



BEXP9405 A Survey of Expository Preaching

New Orleans Baptist Theological Seminary

Division of Pastoral Ministries

Spring 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

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, Christian Theological Heritage, Spiritual Vitality, and Servant Leadership.

Course Description

Primary attention is given to types of expository preaching and when and where these types were dominant.

Student Learning Outcomes

Upon successful completion of the seminar, students will:

1. Be acquainted with theological concepts, homiletical theories, practical methodologies, and helpful resources regarding types of expository preaching;
2. Have gained an understanding of important cultural, theological, religious, and congregational factors faced by classical and contemporary expository preachers;
3. Have identified the historic context, theories, and published works of significant preachers and teachers of preaching and their contributions to the field of expository preaching;
4. Have identified transferable concepts and principles for contemporary and future expository preaching and the teaching of expository preaching;
5. Value the development, utilization, and role of expository preaching in the discipline of homiletics;
6. Have formulated a personal theory of effective expository preaching in different contemporary preaching contexts.

Textbooks

Students are encouraged to explore the variety of resources pertaining to historic and contemporary expository preaching. Due to the large number of texts available in the field of study, no particular texts will be required. Students should examine a number of resources (books and dissertations) on expository preaching. The texts listed in the Selected Bibliography will be helpful.

Course Teaching Methodology

The course will involve the following methodologies:

1. The primary course method will involve student research and the reporting of that research in papers and seminar presentations. Students are expected to be knowledgeable of basic research methodologies and to hone their research skills beyond the basic level.
2. Lectures and small-group discussions will be utilized to enhance and promote personal assimilation and integration of course concepts and content. Students are expected to be active participants in seminar discussions.
3. Student interaction with peers, expository preaching resource persons, seminary faculty members, and the course instructor are encouraged during the duration of this course to facilitate insights about expository preaching. Conferences with the instructor is invited and may be accomplished via telephone, e-mail, or office visits.

Because of enrollment size, biblical texts for exposition will be divided into seven (7) basic genre:

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

Course Requirements

In addition to hard copies, all assignments are also to be submitted on the seminar Blackboard. Students are required to complete the following assignments:

1. Each student will join the Evangelical Homiletics Society (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 biblical exposition and evangelical preaching. The student will email confirmation of current EHS membership to the professor.
2. Each member of the seminar is to submit **one** typed sermon manuscript of a personally-developed expository sermon and a sermon brief of that sermon (using the sermon brief form provided by the professor). The sermon manuscript should be double-spaced and include a standard seminary cover page, followed by the sermon brief and manuscript body. The student may select any biblical text for the sermon. On the day of presentation the student will provide hard copies of these materials for each member of the seminar.
3. Each seminar member is to read **five** (5) books important in the field of expository preaching and report on **two** (2) of those books (see the syllabus bibliography). To avoid duplication the student is to request **prior approval** of the books from the professor. The reports are to be both oral and written. Oral reports are to consist of a **twenty-minute** (or less) presentation, accompanied with a **two**-page paper conforming to NOBTS Style Guide and the most recent edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian which uses parenthetical references (example: Barlow 1999, 23). A cover page (but no blank pages) is to be included. The paper should be single-spaced and consist of these components:
 - heading (complete bibliographic listing),
 - author sketch,

- book purpose,
- content summary, and
- personal evaluation of the book's contribution to expository preaching theory and methodology.

Digital copies of the written reports are to be distributed to the seminar participants at least **one week before** the time of presentation. Students are to bring to the seminar their own marked hard copies of each student's report, including written questions.

4. Each seminar member is to present an oral and written analysis of **one** significant expository preacher. To avoid duplication the student is to request **prior approval** of the preacher from the professor. Oral reports are to be **twenty minutes** (or less), while written reports are to be **five (5) pages** (or less) and conform to NOBTS Style Guide and the most recent edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian with parenthetical references. The report must include a cover page but no blank pages (or binders). The paper should be single-spaced and should consist of these components:

- heading (all letters capitalized),
- life and times sketch (including educational background and pastorates),
- published sermons,
- articles, and other works related to expository preaching,
- expository theory and methodology summary,
- contributions to the field of expository preaching, and
- an analysis of 3 to 5 sermons by the preacher.

Digital copies of the written reports are to be distributed to the seminar participants at least **one week before** the time of presentation. Students are to bring to the seminar their own marked hard copies of each student's report, including written questions.

