



PMTH8300 Apologetic Preaching
New Orleans Baptist Theological Seminary
Doctor of Ministry Seminar
May 25-27, 2022

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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.

Course Description

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. Also can be taken as THTH8300. [*Graduate Catalog*]

Student Learning Outcomes

The student who satisfactorily fulfills the requirements should be able by the end of the course 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; and
5. compose a sermon series that demonstrates apologetic methodology and sound exegetical-homiletical principles.

Course Teaching Methodology

The course will involve the following methodologies:

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. written 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

The Bible

Copan, Paul. *When God Goes to Starbucks: A Guide to Everyday Apologetics*. Grand Rapids: Baker, 2008.

Eswine, Zack. *Preaching to a Post-Everything World: Crafting Sermons that Connect with Our Culture*. Grand Rapids: Baker Books, 2008.

Course Requirements**Pre-site Assignments:**

- Apologetic Lectures Review (50 points) **DUE: Wednesday, May 18**
 Since you signed up for this seminar on Apologetic Preaching, we want you to experience some apologetic lectures or presentations. The goal for this assignment is that you attend, listen, or watch a series of at least four (4) apologetic lectures before the seminar meeting and complete a 4-page, double-spaced (12-pitch Times Roman font, 1-inch margins) analytical review (not just summary) of the lectures. You may fulfill this assignment in three ways:
 1. You may watch videos of past NOBTS *Defend the Faith* apologetics conferences. For more information about the conference and to access past presentations, go to <https://defendthefaith.net/>. Also, you may find entire playlists of past conferences by searching the NOBTS YouTube channel at this link: https://www.youtube.com/results?search_query=nobts+defend+the+faith.
 2. You may attend a series of local apologetics seminars in your area or at another location.
 3. You may watch a video series, such as from Youtube or another source, on apologetic topics. While the live experiences are always better, you may still be exposed to some great apologetic material from well-known speakers via the Internet or another medium.

Note that you must email your professors for prior approval of whatever option you choose. Please send the name of the speaker(s), topics, medium (internet, video, live, etc.), and how many sessions to the professors.

- Two book reviews (50 points each) **DUE: Wednesday, May 25**
 Read the Copan and Eswine textbooks, and prepare written reviews of these two books. Each review should be 4-5 pages (single-spaced, double-spaced between paragraphs). Your reviews should reflect a serious reading of the texts and a careful analysis of their content, including the following:
 - Brief biographical sketch of author(s) (a paragraph)
 - Author's purpose and thesis (a paragraph)
 - Summary of contents, purpose, thesis, and major arguments of the books (4 pages)
 - Significant teachings or insights (half page)
 - Strengths and weaknesses (half page)
 - Contributions to apologetic preaching (paragraph)
 - 3-5 questions related to the book for seminar discussion (paragraph)

- Contextual Analysis (50 points) **DUE: Wednesday, May 25**
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 4-5 pages (single-spaced).

The Contextual Analysis paper has been selected as the assignment for the seminar to be reviewed by the ProDoc Project Coordinator in order to provide feedback on the student's writing. Therefore, this assignment must be submitted both to the professor and the Project Coordinator (Phyllis Garrett) by the assigned due date: Wednesday, May 25. Please submit to the Project Coordinator via email: pgarrett@nobts.edu.

On-site Assignments

- First draft of an apologetic sermon brief (25 points) **Due: Friday, May 27**
You will prepare an apologetic sermon series after the seminar that provides apologetic arguments that respond to issues in your context. The brief should illustrate sound exegetical foundations for preaching (e.g., historical background, literary structure, content analysis, and good homiletics) 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. See guidelines for the sermon brief at the end of this syllabus. The complete sermon series is due 7/29.*
- Attend all ProDoc seminar sessions (5/25-27)
The Professor will provide presentations and will be discussing your insights from the texts that you read and apologetics lectures to which you listened. The student will also present his Contextual Analysis (5/26) as well as his First Draft Apologetic Sermon Brief (5/27) for discussion in class.

Post-site Assignments:

- Apologetic Sermons Review (25 points) **DUE: Friday, June 24**
Review three (3) sermons on apologetic topics by a preacher(s). Students will submit a one-page review of each sermon. The sermons must address specific apologetic issues covered in class and may be viewed either in person or via video.
- Sermon Series (50 points) **DUE: Friday, July 29**
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. You will have submitted the 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. See guidelines for a sermon brief at the end of this syllabus.

Deadlines

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

Evaluation of Grade

The assignments will be evaluated according to the Seminary grading scale published in the academic catalog, i.e.,

A = 93-100, B = 85-92, C = 77-84, D = 70-76, F = below 70.

The assignments will be weighted as follows:

- 50 pts -- 4 apologetic lectures analytical reviews
- 50 pts -- Copan book review
- 50 pts -- Eswine book review
- 50 pts -- Contextual Analysis
- 25 pts -- First draft of apologetic sermon
- 25 pts -- 3 apologetic sermons analytical reviews
- 50 pts -- Sermon series

CLASS POLICIES:

1. Attendance and Class Participation: As noted above, attendance and class participation are necessary for meeting the requirements of this class. Students will be expected to attend all classes, per the published policy in the academic catalog. Students are expected to be attentive and prepared for each class session. Students who are engaged in private conversations or doing work for other classes may be asked to leave the class; repeat violations may result in removal from the course. Rude or disruptive behavior is also not permitted.
2. Late Work: Because of the nature of this class, no late work is permitted without explicit approval of the professors. If you cannot meet a deadline or anticipate being unable to do so, notify the professors.
3. 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).

Technical or Blackboard Issues

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.

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 professors.

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 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 syllabus proposes a course of study for a given time period. However, occasionally things change. The professors reserve the right to adjust the syllabus when they reasonably think 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

(PMTH8300 – spring 2022)

ASSIGNMENT	DUE DATE
4 Apologetics Lectures Analytical Review (50 pts)	Wednesday, May 18
On-site seminar Copan & Eswine book reviews (50 pts each)	Wednesday, May 25
On-site seminar Contextual Analysis (50 pts)	Wednesday, May 25
On-site seminar First draft of apologetic sermon (25 pts)	Friday, May 27
3 Apologetic Sermons Analytical Review (25 pts)	Friday, June 24
Apologetic Sermon Series (50 pts)	Friday, July 29

GUIDELINES FOR A DEDUCTIVE EXPOSITORY SERMON

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

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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