



PMSE8301 EXPOSITORY PREACHING LAB
International Congress on Preaching
Cambridge, England
August 8-10, 2017 (on-site in Cambridge)
New Orleans Baptist Theological Seminary
Professional Doctoral Program
Pastoral Ministries Division
Fall 2018 Trimester

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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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Characteristic Excellence. "What we do, we do the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ" [current *Graduate Catalog*].

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

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.

Course Description

This seminar is designed around the 2017 International Congress on Preaching in Cambridge, England (<http://icop2017.com/>). The conference theme is "Preaching Hope in an Age of Fear". Students will hear and evaluate the sermons and presentations of selected contemporary preachers and homileticians known for expository preaching (<http://icop2017.com/speaking-team/>). The scheduled speakers include Michael Quicke, Robert Smith, Dave Stone, Stephen Rummage, Ralph West, H.B. Charles Jr., Hershael York, Joseph Evans, Jeff Arthurs, Michael Dudit, and Bruce Frank. (Students will participate in the entire conference and are responsible for all conference registration fees in addition to the course tuition). Students will hear and evaluate the sermons of conference keynote speakers/preachers. Students will also complete selected assignments designed to enhance their own preparation and delivery of expository messages.

NOTE: On-site sessions will be shared with DMin faculty and students from Beeson Divinity School (Samford University), Clapp Divinity School (Anderson University), and Southern Baptist Theological Seminary.

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 seminar to:

1. Value expository preaching as a primary function of pastoral ministry;
2. Apply expository preaching principles in order to articulate the philosophy of expository preaching to others;
3. Distinguish between sermons that have expository elements and those that do not, including one's own sermons;
4. Demonstrate effectiveness in preparing and delivering expository sermons.

Textbooks

The Bible

Chappel, Bryan. *Christ-Centered Preaching*. 2d ed. Grand Rapids: Baker, 2005.

Edwards, J. Kent. *Deep Preaching*. Nashville: B & H Academic, 2009.

Heisler, Greg. *Spirit-Led Preaching*. Nashville: B & H, 2007.

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

Course Teaching Methodology

The course will involve the following methodologies:

1. Lectures will present the principles and methods of preaching.
2. Independent readings will summarize principles, perspectives.
3. Program personnel will share experiences.
4. Personal evaluations of presentations from the international congress.
5. Writing assignments will facilitate experiential learning of the course content, critical thinking, practical application, and learning outcomes.
6. Seminar and small-group discussions will stimulate personal insights.

Seminar Requirements

Pre-conference Assignments

1. Book Reviews. Read and review Brian Chappel's *Christ-Centered Preaching*, Kent Edwards's *Deep Preaching*, and Tony Merida's *Faithful Preaching*. Each review should be 5-8 double-spaced pages. The review should include the following elements: (1) correct bibliographic entry of the book, (2) brief biographical information of the author, (3) the purpose of the book, (4) the organization and content of the book, (5) an evaluation of the content, and (6) application for one's personal ministry. Book chapter titles may be used to organize the content evaluation. Students are required to submit an electronic copy via the seminar Blackboard **by July 10**.

2. Discussion. Students must participate in two seminar discussions (one pre-conference and one post-conference). Each discussion will be accessible also via distance technology. The pre-conference meeting will convene **in coordination with other July DMin seminars** (room TBA). For the first session, students should be prepared to discuss *Christ-Centered Preaching*, *Deep Preaching* and *Spirit-Led Preaching*.

Conference Assignments

1. Sermon Evaluations. Students must attend each congress session in its entirety for the purpose of evaluation. Students may not evaluate via audio or web streaming. A sermon evaluation form is provided. Students will need to make enough copies for each presentation in order to listen and evaluate the sermon as it is being preached. These sermons will provide part of the substance for a post-conference personal reflection paper.

2. Conference Workshops. Break-out sessions will also be a part of the conference. Students will attend the workshops of their choice for each period. These workshops will provide part of the substance for a post-conference personal reflection paper.