5. Each seminar member is to present an oral and written analysis of **one** significant teacher of expository preaching. To avoid duplication the student is to request **prior approval** of the teacher from the professor. Oral reports are to be **twenty minutes** (or less), while written reports are to be **five pages** (or less) and conform to NOBTS Style Guide and the most recent edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian with parenthetical references. Do not include blank pages or use binders. The paper should be single-spaced and should consist of these components:

- heading (all letters capitalized),
- life and times sketch (including educational background and teaching positions),
- published sermons,
- articles, and other works related to expository preaching,
- expository theory and methodology summary,
- contributions to the field of expository preaching, and
- an analysis of 3 to 5 sermons by the teacher.

Digital copies of the written reports are to be distributed to the seminar participants at least **one week before** the time of presentation. Students are to bring to the seminar their own marked hard copies of each student's report, including written questions.

6. Each seminar member is to prepare and present **one** major paper on a topic related to expository preaching. To avoid duplication the student is to request **prior approval** of the topic from the professor. Possible topics include:

- application in expository preaching,
- Christ-centered exposition,
- illustration in expository preaching,
- the Holy Spirit in expository preaching,
- apostolic exposition,
- homily exposition,
- Reformation exposition,
- Puritan exposition,
- topical exposition,
- narrative exposition,
- creative exposition,
- media-aided exposition,
- contemporary trends in expository preaching,
- rhetoric and expository preaching,
- expository preaching and the new hermeneutic or the new homiletic,
- expository preaching and the modern church growth movement, or
- expository preaching in a post-modern culture.

The major paper should conform to NOBTS Style Guide and the most recent edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian with footnotes, cover page, blank page, contents page, selected bibliography, and at least three chapters (introduction, body, and conclusion). The paper should be typed, double-spaced, and less than **forty (40) pages**

in total page count. The oral presentation of the paper should be **forty minutes** (or less), and copies of the report are to be distributed to all seminar participants at the time of presentation.

7. Each member of the seminar is to submit a typed (single-spaced) final exam on the last seminar day. The final exam is to consist of the following components:

- a two-page (or less) statement of the seminar member’s personal theory of expository preaching, which reflects an assimilation and integration of seminar concepts, principles, and research regarding the field;
- a four-page (or less) annotated bibliography of ten books on expository preaching which supplement the seminar syllabus bibliography. Each annotation should summarize and evaluate; and
- a two-page (or less) listing of helpful print and electronic resources for expository preaching. The listing must include:
 - a minimum of **ten** (10) print resources (i.e., journals and/or periodicals—but **not books**) and
 - **ten** (10) electronic resources (e.g., electronic books, journals, or newsletters; audio or video tapes; CD-Rom or other diskettes; expository preaching websites—but no more than **five** [5] such websites).

Research and Writing Guidelines

1. All research should be documented from original sources as much as possible.
2. The use of secondary sources for documentation should be limited to reputable writers, researchers, and publishers (e.g., be careful concerning Internet websites).
3. Dissertations and theses may be referenced, but they should not constitute the majority of the resources consulted nor of the content formulated in written reports.
4. Interviews may be utilized for content formulation and documentation with regard to original and secondary documentation, but should not constitute the majority of the resources consulted nor of the content formulated in written reports without permission of the seminar leader.
5. Written papers should conform to NOBTS Style Guide and the most recent edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate L. Turabian, except as noted in the specifications for seminar assignments.

Course Schedule (each meeting runs 8-11am and noon-5pm)

January 23	Introduction to the Seminar Research Review and Preliminary Assignments Presentation: Sermon Manuscript and Brief (6 hours) Discussion: Expository Preaching Books Definitions
February 27	Presentations: Book Reports (5 hours) Expository Preachers Papers (group 1; 3 hours)
April 2	Presentations: Expository Preachers Papers (group 2; 3 hours) Expository Teachers Papers (5 hours)
May 7	Major Paper Presentations (6 hours) Final Exam Submission (2 hours)

Evaluation of Grade

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

Sermon Manuscript and Brief	10%
Two Book Reports (10% each)	20%
Expository Preacher Analysis Report / Presentation	15%
Expository Teacher Analysis Report / Presentation	15%
Major Paper and Presentation	25%
Final Exam	15%

All student learning outcomes will be evaluated through the grading of the course assignments and presentations. Seminar participation of members will also be a factor considered in the determination of the final grade.

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 seminar. In emergency situations, students should notify the professor. Students who are excused by the professor for one 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.

GUIDELINES FOR A DEDUCTIVE EXPOSITORY SERMON BRIEF

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 BRIEF

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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