



PREA5300: Proclaiming the Bible
New Orleans Baptist Theological Seminary
Church Ministry Division
Spring 2021 (online)

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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.

Course Description

This is a foundational course which considers the nature of preaching, principles of sermon construction, resources for preaching, methods of sermon preparation and delivery, and problems of the preaching ministry. While students are exposed to a variety of approaches to sermon development, primary emphasis is given to the expositional process which undergirds the preaching event [*Graduate Catalog*].

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 to:

1. Apply their knowledge and comprehension of the following ideas to communicating the Bible accurately:
 - The scope of the preaching ministry; principles of sermon organization and preparation; critical issues encountered in the preaching ministry.
 - The nature of preaching; principles of sermon construction; resources for preaching; methods of sermon preparation and delivery; problems of the preaching ministry.
2. Value:
 - The role of the Holy Spirit in sermon planning, development, and delivery.
 - The discipline of sermon planning and development.
 - The expositional process in the preaching event.
3. Accomplish these tasks:
 - Prepare an expository sermon.
 - Use the expositional process.

Embedded Assignment (completed by all students for all the sections of this course)

EXPOSITORY SERMON PROJECTS (ESP): These assignments are to be typed and double-spaced, using Times New Roman 12-pitch font, and cite appropriate original sources using the parenthetical option per current Turabian format. Include your name, e-mail address, and title of the assignment in the upper-right hand corner of the assignment. See descriptions and examples on course Blackboard. Each assignment will be submitted on the course Blackboard, under "Assignments." Coherence, clarity, relevance, form, accuracy, freshness of expression will be included as a part of the evaluation of these assignments.

Please complete the assignment according to the syllabus and rubric.

GRADING RUBRIC FOR PREA5300 EMBEDDED ASSIGNMENT

Section 1: Personal Observations of the Text

- 0 1 2 3 4 – Paraphrase demonstrates familiarity with multiple English translations
- 0 1 2 3 4 – Apparent CIT expressed concisely in 3rd person and past tense
- 0 1 2 3 4 – Apparent emphases reflect macro context of the Bible book
- 0 1 2 3 4 – Initial questions demonstrate curiosity and are numerous and appropriate

Section 2: Critical Study of the Passage

- 0 1 2 3 4 – Background of the book discusses options for authorship, date, place, historical/cultural content, recipients, genre, purpose, theological framework, and relation of passage to context
- 0 1 2 3 4 – Analysis of major issues reflects internal/external evidence and primary/secondary sources
- 0 1 2 3 4 – Personal positions are supported by evidence, analysis, and/or critical thinking
- 0 1 2 3 4 – Content reflects at least 4 critical background commentaries
- 0 1 2 3 4 – Factual outline is three-levels deep, tied directly to the passage, indicates chapter and verses, and reflects literary context of the text
- 0 1 2 3 4 – Exegesis examines individual verses by major clauses, phrases, and/or words
- 0 1 2 3 4 – Exegetical outline reflects syntactical/grammatical/linguistic analysis, significance of ideas in context, and is directly related to the factual outline and author's intended purpose

Section 3: Resulting Interpretation of the Passage

- 0 1 2 3 4 – Final paraphrase reflects exegetical and critical analysis of previous section
- 0 1 2 3 4 – Final CIT expressed concisely in 3rd person and past tense, and is accurate to the passage
- 0 1 2 3 4 – Final major emphases are related directly to the passage
- 0 1 2 3 4 – Answers to the initial questions are related directly to the passage and/or acknowledged as not answered by this particular passage
- 0 1 2 3 4 – Hermeneutical principles listed are appropriate for this passage
- 0 1 2 3 4 – Hermeneutical principles are tied to references to specific texts
- 0 1 2 3 4 – Message implications, sermon themes, and possible applications are appropriate
- 0 1 2 3 4 – Message implications, sermon themes, and possible applications reflect use of devotional and pastoral commentaries

Selected Bibliography

- 0 1 2 3 4 – Includes at least 4 critical commentaries
- 0 1 2 3 4 – Includes at least 3 homiletical commentaries
- 0 1 2 3 4 – Includes at least 1 devotional commentary, 1 Testament survey, 1 Bible dictionary, and 1 systematic theology
- 0 1 2 3 4 – Includes at least 1 online source
- 0 1 2 3 4 – Includes at least 1 Bible encyclopedia
- 0 1 2 3 4 – Includes at least 3 word study/language tools

