



PREA5300-36, 38, 80, 85 Proclaiming the Bible
New Orleans Baptist Theological Seminary
Division of Pastoral Ministries
Fall 2020, Term 211
CIV from Pensacola to Jacksonville, N. Georgia, S. Georgia
Monday, 8x Hybrid 7:00-8:50 pm CST; 8:00-9:50 pm EST
Class Dates: 8/31, 9/14, 9/28, 10/12, 10/26, 11/9, 11/16, 12/7

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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.

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 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.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

- 1. Biblical Exposition:** to interpret and communicate the Bible accurately.
- 2. Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
- 3. Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
- 4. Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
- 5. Servant Leadership:** To serve churches effectively through team ministry.
- 6. Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
- 7. Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: Biblical Exposition; Christian Theological Heritage; Disciple Making; Spiritual and Character Formation; Worship Leadership.

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.

Student Learning Outcomes

Christian proclamation of the Bible has played a vital role in the spread of the Gospel and Christianity. While all Christians are to carry out the Great Commission as witnesses of Christ, not all are called to preach or are involved in a preaching ministry. However, this course can benefit all who communicate the Word of God (such as through preaching, teaching, writing, or witnessing) and those who listen to preaching. Therefore, the following learning outcomes will apply to all students in this course.

By the end of the course, students who satisfactorily fulfill the course requirements should:

1. Be able to apply their knowledge and comprehension of course content to communicating the Bible accurately and effectively through the scope of a preaching ministry including:
 - a. Concepts of preaching, principles of sermon preparation and organization, resources for sermon development, and critical issues encountered in a preaching ministry.
 - b. Concepts of pulpit communication, principles of sermon delivery, resources for sermon delivery, media technology and preaching, and problems of sermon communication.
2. Value the following:
 - a. The role of the Holy Spirit in sermon planning, development, and delivery.
 - b. The personal spiritual preparation of the preacher.
 - c. The disciplines of sermon planning and development.
 - d. The expositional process in the preaching event.
3. Be able to accomplish the following tasks:
 - a. Use the expositional process.
 - b. Prepare an expository sermon.

Course Teaching Methodology

1. Lectures, 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. Class and small-group discussions will stimulate personal insights.
6. Reading quizzes and exams also will be used.
7. Conferences with the instructors are invited, in order to promote learning and application of course principles and concepts, and may be accomplished via telephone, e-mail, or office visits.

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 attached rubric.

Textbooks:

Bounds, E. M. *Preacher and Prayer*. Any publication/edition.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3d ed. Grand Rapids: Baker Academic, 2014.

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

Course Requirements

Students are required to do the following assignments:

1. **Class Participation:** The course will have eight classroom sessions of lecture, presentations, discussion, and group work. The student is to be in attendance at the required number of times identified by the student handbook. The student's participation will be evaluated on his or her, attendance, readiness to participate in any class discussions, and meaningful contribution to the class sessions.
2. **Assigned Readings and Quizzes:** Student is responsible for all assigned readings and course material indicated by the course schedule. **Reading quizzes** will be released on Tuesday of the week of the corresponding Unit and must be taken by following Monday by midnight (Central Time). All reading quizzes are closed book. No make-up quizzes will be offered.
3. **EXPOSITORY PREACHING PROJECT (ESP):** These assignments are to be typed and double-spaced, using Times New Roman 12-pitch font, and cite appropriate original sources using footnotes per current Turabian format. Include your name, e-mail address, and title of the assignment on the front title page 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 attached rubric.

Write an analysis Paper on Colossians 1: 24-29.

DUE: October 12

- 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 **5 TRANSLATIONS**.
 - ii. The apparent central idea of the text (CIT or ETS) 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 periscope 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 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/ETS) 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 source, one Bible encyclopedia, and 3 word study/language tools.
- e. Deductive Sermon Brief: 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.

NOTE: The first draft of the “Background of the Book and Passage” section of this ESP (section II, part 1 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 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.

4. A Mid-Term Exam will cover all of the material covered in the learning units, classroom discussion, and the textbook readings covered by that week. **DUE: October 26**

5. Sermon Briefs: Choose two passages from two different chapters of the book of Colossian, other than chapter one, and develop a sermon brief for each passage; write out your introduction and conclusion verbatim. Include a structural analysis and exegetical outline for each sermon brief. **DUE: November 9**

6. Sermon Manuscript: Develop a one-page inductive sermon brief on any narrative episode from **Joshua 2-9, 14, 20, 22-24**. (Note: **all major points or scenes of the sermon must be tied directly to Scripture** and show the Scripture reference associated with each main point on the sermon brief). In addition, compose an SERMON MANUSCRIPT for your sermon brief from the Joshua narrative text. Write out word-for-word exactly how you expect to preach the message. Include a bibliography.

DUE: December 7

7. Final Exam: will be cumulative in nature—student is responsible for all class material and reading throughout the semester. **DUE: December 14**

NOTE: 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. Assignments are due to be submitted on the date specified in this syllabus. Those assignments submitted past the date due will incur a late penalty of ten points, which will be deducted from the assignment grade. **Assignments will not be accepted more than one week past the date due without permission.**

Course Evaluation

All student-learning outcomes will be evaluated through the grading of the course assignments and examination. Student participation and behavior in class and small-group discussions will also be factors in evaluation and grading. The student's final grade will be determined as follows:

•Class Participation	10%
•Reading Quizzes	10%
•Expository Preaching Project	25%
•Sermon Briefs	10%
•Sermon Manuscript	25%
•Exams	<u>20%</u>
	100%

Grading Scale

The following grading scale is used at NOBTS (see the Graduate Catalog, available online)

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

Course Schedule and Assignments

Textbook Reading

[V& S] Vines, Jerry, and Jim Shaddix. *Power in the Pulpit: How to Prepare and Deliver Expository Sermons*.

