



**BESR9302 Supervised Reading Colloquium:
Expository Preaching
New Orleans Baptist Theological Seminary
Division of Pastoral Ministries
Spring 2019**

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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 *Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it.*

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 and Servant Leadership

Course Description

This colloquium is designed to direct second-semester Ph.D. students majoring in preaching to explore foundational readings and literary resources which have shaped and are shaping expository preaching.

Student Learning Outcomes

Upon successful completion of the course, students will:

1. Be able to identify foundational works which have shaped expository preaching.
2. Be able to list significant developments in expository preaching.
3. Value the contribution of key literary resources to the advancement of expository preaching.
4. Demonstrate acceptable knowledge of expository preaching in their doctoral qualifying and oral exams.

Textbooks

There are no required textbooks for this course. Students are to obtain the texts necessary to accomplish the course objectives and assignments. A selected bibliography will be provided to students by the professor. Students are also expected to identify and locate key literary resources related to expository preaching. The professor will assist students in their discussion of literary resources, articles, and papers on expository preaching.

Course Teaching Methodology

The course will involve the following methodologies:

This colloquium is designed to be a resource-driven learning experience. As such, the professor will direct students in the reading of selected foundational works through reading and writing assignments. Students will also research significant developments reported in key professional journals within the field of expository preaching. Monthly accountability and sharing sessions with the professor and colloquium students will be held. Conferences with the

professor are invited, in order to facilitate learning and guide student research. Such conferences may be accomplished via telephone, e-mail, or office appointments.

Because of enrollment size, the annotation analysis assignments (NOT the foundational texts bibliography and list of significant developments) will be divided into seven (7) basic genre of biblical texts for exposition:

- narrative
- prophecy
- poetry
- wisdom
- apocalyptic
- gospel
- epistles

Each student will choose one genre as the focus for his annotated analyses of books and articles. No genre will be shared by more than one student. Choices will be determined by first-come, first-served via the course Blackboard.

Course Requirements

Students are required to complete the following assignments:

1. Complete a four-page annotated analysis of **four** foundational books on expository preaching. The analysis should follow correct Turabian bibliographic citation of the selected texts and answer the following questions for each text:

- a. What is a concise, one-paragraph summary of the text?
- b. Why do you consider this book to be foundational concerning expository preaching?
- c. What is the author's purpose in writing this text in relation to expository preaching?
- d. What are one or more significant developments in the text related to expository preaching?
- e. What, if any, criticism can be made of the text's usefulness in shaping expository preaching?

The annotated analysis is **due** on **Jan 31**. Students are required to bring at least **one** of the books from their annotated analysis. Students will provide copies of the analysis for all colloquium participants, plus the professor.

2. Complete a three-page annotated analysis of **four** homiletics journal articles on expository preaching. Each article annotation should follow correct Turabian bibliographic citation of the selected article and answer the following questions:

- a. What is a concise, one-paragraph summary of the article?
- b. What is the significance of the article concerning expository preaching?
- c. What are one or more significant developments in the article related to expository preaching?
- d. What, if any, criticism can be made of the article's usefulness in shaping expository preaching?

Students will share their annotated analysis in the second meeting of the colloquium on **March 7**. Students will provide copies of the analysis for all colloquium participants, plus the professor.

3. Complete a selected bibliography of foundational texts which have shaped expository preaching, as follows:

- a. Students preparing for their doctoral **qualifying** exam must list **25** books in correct Turabian format;
- b. Students preparing for their doctoral **oral** exam must list **30** books in correct Turabian format.

Students will share the selected bibliography in the third meeting of the colloquium on **April 4**. Students will provide copies of the bibliography for all colloquium participants, plus the professor.

4. Complete a list of ten significant developments which have shaped expository preaching. The list should identify the development and its significance, one literary source which discusses the development, and a brief evaluation of its relevance, if any, to contemporary expository preaching. Students will share the list in the third and fourth meetings of the colloquium on **April 4 or May 2** and will provide copies of the list for all colloquium participants, plus the professor.

Course Schedule

Thursday, January 31, 6:00-8:00 P.M.

- Course Introduction
- Annotated Analysis of Genre-specific Foundational Books (10-minute presentations)

Thursday, March 7, 6:00-8:00 P.M.

- Annotated Analysis of Genre-specific Journal Articles (10-minute presentations)

Thursday, April 4, 6:00-8:00 P.M.

- Selected Bibliography (8-minute presentations)
- Significant Developments List – pt 1 (20-minute presentations)

Thursday, May 2, 6:00-8:00 P.M.

- Significant Developments List - pt 2 (20-minute presentations)

Evaluation of Grade

The student's grade will be computed as follows:

All student learning outcomes will be evaluated through the grading of the course assignments and presentations. Student participation in the colloquium discussions will also be a factor in evaluation and grading.

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

1. Annotated Analysis of Genre-specific Foundational Works	20%
2. Annotated Analysis of Genre-specific Journal Articles	20%
3. Selected Bibliography	30%
4. Significant Developments List	30%

Technical Assistance

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

1. Selfserve@nobts.edu - Email for technology questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technology questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technology questions/support requests.
4. 504-816-8180 – Call for any technology questions or support requests
5. www.NOBTS.edu/itc/ - General NOBTS technology help information is provided on this website.

Absences, Make-up Work, and Late Assignments

Students are not to miss any meetings of the colloquium. In emergency situations, students should notify the professor. Students who are excused by the professor for one colloquium meeting due to an unavoidable emergency will be assigned a topic to research and on which to write a twenty-page research paper for submission on May 1. All assignments are due as scheduled by the professor. Late assignments are not permitted.

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

NOBTS has a no tolerance policy for plagiarism. Plagiarism may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism. You are given the task of writing in order to help you 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 you out of an opportunity to grow. Plagiarism is a failure to distinguish between your work 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 independent study 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 student.

In Case Of A Declared Campus Evacuation

Students are to check the NOBTS electronic Blackboard at www.nobts.edu within four days of evacuation.

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