Grading Scale Criteria

- 4 -- Exceptional quality, demonstrating superior workmanship and scholarship in exegesis of the passage; demonstrates specific, accurate and relevant use of class textbook and course concepts; reflects thoughtful consideration and addresses specific issues appropriately, constructively, and relevantly; follows syllabus instructions and format of the example; work submitted on time
- 3 -- Better quality than the class average; demonstrates that every detail of the assignment has been given careful attention; follows syllabus instructions and format of the example; work submitted on time
- 2 -- Met the requirements satisfactorily; demonstrates a quality at least comparable to the class average; follows syllabus instructions and format of the example; work submitted on time
- 1 -- Low passing; below the quality of the class average; student is not prepared for advanced work
- 0 -- Unsatisfactory work; reflects little or no use of specific references to class textbook and course lectures; resources are too few, or only devotional and general in nature

Textbooks

The Bible

Duduit [DID way], Michael, ed., *Handbook of Contemporary Preaching* (Nashville: Broadman, 1992)

Vines, Jerry, and Jim Shaddix. *Power in the Pulpit: How to Prepare and Deliver Expository Sermons*, rev. ed. (Chicago: Moody Press, 2017)

Course Teaching Methodology

The course will involve the following methodologies:

1. Recorded lectures, audio supplemented Power Point presentations, electronically published materials, and the course textbooks will present the principles and methods of preaching.
2. Assigned readings will summarize principles, perspectives.
3. Audios, videos, and web streaming will demonstrate examples.
4. Writing assignments will facilitate experiential learning of the course content and objectives.
5. Group discussion boards and blogs will stimulate personal insights.
6. Real time, interactive video sessions will clarify expectations, concepts, and answer questions.
7. Online reading quizzes and exams also will be used.

Course Requirements

1. **BLACKBOARD:** NOBTS ITC will create an account on Blackboard and enroll you in this course Blackboard.
2. **VIDEO DISCUSSIONS:** The student ***MUST participate*** in three video conference sessions, **using a web camera** and broadband internet-connected computer. These 90-minute interactive sessions will take place on specified dates and times. Enrollment size may necessitate dividing the class into two equal sections and establishing a second weekday for another section of video sessions. You must sign-up via the course Blackboard (under “Course Video Conferences”) for one of the sections; it is first-come first-served. Once a section fills you must register in the other section. Detailed instructions for connecting will be sent via e-mail to students who have indicated by the announced deadline the intent to attend the video conference. The sessions will be recorded. Students must attend or observe all 3 sessions. This requirement is a part of class participation. Discussion threads will be available for those who watch a recording to demonstrate their comprehension of the recording and earn appropriate credit for participation. Notify the professor via email if you watch a recorded video discussion (including which specific session was watched), then contribute to the appropriate course discussion thread.

DUE: Week 2;
Week 7;
Week 11
3. **WEEKLY LEARNING UNITS:** This online design is comprised of fourteen (14) learning units. Each learning unit contains one week of course work. The current learning unit closes at midnight (central time) on Saturday and a new learning unit opens each week on Sunday. Each student is encouraged to access the new unit as soon as possible in order to become aware of the classwork necessary for that week. Any assignments due as part of a learning unit are due by midnight (central time) Saturday of the particular learning unit. The learning design is sequential and cumulative. Therefore, each student is encouraged to download the course content and materials for each week in order to access for later assignments and prepare for the mid-term and final exams. Organizing the materials by learning unit number (i.e., 1, 2, 3, etc.) may prove helpful for later access and review.
4. **ASSIGNED READINGS & QUIZZES:** You are responsible for completing assigned readings from the course textbooks and materials, and preparing to take quizzes from the readings and materials as indicated in the unit designs. The readings quizzes for the week will be released on Sunday and remain accessible until midnight (Central Time) of the week they are due. These are closed book quizzes. No make-up quizzes will be offered.
5. **EXPOSITORY SERMON PROJECTS (ESP):** These assignments are to be typed and double-spaced, using Times New Roman 12-pitch font, and cite appropriate original sources using the parenthetical option per current Turabian format. Include your name, e-mail address, and title of the assignment in the upper-right hand corner of the assignment. See descriptions and examples on course Blackboard. Each assignment will be submitted on the course Blackboard, under “Assignments.” Coherence, clarity, relevance, form, accuracy, freshness of expression will be included as a part of the evaluation of these assignments.