Post-conference Assignments

1. Personal Reflection Paper. Write a personal reflection paper on the sermons preached and workshops presented at the conference. The paper should be 15-20 pages (typed, double-spaced), and should be formatted per Turabian's *Manual for Writers*. The paper should include the following elements: (1) introduction, (2) report on each presentation based upon the evaluations, (3) beneficial gleanings from the workshops and conference as a whole, and (4) a conclusion. The paper should be posted to the seminar Blackboard by **September 12**.

2. Discussion. Students must participate in two seminar discussions (one pre-conference and one post-conference). Each discussion will be accessible also via distance technology. The post-conference meeting will convene **in coordination with other September DMin seminars** (room TBA).

3. Sermon Videos. Prepare and preach two expository sermons in one's local church setting, focused on the issue of hope in an age of fear. The preacher must develop a sermon brief and manuscript for the sermons as well as record the message via video. The sermon briefs, manuscripts, and videos should be uploaded to the seminar Blackboard by **September 25**. The sermon brief must be formatted according to the sermon brief form included in the syllabus.

COURSE SCHEDULE

PMSE8301 EXPOSITORY PREACHING LAB

Fall 2017 Trimester

International Congress on Preaching

Cambridge, England

August 8-10, 2017 (on-site in Cambridge)

Date	Assignment Due
July 10	Book Reviews
July TBA	Pre-conference Discussion
August 8-10	International Congress on Preaching (Cambridge, England)
September 12	Personal Reflection Paper
September TBA	Post-conference Discussion
September 25	Sermon Briefs, Manuscripts, and Videos

SERMON EVALUATION FORM

Speaker _____

Date _____

Title _____

Text _____

I. Scripture Reading

- a. Appropriate to the Text
- b. Read with Expression
- c. Read with Clarity
- d. Honored God's Word

		Poor Excellent						
		1	2	3	4	5	6	7
	a.							
	b.							
	c.							
	d.							

II. Introduction

- a. It got your attention
- b. It established urgency and relevancy
- c. It included a clear C.I.T.
- d. It included a clear Proposition
- e. It created momentum for the rest of the sermon
- f. It was redemptive in nature
- g. It was appropriate in length

	a.	1	2	3	4	5	6	7
	b.	1	2	3	4	5	6	7
	c.	1	2	3	4	5	6	7
	d.	1	2	3	4	5	6	7
	e.	1	2	3	4	5	6	7
	f.	1	2	3	4	5	6	7
	g.	1	2	3	4	5	6	7

What was the C.I.T.?

What was the Proposition?

III. Exposition

- a. Main points/divisions were clear
- b. Main points/divisions were derived from the text
- c. Each point contained some if not all of the functional elements
- d. Functional elements were used appropriately
- e. Text was explained well
- f. Illustrations were helpful
- g. Application was specific and tied to the original audience
- h. Argumentation was used effectively
- i. Transitions were clear and smooth
- j. You learned something new from the sermon
- k. You were refreshed by something you knew in the sermon
- l. You were challenged by the sermon
- m. You were encouraged by the sermon
- n. The gospel was integrated in the sermon naturally not artificially

	a.	1	2	3	4	5	6	7
	b.	1	2	3	4	5	6	7
	c.	1	2	3	4	5	6	7
	d.	1	2	3	4	5	6	7
	e.	1	2	3	4	5	6	7
	f.	1	2	3	4	5	6	7
	g.	1	2	3	4	5	6	7
	h.	1	2	3	4	5	6	7
	i.	1	2	3	4	5	6	7
	j.	1	2	3	4	5	6	7
	k.	1	2	3	4	5	6	7
	l.	1	2	3	4	5	6	7
	m.	1	2	3	4	5	6	7
	n.	1	2	3	4	5	6	7

What was the most effective element(s) of the expositional items in this sermon?

What was the weakest element(s) of the expositional items in this sermon?

