HM 5000/HM 5001: Theology and Methodology of Biblical Preaching
[10.09.2015 edition]

Disclaimer: contents subject to change until first day of class although we try our best to avoid changes! Please check course Moodle page for late updates.

Catalog description:
Theological foundations for preaching and sermon preparation with emphasis on biblical integrity and structural soundness. Course is divided between lecture sessions and laboratory preaching. Two hours.

Course Objectives:
At the end of this course,
- Learners shall be able to defend the practice of biblical preaching.
- Learners shall assess their own fitness to preach and grow in their love for biblical preaching.
- Learners shall be able to select a valid preaching portion, study it, and expound it faithfully in reliance upon the Holy Spirit so that their sermons shall, to the best of their abilities, urge upon their listeners the content and intent of their preaching portions.
- Learners shall develop their preaching skills by practice and so appreciate the value of offering and receiving constructive feedback that they consider starting or joining a preachers’ club.

Text books:
Since the course concerns the theology and methodology of biblical preaching, these resources are listed in order of decreasing attention to the theology of preaching and increasing attention to specifics of sermon construction. Retail prices, ISBNs, (and in some cases, Rolfing library call numbers) are included for your convenience.


**Course format:**

1. Students are responsible to carefully read and digest the assigned readings prior to class sessions when concepts reviewed and skills sharpened. I.e., we will use class
time to clarify and assimilate the concepts and develop the skills.

2. Preaching opportunities in lab will be critiqued by the instructor and fellow students.

3. A written examination will help each student assess his or her own progress in assimilating concepts and developing skills.

4. Crafting a carefully argued case for biblical preaching will help each student solidify a defensible theology of preaching.

**Course expectations and learning assignments:**

1. Since the in-class exercises are designed to foster learning and skill development, students are required to attend all lectures and labs. At the professor’s sole discretion, missed sessions, for reasons other than illness may cost the student up to 5% of final grade per lecture hour or preaching lab hour missed.

2. Students shall read the required texts listed above in the following ways:

   (1) Read Helm’s *Expositional Preaching* as a quick overview of where the class is going by class time January 22, 2016. Come to class prepared to interact with classmates and professor.

   (2) Read the preface, introduction, and rationale of Let the Earth Hear His Voice by class time, January 22, 2016. Read the balance of this manuscript no later than the dates below when each bottleneck is to be discussed. Report having done the reading and reported in on the Moodle page and invested at least one hour on the exercises at the end of each chapter.

   (3) Carefully read and digest Bryan Chapell’s *Christ-Centered Preaching: Redeeming the Expository Sermon*, 2nd ed., by midnight Thursday, February 4, 2016. A cross-reference index to Chapell in the manuscript of Let the Earth Hear His Voice may help you. (If you have used this text in an undergraduate program, you may read Jason C. Meyer’s *Biblical Theology of Preaching* or Litfin’s *Paul’s Theology of Preaching*. Speak to Dr. Scharf ahead of time to secure permission to do this.)

3. Submit on the Moodle page a thoughtful, substantive, no-more-than-five-page essay (double spaced, correct margins) succinctly articulating how you would make a case for biblical exposition to a thoughtful, biblically-literate and astute parishioner. This paper is not merely to rehearse data from the readings, but rather to build upon them and demonstrate the capacity to think theologically and write clearly. The paper should be written in good academic style having a cover page that includes your Trinity mail service box number, and conforming to the TIU style guide. **Due by midnight, February 18, 2016.**

4. Students shall prepare and preach two sermons, both of them from New Testament epistles. They shall preach not for their peers and instructor as if this were a performance, but to them as fellow believers, not to some other imaginary audience. Before class on each of the dates below, students shall submit to the Moodle page for this class the first biblical text to be preached on February 23, 2016, a careful interrogation of that passage, the primary claim of their sermon, a one-page sermon outline including an introduction and conclusion of the first message along with five possible illustrations. Students shall also submit their interrogation of their second text on March 24, 2016 their outline of each sermon in final form in print the day they preach each sermon. Students shall preach to the best of
their abilities one approximately 15-minute message on February 27, and one 22—24-minute message on April 1 or 2. Students who effectively preach without notes avoid a common pitfall of being too tied to notes, and their grades will reflect this improvement, other things being equal.

5. Students shall participate in a thoughtful evaluation of the content, organization, and delivery of the messages preached by their peers.

There will be a one hour and fifteen minute midterm examination on Friday, February 26. Please bring a paper Bible and your laptop computer for this exam. Email to gscharf@teds.edu the completed Mid-term exam as an attached Word document immediately after you finish taking it no later than the end of class and submit it on the Moodle page. Let the instructor know beforehand if for some reason you prefer to write this exam by hand on paper.

All assignments are due on the day and time indicated. The Moodle page and I do not accept late submissions.

Assessment and Final Course grading: (assuming faithfulness in attendance at lectures and labs)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading and exercises</td>
<td>16%</td>
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<tr>
<td>Case for biblical preaching essay</td>
<td>14%</td>
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<tr>
<td>Mid-term Examination</td>
<td>15%</td>
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<tr>
<td>First outline, interrogation, sermon</td>
<td>20%</td>
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<tr>
<td>Second outline, interrogation, sermon</td>
<td>35%</td>
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Written text interrogation and sermon outlines, unless they are not submitted, will be evaluated only as they contribute to the faithfulness, relevance, and clarity of the sermon as preached. Their submission to the instructor prior to preaching is for the benefit of the student. If they are not submitted, points will be deducted from the sermon grade.

Letter grades will be assigned as follows:

- 94-100 = A
- 90-93.9 = A-
- 87-89.9 = B+
- 84-86.9 = B
- 80-83.9 = B-

Same distribution in 70’s and 60’s as for 80’s.

Classroom Etiquette

1. Please make every effort to be on time to class. We will try to start on time.
2. Hydration is welcome; please do not eat in the classroom or preaching lab.
3. Restrict your use of all electronic means of communication to class-related pursuits during class times.

Class plan: We will endeavor to keep to the schedule below so that you can plan reading time to
be thoroughly prepared for interaction based on assigned readings and written exercises. **To facilitate class discussion, please bring print copies of interrogation, primary claim, organizational sentence, and outline to class on the days they are due.**

<table>
<thead>
<tr>
<th>Date</th>
<th>Bottleneck</th>
<th>Possible symptoms</th>
<th>Remedies</th>
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<tbody>
<tr>
<td>January 22</td>
<td>Little faith</td>
<td>Unbiblical alternatives to biblical preaching</td>
<td>A sound theology of preaching; preaching in faith; place of prayer</td>
</tr>
<tr>
<td>January 22</td>
<td>Unqualified or disqualified preacher</td>
<td>No unction; sense of unreality, no fruit, etc.</td>
<td>Regenerate, called, equipped, gifted, deployed, repentant, obedient</td>
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<td>January 22</td>
<td>Faulty text selection</td>
<td>Violation of natural textual boundaries; undisciplined use of topical or thematic approach; biblical emphases omitted</td>
<td>Discern unit of thought</td>
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<td>January 23</td>
<td>Inadequate understanding of the text: content and intent</td>
<td>“Where did (s)he get that?” as opposed to “Why didn’t I see that?”</td>
<td>Sound exegesis focused by 6 questions into thrust of the text</td>
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<tr>
<td>January 23</td>
<td>Inadequate contextualization to the preaching situation: What does this text require of my listeners?</td>
<td>Neglect of situation of initial hearers. Disregard of contemporary listeners and their apparent needs. Faulty generalizations.</td>
<td>Audience awareness; bridging to application</td>
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<td>January 23</td>
<td>Faulty organization: too much, too little, distracting, etc.</td>
<td>Skeleton too prominent or missing. Message distorted to fit organization. One-size fits all organization. Excessive complexity.</td>
<td>Show how the parts of the sermon serve the content and intent of the text</td>
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<td>January 23</td>
<td>Inadequate illustration</td>
<td>Failure to discern what needs to be illustrated before deploying illustrations. Illustrations all of one type. Illustrations dominate the</td>
<td>Turn the ear into an eye</td>
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<tr>
<td>Date</td>
<td>Exposition</td>
<td>Details</td>
<td></td>
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<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>January 23</td>
<td>Flawed delivery where delivery = what we do to let God’s voice be heard, believed and obeyed</td>
<td>Lack of credibility, self-consciousness, lack of passion, failure to master material that has mastered us.</td>
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February 26, 2016: review and mid-term examination; possibly one or two 15-minute sermons if enrollment requires this.

February 27: Remaining 15-minute sermons

April 1-2: 22-25 minute sermons
## Rubric for case for biblical preaching short essay

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent: above expectations ( .93-\ .99 )</th>
<th>Good: meets or slightly exceeds the standard ( .80-92.9 )</th>
<th>Deficient: below expectations in various ways ( (.70-79.9) )</th>
<th>Significantly below expectations ( (.60-69.9) )</th>
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<tbody>
<tr>
<td>Format, title page, length, pages numbered</td>
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<tr>
<td>Writing style, flow, clarity, economy of expression, good use of side headings to indicate parts of essay, spelling, paragraph divisions</td>
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<td>Argumentation: logic, validity, completeness, answers objections</td>
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<td>Documentation: biblical citations accurate, copious, ideally building upon those received and not merely repeating them</td>
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Sample Outline [assuming deductive development] (not to exceed one page):

Student Name  E-mail address

Title  Passage

Introduction: “. [very short summary for your benefit] . . .”

Proposition: “. . . .”

Organizational Sentence: “. . . .”

I. “The sentence that is your first ‘main’” (anchor = e.g. vv. 1-3)
   Develop this as necessary and appropriate by:
   Validation  Explanation  Illustration  Application

II. “The sentence that is your second ‘main’” (e.g. vv. 4-6)
    Develop this as necessary and appropriate by:
    Validation  Explanation  Illustration  Application

III. Etc.

Conclusion:

Notice carefully that only the mains are numbered with Roman numerals and that verse numbers in parenthesis are found after each main.