This assignment is an embedded assignment that will be completed by all students for all the sections of this course. The rubric for grading this assignment is attached to the syllabus. Please complete the assignment according to the syllabus and rubric.

Write an analytical paper of **Colossians 1:24-29**.

DUE: Week 6

- a. Begin with a section titled “Personal Observations of the Passage”.
 - i. This will include an initial personal paraphrase of the passage based on reading the passage **OUT LOUD** in at least **5 TRANSLATIONS**.
 - ii. The apparent central idea of the text (CIT) and unifying theme will be stated.
 - iii. The apparent emphases of the passage will be listed. These will include initial observations about the passage gleaned from reading the **ENTIRE BOOK** out loud from at least 5 translations.
 - iv. List initial questions you have about the meaning and nature of the passage.
- b. The second section will reflect a “Critical Study of the Passage” (consult at least 4 critical background commentaries).
 - i. “Background of the book and passage”, should include:
 1. background study of the book, discussing options for authorship, date, place, historical / cultural context, recipients, genre, purpose, theological framework, relation of passage to context, etc.;
 2. evidence (primary and secondary) for each major option; and your personal conclusions and evidentiary basis for each.
 - ii. Develop a single-page, personally developed, factual outline of the book (three levels deep), tied directly to the text itself, reflecting the literal context of the text, and indicating the chapter and verses.
 - iii. In the third part, titled “Exegesis and Exposition of the Passage”:
 1. conduct an exegesis of Colossians 1:24-29 (see *Power in the Pulpit*, 139-79); examine each individual verse, clause, phrase, or legitimate group of verses;
 2. develop an exegetical outline of the pericope that includes the text being examined -- interpretive in nature, based upon syntactical analysis, reflecting the significance of ideas in context, and demonstrating a direct relationship to the factual outline and author’s intended purpose; consult necessary language (grammar and syntax) tools.
- c. In the third section, titled “Resulting Interpretation of the Passage”:
 - i. Propose an improved paraphrase of the passage based upon your exegetical and critical analysis;
 - ii. Propose a more accurate central idea of the text (CIT) and unifying theme of the passage;
 - iii. List the major emphases of the passage based upon the critical study;
 - iv. Provide the answers to the initial questions raised about the passage;
 - v. List the hermeneutical principles necessary to a proper interpretation and application of the passage, with specific examples from the text itself;
 - vi. Provide “message implications”, listing implications of the entire book for sermonic themes and possible applications, comparing devotional and pastoral commentaries (see *Power in the Pulpit*, 174-79).
- d. Include a “Selected Bibliography” for a critical study of Colossians, including at least 4 critical commentaries, 3 homiletical commentaries, one devotional commentary, one Testament survey, one Bible dictionary, one systematic theology book, one on-line critical source, one Bible encyclopedia, and 3 word study/language tools.

NOTE: The **first 5 pages** of your draft of the “**Background of the Book and Passage**” section of this ESP (**section II, part 1** of the example provided of 1 John 3:1-6; described above in paragraph b, subsection i) **will be submitted to the NOBTS Writing Center two weeks prior to the final due date of the entire assignment**. Information about the Writing Center and the process for submitting papers can be found at <http://www.nobts.edu/writing>. The Writing Center staff will review the paper and work with the student as necessary to improve it before the final paper is submitted.

6. Write an expanded DEDUCTIVE SERMON BRIEF from Col 1:24-29. In addition to formal and functional elements, write out your introduction, summation, and invitation word-for-word exactly how you would say them. Include a bibliography.

DUE: Week 7
7. A MID-TERM EXAM will cover all of the material covered in the learning units, the textbook readings, and the video sessions covered by that week.

DUE: Week 8
8. Develop an ANALYTICAL SUMMARY (approximately 1500 words of important background issues as listed above and major implications of Bible study) and a one-page inductive sermon brief on any narrative episode from **Joshua 2-9, 14, 20, 22-24**. Include a bibliography.

