

PMTH8300 Apologetic Preaching
Doctor of Ministry Seminar
New Orleans Baptist Theological Seminary
March 24-26, 2014

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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 Values and Curriculum Competencies

This course will provide each student with the opportunity to develop further in the five core values (Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership) that NOBTS believes are essential for the leadership of healthy Southern Baptist churches. The Core Value Focus for 2013–2014, Doctrinal Integrity, is addressed by emphasizing proper interpretation and proclamation of Scripture. The Curriculum Competencies specifically addressed in the course are Biblical Exposition, Christian Theological Heritage, and Worship Leadership.

Course Purpose

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.

Student Learning Outcomes

Upon completion of the course, the student will be able 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.
5. Compose a sermon series that demonstrates apologetic methodology and sound exegetical-homiletical principles.

Course Teaching Methodology

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. 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

- Copan, Paul. *When God Goes to Starbucks: A Guide to Everyday Apologetics*. Grand Rapids: Baker, 2008.
- Craig, William Lane and J. P. Moreland, *Philosophical Foundations for a Christian Worldview*. Downers Grove: InterVarsity, 2003.
- Eswine, Zack. *Preaching to a Post-Everything World: Crafting Sermons that Connect with Our Culture*. Grand Rapids: Baker Books, 2008.
- Loscalzo, Craig. *Apologetic Preaching in a Postmodern World*. Grand Rapids: IVP Academic, 2000.
- Penner, Myron Bradley, *The End of Apologetics Christian Witness in a Postmodern Context*. Grand Rapids: Baker Academic, 2013.

Course Requirements

The student will complete the following:

1. **Reading.** Read the assigned textbooks.
2. **Book Reviews.** Prepare written reviews of Craig and Moreland, Eswine, and Penner. Each review should be 4-5 pages (double-spaced), reflect serious study and analysis, and include the following:
 - Biographical sketch of author(s)
 - Author's purpose and thesis
 - Summary of contents, purpose, thesis, and major arguments
 - Significant teachings or insights
 - Strengths and weaknesses
 - Contributions to apologetic preaching
 - 3-5 questions related to the book for seminar discussion

Due March 24.

3. **Contextual Analysis.** 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 8-10 pages (double-spaced) and is **due March 24**.
4. **Sermon Series.** 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. **Each student will submit a 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. The final project is **due May 30**.
5. **Research Paper.** Write a research paper on one doctrinal subject, cultural factor, or apologetic/philosophical issue relevant to your ministry setting. The paper should address the nature of the problem and provide suggestions for addressing the problem through expository preaching. See the attached "Tips for Research Papers" and "Common Issues in Writing." The paper should be 12-15 pages (double spaced) and is **due May 30**.

Course Evaluation

The student's grade will be computed as follows:

Seminar participation	10%
Book Reviews	30%
Contextual Analysis	20%
Sermon Series	20%
Research Paper	20%

Selected Bibliography

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- Bloom, Allan. *The Closing of the American Mind*. New York: Simon and Schuster, 1987.
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- Campolo, Anthony. *A Reasonable Faith: Responding to Secularism*. Waco, TX: Word Books, 1983.
- Caputo, John D. *Deconstruction in a Nutshell: A Conversation with Jacques Derrida*. New York: Fordham University Press, 1997.
- Chang, Curtis. *Engaging Unbelief*. Downers Grove: InterVarsity Press, 2000.
- Chappell, Bryan. *Christ-Centered Preaching*. Grand Rapids: Baker Books, 1994.
- Clark, David. *Dialogical Apologetics: A Person-Centered Approach to Christian Defense*. Grand Rapids: Baker Books, 1993.
- Clark, Kelly James, ed. *Philosophers Who Believe*. Downers Grove, IL: InterVarsity, 1993.
- Clarke, Andrew and Bruce W. Winter. *One God, One Lord: Christianity in a World of Religious Pluralism*. Grand Rapids: Paternoster Press, 1992.
- Clendenin, Daniel. *Many Gods, Many Lords: Christianity Encounters World Religions*. Grand Rapids: Baker Books, 1995.
- Colson, Chuck and Nancy Pearcey. *How Now Shall We Live?* Wheaton: Tyndale House, 1999.

Copan, Paul. *True For You, But Not For Me: Deflating the Slogans that Leave Christians Speechless*. Minneapolis: Bethany House, 1998.

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Fackre, Gabriel, Ronald H. Nash, and John Sanders. *What About Those Who Have Never Heard? Three Views on the Destiny of the Unevangelized*. Illinois: InterVarsity Press, 1995.

Fish, Stanley. *Is There a Text in This Class? The Authority of Interpretive Communities*. Cambridge: Harvard University Press, 1980.

. *There's No Such Thing as Free Speech, and It's a Good Thing, Too*. New York: Oxford University Press, 1994.