IV. Christ-Centered Component (refer to Chapell)

- a. How was Christ exalted in this sermon?
- b. Text Disclosure Yes No
- c. Type Disclosure Yes No
- d. Context Disclosure Yes No
- e. Predictive of Christ Yes No
- f. Preparatory of Christ Yes No
- g. Resultant of Christ Yes No
- h. Reflective of Christ Yes No

Comments:

V. Conclusion

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| a. Content was summarized clearly | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. Summation did not contain new information | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. Summation led to the response smoothly | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

VI. Response (Invitation)

- | | | | | | | | |
|--|---|---|---|---|---|---|---|
| a. Speaker was clear on how the hearers should respond | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. Response was connected to the thrust of the message | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. Hearers were directed to Christ | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Comments:

VII. Delivery and Style

- | | | | | | | | |
|---|---|---|---|---|---|---|-----|
| a. Understanding vocabulary | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| b. Varied language and volume | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| c. Good annunciation and clarity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| d. Gestures and facial expressions were appropriate to the content and tone | 1 | 2 | 3 | 4 | 5 | 6 | 7 7 |
| e. Eye contact was maintained well throughout the message | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| f. Sermon maintained good pace and momentum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| g. Sermon was a coherent whole | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| h. Speaker spoke with confidence | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| i. Speaker spoke with authenticity | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| j. Speaker spoke with passion | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| k. Speaker spoke with humility | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| l. Sermon had force | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

What was the most effective element(s) of the delivery and style items in this sermon?

What was the weakest element(s) of the delivery and style items in this sermon?

VIII. Overall Comments

SERMON BRIEF FORM

Rhetorical Sermon Outline

Name:

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. CIT (Main Idea of the biblical Text in a Sentence--state in the past tense):
5. Proposition (present tense statement of the Main Idea of the Sermon in a Sentence; do not state in the past tense):
6. Objective (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

- 1.
- 2.
- 3.
- 4.

Body

I.

- 1.
- 2.

II.

- 1.
- 2.

III.

- 1.
- 2.

Conclusion

- 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., The Motive of Salvation). Write all lesser points under the main points in sentence capitalization style (e.g., The personal motive).

Evaluation of Grade

Students must complete all of the course assignments (before, during, and after) according to the schedule and in a manner reflective of doctoral-level work. Students must attend and participate in all seminar and conference sessions with a positive and enthusiastic attitude. Students must demonstrate a grasp of the nature of expository preaching, the qualities of expository sermons, and the skills necessary to practice biblical exposition.

The student's grade will be computed as follows:

▪ Book Reviews	25%
▪ Sermon Evaluations & Breakout Reports	25%
▪ Expository Sermons and Feedback	40%
▪ Seminar and Conference Participation	10%

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

DEADLINES:

Each assignment (papers, sermon briefs, manuscripts, summaries, etc.) must be submitted by midnight of the date due.

Late Work: Assignments turned in past the date due will incur a minimum penalty of one letter grade per day. Assignments will not be accepted more than one week past the date due without express prior permission of the professor. In such cases a grade of D will be the maximum grade given. In fairness to all students, no exceptions are allowed.

Note: **In order to receive credit for the class, all assignments must be completed and submitted in a timely manner.**

STUDENT / PROFESSOR CONFERENCES:

The professor is available to meet with students by prior appointment during office hours. The teaching assistant is available to answer questions and help students in person, as well as by phone, text, 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. Participation: As noted above, participation is necessary for meeting the requirements of this seminar. Students will be expected to attend all sessions, per the published policy in the academic catalog. Students are expected to be attentive and prepared for each session.
2. Laptop Guidelines: Laptops are permitted as long as they are used for taking notes or accessing Blackboard materials.
3. 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.
4. 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).

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 help in becoming a better writer.

Plagiarism on Written Assignments

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

SELECTED BIBLIOGRAPHY FOR PREACHING

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