief with the designation "EXP", followed by a summary of the biblical material & identification of text(s) by vs. no. (& chapter if appropriate); exposition should come from only the selected text; 3rd person pronouns; past tense; expresses the "then-ness" aspect

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