SUMMARY BACKGROUND ANALYSIS DUE: Week 11
INDUCTIVE SERMON BRIEF: Week 12
9. Write an INDUCTIVE SERMON MANUSCRIPT for your message from the Joshua narrative text. Write out word-for-word exactly how you expect to preach the message. Include a bibliography.

DUE: Week 14
10. A FINAL EXAM will cover all of the material covered in the learning units, the textbook readings, and the video sessions throughout the entire semester.

DUE: per course calendar

Deadlines

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

Evaluation of Grade

The student's grade will be computed as follows:

- 10% -- QUIZZES
- 15% -- COLOSSIANS 1:24-29 ANALYSIS PAPER
- 10% -- COLOSSIANS 1:24-29 EXPANDED DEDUCTIVE SERMON BRIEF
- 10% -- JOSHUA ANALYSIS SUMMARY
- 10% -- JOSHUA INDUCTIVE SERMON BRIEF
- 10% -- JOSHUA INDUCTIVE SERMON MANUSCRIPT
- 15% -- Mid-term exam
- 15% -- Final exam
- 5% -- PARTICIPATION (e.g., video sessions, discussion board contributions)

Technology or Blackboard Issues

The course professor is not responsible for resolving technology or Blackboard issues. If the student experiences difficulties please contact the NOBTS ITC Support Team (504-816-8180) or the following:

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 - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System (NOBTS.Blackboard.com)

ITCSupport@nobts.edu - Email for general technology questions/support requests

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

www.NOBTS.edu/itc/ - General NOBTS technology 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 professor. No graduating senior will be permitted to graduate unless his or her assignments are submitted in a timely manner.

Help for Writing Papers at “The NOBTS Writing Center”

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 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.

Course Schedule

Unit	Handbook	Power in the Pulpit	Assignment Due	Date
1			Syllabus Review Confirmation; Video slot reservation via Blackboard (see below)	Saturday, Jan 23
2	<i>Handbook:</i> Intro, chaps 1-4	<i>Power:</i> 17-58	Video Session #1 (<u>Mon Jan 25, 5:30pm</u> OR <u>Tues Jan 26, 7pm central time</u>); Quiz 1	Saturday, Jan 30
3	<i>Handbook:</i> chaps 5-6, 11-14, 48-50		Word Studies Worksheet Quiz 2	Saturday, Feb 6
4	<i>Handbook:</i> chaps 15-19, 22-26	<i>Power:</i> 59-135	Quizzes 3, 4, & 5; Initial draft of first 5 pages of ESP “Background of the book and passage” due to NOBTS Writing Center	Saturday, Feb 13
5	<i>Handbook:</i> chaps 27-31		Quiz 6	Saturday, Feb 20
6			Video slot reservation via Blackboard ESP Colossians Analysis	Saturday, Feb 27
7		<i>Power:</i> 139-179	Video Session #2 (<u>Mon Mar 1, 5:30pm</u> OR <u>Tues Mar 2, 6:30pm</u> central); Quiz 7; Col Brief	Saturday, Mar 6
8			Rhetorical Devices Worksheet MID-TERM EXAM	Saturday, Mar 13
SPRING BREAK				
9	<i>Handbook:</i> chaps 32-34	<i>Power:</i> 181-214	Quizzes 8 & 9	Saturday, Mar 27
10	<i>Handbook:</i> chaps 20-21	<i>Power:</i> 215-247	Video slot reservation via Blackboard; Quizzes 10 & 11	Saturday, Apr 3
11			Video Session #3 (<u>Mon Apr 5, 5:30pm</u> OR <u>Tues Apr 6, 6:30pm</u> central); Joshua Analysis Summary	Saturday, Apr 10
12	<i>Handbook:</i> chaps 35-41	<i>Power:</i> 251-282	Quizzes 12 & 13; Joshua Inductive Brief	Saturday, Apr 17
13	<i>Handbook:</i> chaps 42-47; <i>Handbook:</i> chaps 7-10		Quizzes 14 & 15	Saturday, Apr 24
14		<i>Power:</i> 283-389	Quizzes 16 & 17 Joshua Inductive Mss	Saturday, May 1
				Thursday, May 6
FINAL EXAM (<u>Friday thru Tuesday</u>, May 7-11)				

Selected Bibliography

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