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- Knitter, Paul F. *Jesus and the Other Names: Christian Mission and Global Responsibility*. New York: Orbis Books, 1996.
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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, **but not a sentence**):
4. ETS (Essence of the Text in a Sentence--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

- 1.
- 2.
- 3.

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.

Tips for Research Papers

The following is meant to be a tool to help you as you begin working on your research papers. For many of you, this will be familiar, but experience is showing that many people are graduating college today without even rudimentary skills for conducting research and reporting those findings. This is obviously not exhaustive material on the subject of research papers, but the intention is to familiarize you with some of the essentials.

Research Question. Every paper must have a clearly articulated research question. Research is not simply gathering and compiling information. Research always begins with a question or a problem. You will then collect and interpret data in your attempt to answer the question or solve the problem. This means that your research must be focused. However, remember that you might not find an answer to your question or a solution to your problem. Sometimes that is the nature of research.

Example: “The purpose of this paper is to determine an effective methodology for preaching difficult passages of Scripture.” This is not worded as a question, but it tells what problem we are trying to solve.

Thesis. The thesis basically tells the reader what you are going to do. You will not always state this as a hypothesis. In longer papers, this can be explained in a methodology section. Essentially, the thesis tells the reader what you are going to do in order to answer your question or solve your problem.

Example: “The writer will review available literature on the subject of preaching difficult passages as well as widely accepted principles for expository preaching in order to determine an effective methodology.”

Hypothesis. The hypothesis (or multiple hypotheses) tells the reader what you expect to find in your research. This might or might not be what you actually do find, as a hypothesis can be either supported or refuted. Essentially, this is an educated guess based on assumptions you make before beginning your research.

Example: “The writer expects to find common and overlapping principles from available literature on preaching difficult passages that will align with principles of expository preaching.” By the way, this is a hypothesis that was unsupported, as very little has been written on the subject of preaching difficult passages. Moreover, what was written was not from a theologically conservative position. The research, therefore, led the author into a newly developed methodology.

Definition of Terms. Do not assume that everyone who reads your paper is going to understand your terminology or define it the way you would. This can either be an independent section or included in your introduction with the elements above.

Example: In the aforementioned examples, you would want to define what you mean by “difficult passages,” “effective methodology,” and “expository preaching.” You may use your own definition, but when possible a definition by someone considered an authority is best until you have your terminal degree.

Literature Review (also called Survey of Relevant Literature). This should be a section in your paper where you give a brief overview of the books and articles already published that are relevant to your research. You should then be able to show why your paper needs to be written (either incomplete research in the field or so much research that you need to boil it down to essentials).

Conclusion(s). Once you have conducted your research and reported your findings, you need to summarize for the reader what you concluded. Did you achieve your goal of answering your question or solving your problem? Was your hypothesis (or hypotheses) supported or not? Why or how?

Suggestions for Further Research. Give your reader a brief summary of suggestions for more research in the area. Here you are basically saying what other research questions could be posed or how your research could have gone in another direction or been expanded.

Example: A suggestion for further research might be to expand on the research of the paper by evaluating how certain well-known preachers have handled difficult passages to see if they implemented the methodology you are recommending. This would help evaluate the effectiveness of your conclusions.

Common Issues in Writing

Every sentence must have a subject and a predicate. This is a common error.

Do not begin a sentence or independent clause with “It is” (unless an antecedent is present) or “There are.” For example, the following is an incomplete sentence, since it does not have a subject. “It is important to remember to write well.”

Do not split infinitives. Example: “I want to thoroughly read your paper” is incorrect. The correct form: “I want to read your paper thoroughly.”

Academic work should be in third person.

Do not use contractions in academic work.

Avoid passive voice. Example: “Small groups have been proven by research to be effective in making disciples” is bad form. Instead, say, “Research proves that small groups are effective in making disciples.”

Use adverbs sparingly. You do not need to say, “this is a very important point.” Simply say, “this is an important point.”

Be careful with number agreement. One common error looks something like this: “A selfish person [singular] will soon find that they [plural] do not have many friends.” Instead, say, “A selfish person will soon find that he [or she] does not have many friends.”

Be consistent (like with tenses, such as “he wrote . . . he writes”).

Use the correct form of first person personal pronouns. Do not say, “Me and him wrote a book together.” You would not say, “Me wrote a book,” or, “Him wrote a book.” Also, do not say, “A gift was given to her and I.” You would not say, “A gift was given to I.” Learn which pronouns are subjective and which are objective.

Be careful with categorical assertions. Example: “Christians just do not share their faith anymore.” What you just said is that no Christian anywhere—including yourself—shares his faith.

Never use unsubstantiated assertions. Example: “Expository preaching is on the decline.” Before making a statement like that, you need some reputable data to back it up.

Footnotes go below the text (as opposed to at the bottom of the page).

Use only one space between sentences.