Course Schedule

Dates	Topics for Discussion	Textbook Readings	Assignments Due
8/31 Class	Introduction to the Course Syllabus Overview	[V& S] pp. 17-19	
9/8-9/12	Nature of Preaching: Biblically	[V& S] pp. 23-93	
9/14 Class	Nature of Preaching: Historically		
9/21-9/26	Preparation for Preaching	[V& S] pp. 95-135	
9/28 Class	Process of Expository Preaching: Selecting and Analyzing a Text	Discuss Bounds Book	Due: "Background of the Book and Passage" section of ESP to Writing Center Bounds Reading
10/5-10/10	Process of Expository Preaching: Selecting and Analyzing a Text		
10/12 Class	Process of Expository Preaching: Sermon Study	[V& S] pp. 139-179	Due: ESP
10/19-24	Fall Break		
10/26 Class	Process of Expository Preaching: Sermon Development	[V& S] pp. 181-247	Mid-Term Exam
11/2-11/7	Process of Expository Preaching: Using Preaching Resources		
11/9 Class	Proclamation of Expository Sermons: Audience Analysis	[V& S] pp. 251-282	Due: Colossians' 2 Sermon Briefs
11/16 Class	Proclamation of Expository Sermons: Sermon Delivery	[V& S] pp. 283-311	
11/23-11/28	Thanksgiving Break		
11/20-12/5	The Christian Preaching Ministry: Contemporary Problems and Challenges	[V& S] pp. 313-389	
12/7 Class	Course Conclusion & Review		Due: Sermon Manuscript
12/14	Final Exam		

Additional Course Information

Absences, Make-up Work and Academic Policies

As stated in the Graduate Catalog, students may miss a maximum of four classroom hours during the semester for an 8x hybrid class. Three late arrivals or early departures to/from class count as one absence. The student will receive an automatic grade of "F" when he/she exceeds four classroom hours absent. Academic policies related to absences, examinations, and other topics can be found in the online [New Orleans Baptist Theological Seminary Graduate Catalog](#).

Unless otherwise noted, **assignments are due by Midnight CST on the Monday** of the specific weeks/units listed. Those assignments turned in past the date and time due will incur an initial late penalty of **ten** points followed by an additional point each day it is late, which will be deducted from the assignment grade. **Assignments will not be accepted more than one week past the date due** without permission.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. 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.

Withdrawal from the Course

The administration has set deadlines for withdrawal. These dates and times are published on the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor cannot issue a withdrawal. You must complete the proper paperwork to ensure you will not receive a final grade of "F" in the course if you choose not to engage in the online class once you are enrolled.

Technical Assistance

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.

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.

Writing Style Guide

Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised

August 2019). To access this manual on the seminary website, please use the following link:
<https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

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 for definition, penalties, and policies associated with plagiarism.

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Emergency Plan: In the event the NOBTS schedule is impacted due to a natural event, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.

Selected Bibliography

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- Carson, D.A. *A Call to Spiritual Reformation*. Grand Rapids, Baker Book House, 1992.
- Piper, John. *Brothers, We Are Not Professionals*. Nashville: Broadman, 2002.

Hermeneutics

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- Duvall, J. Scott, and J. Daniel Hayes. *Grasping God's Word: A Hands-On Approach to Reading, Interpreting, and Applying the Bible*. 3d ed. Grand Rapids: Zondervan, 2012.
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- Larson, Craig Brian, ed. *Interpretation and Application*. Peabody, MA: Hendrickson Publishers, 2012.
- Walton, Benjamin H. *Preaching Old Testament Narratives*. Grand Rapids: Kregel, 2016.
- Wright, Christopher J. H. *How to Preach and Teach the Old Testament for All Its Worth*. Grand Rapids: Zondervan, 2016.
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Wiersbe, Warren W. *Listening to the Giants*. Grand Rapids: Baker, 1980.

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Breidenbaugh, Joel. *Preaching for Bodybuilding: Integrating Doctrine and Expository Preaching in a Postmodern World*. Bloomington, IN: CrossBooks, 2010.

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GRADING RUBRIC FOR THE 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.

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):
4. ETS (Essence of the Text in a Sentence--also called the CIT, Central Idea of the Text; 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 (Note: the number of key summary sentences may vary in the Introduction outline below.)

- 1.
- 2.
- 3.

Body (Note: the number of main points and key sub-points may vary in the Body outline below.)

- I.
 - 1.
 - 2.
- II.
 - 1.
 - 2.
- III.
 - 1.
 - 2.

Conclusion (Note: the number of key summary sentences may vary in the Conclusion outline below.)

- 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., I. The Motive of Salvation). Write all lesser points under the main points in sentence capitalization style (e.g., 1. The love of God for the world).

SERMON STUDY NOTES

Sermon Text (Bible Book/Chapter/Verse or Verses):

Text Analysis:

1. Biblical literature type (prose, poetry, parable, etc.):
2. Structural thought diagram:

Initial Ideas from Reading the Text:

- 1.
- 2.

Scripture Cross References:

1. To the sermon text:
2. To individual verses and/or key words of the sermon text:

Word Studies (list text word and verse with word meaning and study aid resource used):

- 1.
- 2.
- 3.

Study Aids Notes (list by text verse and study aid resource used):

Insights and Illustrations:

ETS/CIT:

ESS/Proposition:

Sermon Title: