PR 610 The Servant as Proclaimer

Donald C. Boyd

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PR610: THE SERVANT AS PROCLAIMER

ATS: Donald C. Boyd
MC 204 (BC 235)
Monday and Wednesday
1:00 – 2:50 p.m.

PURPOSE
To develop convictions, methods, forms, and skills for the communication of the biblical message.

OBJECTIVES
1. To be able to find, feel, and express a biblical message in a simple sentence.
2. To be able to turn exegesis (text meant) and hermeneutics (text means) into a focused and dialogical sermon design.
3. To be able to follow a prescribed homiletical method to the extent of re-aiming the biblical message through multiple sermon variations to fit the context of the immediate hearers.
4. To be able to gather, construct, and edit developmental material for its best effect, evidenced by an acceptable sermon manuscript (before the professor) and preaching event (before the class).
5. To be able to characterize effective pulpit communication by either written theory, or duplicating experience, or class evaluation.
6. To be sufficiently committed to the certainty and awesomeness of the high calling of preaching the Word of God that it has become a priority in the student's lifelong pursuit of servant faithfulness.
7. In short, to do biblical preaching, with a dominant sermonic focus, in a dialogical style.

PLAN

WEEK I

FOUNDATIONS

Introduction
Towards a Theology of Preaching
READING: R 12-19

ASSIGNMENT: THEOLOGY OF PREACHING [Long range]
Toward providing the preacher a conscious base for making choices concerning preaching in a pluralistic/relativistic world and church that are driven by market forces, pragmatism, and the lure of novelty, the following assignment is in place.

Form a conceptualization and organization (analysis/synthesis) of non-negotiables in a theology of preaching (i.e., preaching before God).

Do so from extrinsic sources to PR610, from values formed in the process of PR610, and from the following required sources: Mt 3:1-- 5:3 (pp. 34 - 87). Commentary out of William Barclay.

Mt 5:3 -- 12. Text only (any translation).

Lk 1:68 -- 79 BENEDICTUS; or, I Th 2:1-12 for the "Impact of the preacher."

John Wesley on "Law and Gospel and Preaching" in Sermon XXV. UPON OUR LORD’S SERMON ON THE MOUNT (WW, V, 313 -- 18).


DUE: One week after the student’s Class Preaching Event.

[Max. 2 pages, single space. Use S/Pr model.]
[Unless the FINAL EXAM option is given.]

Study Questions .... PR610: THEOLOGY OF PREACHING
For either the required paper or final exam.

1. What were the characteristics of the preaching of John the Baptist, as listed by Barclay, "The Gospel of Matthew," I, DSB, and how might such characteristics be reflected in one's own preaching today?

2. What preacher specific corollaries can be found in John Wesley's "Upon Our Lord's Sermon on the Mount: Discourse V." Sermon XXV and from John the Baptist's message of threat and promise in Mt 3:7-12?

3. What does it mean to say that in preaching the Holy Spirit of God is specially operative?

4. How did the Judaism of John's day understand the demand for repentance and how might this theme be expressed in today's preaching?

5. What is there in the unfolding of the story of Jesus, especially in his baptism, that should be paralleled in the unfolding of any preacher in any age?

6. How are we to understand the significance of Jesus' temptation in the wilderness? What lessons might be particularly drawn from this encounter for preachers and preaching?

7. What characteristics of Jesus' teaching does Barclay identify as being needed in all preaching? Describe the importance of each.

8. What qualities in a person does Barclay list as needful for "fishing for people" today (Mt 4:18-22)?

9. Describe in detail the "three great activities" of Jesus' life (Mt 4:23-25).

10. In what ways do the Beatitudes in the Sermon on the Mount (Mt 5:3-12) inform a theology of preaching?

11. In what way does the Benedictus or I Th 2:1-12 inform a theology of preaching?

12. What is the linkage between preaching and memory (via Craddock)?
Week 4  E  Mt 4:12-22 [Team IV] . . . Week 5  E  Mt 4:23-5:3 [Team I]
E  Keep in mind -- “single focus”.  S / Pr -- 5 min. max.

Principles of Effective Communication
READING:  R 221-24; L 16-36

ASSIGNMENT:  THE PREACHER  [Short range]
Working together within the assigned Teams, each member student is to be
video taped reading orally Galatians 6:1-10; giving a 3 minute (max) interpre-
tation of the intended point of the reading; and, finishing with an autobio-
graphical story which illustrates something in the reading.
[A video tape may be picked up at the Media Center.]
DUE:  To be finished by the end of Week II.

ASSIGNMENT:  EVALUATIVE FINDINGS  [Long range]
In order to identify aspects of preaching delivery, keep critical notes on six
current speech events.  Start with a Reaction Report composite of the
Team video tapings of Week I, especially your own.  Circle or list at the end
of your findings seven aspects important for your personal modeling and
growth.  For further help in getting started, see “Exercises 1-4” in Litfin,
331-32.  Since communication follows four separate signals, let the obser-
ations be fourfold:

<table>
<thead>
<tr>
<th>IDEATION</th>
<th>SEMANTICS</th>
<th>TONICS</th>
<th>KINESICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(thought)</td>
<td>(words)</td>
<td>(voice)</td>
<td>(body)</td>
</tr>
</tbody>
</table>

DUE:  These findings will be discussed and turned in for credit in
Week VIII when considering “DELIVERY”).

Defining Homiletics

ASSIGNMENT:  SERMON 1  [Immediate]
Hand in a one-page sermon outline, along with a copy of your exegetical
work, based on Galatians 6:1-10.  (Number your sermon file folders [9 x 12 in.]
as per course assignments, as follows: “Sermon #”; Name:  S.P.O. #).

DUE:  At the first class period of Week II.

2 Timothy 4:1 - 2
WEEK II
Towards Biblical Preaching
READING: R 19-30; L 334-40; H 45-71 [H 113-34]

From Text to Sermon
READING: R 51-104, 216; L 340-51; H 9 - (13-27) -44, 246-54
[K 69-147, 165-81]

ASSIGNMENT: SERMON 2
PERICOPE -- Galatians 5:25 – 6:10
Your "Personal Confrontation" was done in Sermon 1. Now construct your "Explanatory Data" (exegesis) from at least 3 other commentaries.

The Sermon Format for your sermon files is to be developed according to the following arrangement. Only the "Summarization" and one page "Expository Pattern" need to be typewritten.

DUE: First draft [completion of "Explanatory Data"] – beginning of Week III.
Final draft [completion of "Expository Pattern"] -- beginning of Week IV.

I. Personal Confrontation
II. Explanatory Data
   1. Background/ Historical Context
   2. Linguistic/ Literary Context and Content [Exegesis and Exposition]
   3. Teaching + Touches/ Hermeneutics [Application] || SUMMARIZATION
   4. Bibliography

III. Expository Pattern (one page only)
   Text
   Title
   Theme (w/ the SUBJECT in capital or bold letters. WHAT is the theological issue around which the pericope/sermon revolves?)
   Purpose (Needs/Response: WHY is this sermon being preached? Cf. w/ SUMMARIZATION )

   Introduction
   Attention Sentence A/S
   Thesis Sentence S/Pr
   Transitional Sentence T/S

   I. CAPITALIZE THE MAIN DIVISIONS (vss. ??)
      A.
      B.

   II. KEEP THE STRUCTURE CONSISTENT (vs. ?)
      A.
      B.

   Conclusion
*Step of SUMMARIZATION

READING: R 31-48; [DL 6-7]

ASSIGNMENT: FORMAT

**PRECIS:** A homiletical paraphrase of the original word and setting; or, an analysis or synopsis of the pericope, making notable the standpoint(s) and sequence(s) of the preaching text.

**THEOLOGICAL MOTIFS** [Timeless]

Σ [Cf., IEB – Evaluation and Application steps]

**WHERE DOES IT TOUCH US** [Today]

Σ [Two examples must come from current newsprint]

**SYNTHESIS:** State the teaching in a simple sentence (subject // predicate). Put your one word SUBJECT-IDEA in capital letters or bold type. This is the generative sermonic "idea."

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**Suggestive reference works for exegesis in general:**
- Mortimer J. Adler. HOW TO READ A BOOK
- John R. Alsp. INDEX TO THE ARNDT AND GINRICH GREEK LEXICON
- Balz and Schneider, eds. EXEGETICAL DICTIONARY OF THE NT (3 vols.)
- Gordon D. Fee. NEW TESTAMENT EXEGESIS
- Fee and Stuart. HOW TO READ THE BIBLE, 25, 219-24
- Fred Fisher. HOW TO INTERPRET THE NEW TESTAMENT
- Harris, Archer, Waltke, eds. THEOLOGICAL WORDBOOK OF THE OT (2 vols)
- Walter C. Kaiser, Jr. TOWARD AN EXEGETICAL THEOLOGY
- H. P. V Nunn. A SHORT SYNTAX OF NEW TESTAMENT GREEK
- Bernard Ramm. PROTESTANT BIBLICAL INTERPRETATION
- Alan Richardson. A THEOLOGICAL WORD BOOK OF THE BIBLE
- Fritz Rienecker. A LINGUISTIC KEY TO THE GREEK NT (2 vols)
- Dwight E. Stevenson. IN THE BIBLICAL PREACHER’S WORKSHOP
- Douglas Stuart. OLD TESTAMENT EXEGESIS
- David L. Thompson. BIBLE STUDY THE WORKS
- Robert A. Traina. METHODICAL BIBLE STUDY
- W. E. Vine. AN EXPOSITORY DICTIONARY OF NEW TESTAMENT WORDS

**Suggestive reference works for exegesis of the above discourse passage:**
- *Fee and Stuart. HOW TO READ THE BIBLE, 45-60; [61-77]
- James W. Cox. BIBLICAL PREACHING, 306-26
- Sidney Greidanus. THE MODERN PREACHER . . ., 323-41
- Charles E. Erdman. THE EPISTLE OF PAUL TO THE GALATIANS
- Hawthorne, Martin, Reid, eds. DICTIONARY OF PAUL AND HIS LETTERS
- R. E. Howard. "Galatians." BEACON BIBLE COMMENTARY
- Richard N. Longenecker. "Galatians." WORD BIBLICAL COMMENTARY
- Ben Wintherington. GRACE IN GALATIA
- See David R. Bauer. BIBLICAL RESOURCES FOR MINISTRY. 2nd ed.
FROM TEXT TO SERMON . . Outline / Notes

PERSONAL CONFRONTATION -- [Subject \ Predicate]

BACKGROUND --

Writer: 1:1-4 . . . office . . . catholic . . . grace . . . Christ . . . THEME

Recipients:

Time and Place: Acts 13:14 - 14:28 -- Between the 1st and 2nd Missionary Journey
Gal 2:1-10 / Acts 15 -- The Jerusalem Council
Acts 16:1-5 -- Second Missionary Journey (Timothy ... Macedonian Call) . . . etc.

Pauline Corpus: Second Journey eschatology Thessalonica
Third Journey soteriology Galatia, Corinth, Rome . . . etc.

Purpose / Occasion: 1:6-10 (cf. 2:1-10 w/ Acts 15:1-29 . . .). For centuries the only bulwark against the tide of pagan libertinism [zero value system] was Jewish legalism. Even among early Jewish Christians acceptance of Christ was no substitute for their holy law (Acts 21:20). Hence, the Jerusalem Council.

5:6 (3:7; 4:3, 9, 10) JUDAIZERS
5:13 LIBERTINE ENTHUSIASTS

• Is Christianity one of several sects within Judaism or a new independent faith?
• Must Gentiles first become a Jew and second ba a kind of Jew who follows Jesus. What makes a person a Christian (cf. American patriotism, Civil Religion, Denominationalism)?
• What is the relationship between freedom from the law on one hand and ethical norms on the other (cf. 5:6)?
• Contrast the indicative and imperative moods in the pericope.

Themes / Contrasts:

Structure (at least 3 outlines):

Your own outline / synopsis (of the pericope):
LINGUISTIC RELATIONSHIPS --

Its Context: Where does the movement of thought begin?
Where does the movement of thought end?
What are the connectors?

Locate the words that make a difference.

THEOLOGICAL INTERPRETATION --

Its Meaning: What does the passage explain?
Why is it said?
What difference does it make?
Look for the “big idea” [point] of the passage?

COMMENTARIES:

Significant items - - -

For example:

5:25 If we live in the Spirit: (2:20; 5:16 via verses 23 and 24). \( \zeta \sigma \mu \epsilon \nu \) [pr act ind] the condition is real; (see Rom 6:4; 8:9) . . . the divine Spirit working through the human spirit.

Let us also walk in the Spirit: \( \sigma \tau \omega \chi \sigma \mu \nu \) [pr act subj] a continual and habitual action; cohortatory. To stand in a row; to walk in a straight line as in a military formation or in dancing; to conduct oneself rightly. Since there is a new quality of existence—spiritual life, then there is also a new morality and ethic; vss. 16-25.

6:1 Fault: “caught in the very act of doing wrong” (Wms Tr)
“be detected in some sin” (Phillips Tr)
“do something wrong, my brothers, on a sudden impulse” (NEB)

6:7 God is not mocked: Paul’s purpose is not apparent until one comes to v 8, where he gives his own explication to the proverbial statement. His point in warning is that one cannot expect to sow to the flesh and then reap eternal life, and so mock the justice of God, for “God is not mocked!” The emphasis seems to be twofold: that there is a direct correlation between sowing and reaping, which is how God has established matters; and that the onus rests on the person as to whether life eventuates in blessing or judgment, for God is not a deity who reverses his laws or can be tricked into believing something to be so when it is not [Longnecker. WBC].

Sin inevitably leads to final judgment. The dreadful consequence of being a sinner is brought out in the threefold “God gave them up” in Rom 1:24, 26, 28, with its horrifying lists of the consequences of sin here and now. Paul further makes it clear that “the wages of sin is death” (Rom 6:23). He also points out that
we reap what we sow and that to sow to the flesh (Gal 5:16-21) means to reap corruption (Gal 6:7-8). This judgment is a part of the final dealing with evil (Rom 2:1-12, 16; I Cor 4:4-6) [I. Morris in DICTIO-
NARY OF PAUL AND HIS LETTERS, 880].

It has been said: “A man is free to choose, but is not free to choose the consequences of his choice.” To sow to the flesh means to live by the flesh, thus satisfying and fulfilling one’s desires and propensities in ways not approved by God. Such a life can only bring a final harvest of corruption -- “ruin, destruction, disillusionment, deterioration.” There will be no results of value -- only total loss. However, the certainty of harvest does not apply to evil only. It is equally true of the good. The person who sows to the Spirit is the person who satisfies the desires and propensities of life by living in the Spirit. That person will reap the glorious harvest of eternal life (Howard, BBC).

“The scars remain,” said John B. Gough, the great temperance speaker. We must remember that we cannot trade on the forgiveness of God; there is a moral law in the universe and if a person breaks it he or she may be forgiven, but nonetheless, it is broken to one’s own peril [William Barclay. DSB].

Eternal life: is the equivalent here of “kingdom of God” (5:21). The former is characteristically Johannine, occurring only rarely in Paul (Rom 2:7; 5:21; 6:22-23) [Fitzmyer, S.J. NEW JEROME BC, 789].

SUMMARIZATION --

Tell the “conversation” in your own words.
Tell the passage’s timeless teaching.
Tell where its message touches the life of your hearers.
State the dominant thrust [“big idea” .. point] of the passage
in a single sentence ➔ S/Pr.

TEACH . . .

v 2: We are to continually lend a hand to help (not necessarily a transference of the burden or having to ‘fix it’).

v 7: Sin inevitably leads to judgment.

TOUCH . . .

Ann Hayden relates how she was an only child of church-going parents and whose grandfather was a good old Methodist minister . . . when her only daughter took the full impact of a head-on auto collision she was taken to hell and back and was a basket case . . . much prayer, the medical center chaplain, the bible, the spoken word, the liturgy, were all translated into her everyday life as “Bear one another’s burdens, and in this way you will fulfill the law of Christ.

Prostitute gets deal to avoid a felony [Lex H-L, Aug 27, 1999  B3]; cf., I Th 2:11-12.
REGARDING THE SERMON . . .

But first regarding the congregation.
What would the congregation identify with in the passage?
Why do you want to preach this sermon and what do you expect
the congregation to do as a result of hearing it?
How can the worship service (context) help make the biblical writer’s point?

<table>
<thead>
<tr>
<th>What is to be talked about?</th>
<th>one word</th>
<th>SUBJECT-IDEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>The limits within the sermon is to keep</td>
<td>phrase</td>
<td>THEME</td>
</tr>
<tr>
<td>The response expected as a result of this sermon’s intention</td>
<td>object</td>
<td>PURPOSE</td>
</tr>
<tr>
<td>All that the sermon will say</td>
<td>sentence</td>
<td>THESIS</td>
</tr>
<tr>
<td>A hint of what is to be said</td>
<td>interrogative &amp; plural noun</td>
<td>TRANSITION</td>
</tr>
</tbody>
</table>

Now . . .
How can the “big idea” be outlined so it makes sense?
What kinds of words and/or illustrations are needed to make this sermon happen?
How will you introduce and conclude what you want to say?
Write the sermon manuscript.
File all your work for future use.
WEEK III

ARRANGEMENT

What is in a Subject?  [dominant idea/thrust]
READING:  R 107-13; L 80-118; [K 149-56]

What is in a Predicate?  [properties ascribed to]
READING:  R 115-29, (122-27); L 150-55; 192f [K 156-59] – Main Divisions
R 129-34; L 155-88 [K 159-60] – Subdivisions

ASSIGNMENT:  First drafts ["Expository Patterns"] on SERMON 2
(See Workshop in Week IV).

Helpful reference books on the sermonic "idea" (subject/predicate).
James Daane.  PREACHING WITH CONFIDENCE, 58-66
H. Grady Davis.  DESIGN FOR PREACHING, 58-97
Harry T. Eggold.  PREACHING IS DIALOGUE, 69-77
Mortimer J. Adler.  HOW TO READ A BOOK, ch. 9
Lloyd M. Perry.  BIBLICAL SERMON GUIDE, 27-40, 90
Haddon W. Robinson.  BIBLICAL PREACHING

An optional exercise: Read Acts 2:14-41.  Read it and reread it (without aids) until a general impression of the passage takes form. Analyze the content into its constituent parts. In a compact way state the content of each paragraph. Synthesize your discoveries into a complete idea – Subject/Predicate. The content is typical of all the early sermons in Acts [kerygma].

Introduction/Conclusion
READING:  R 159-73; L 234-70 [See 45-75]
ASSIGNMENT:  Introduction/Conclusion
Complete and turn in to the professor "Exercises 1-3" in Litfin, 269 (substituting preacher for "speaker," and sermon for "speech," and Sermon 2 for "a speech to present . . . Jesus Christ"). Be sure to give a "Litfin reason" for your approach.
DUE:  Next class period.

WEEK IV

Workshop:  Final draft of Sermon 2.  Completed Sermon 2 due next class period.

Developmental Material
READING:  R 137-56; L 196-232
ASSIGNMENT:  Developmental Material
Read or view a sermon from the following list, or of your own choosing, for the purpose of learning about the use of supportive materials as given in the textbooks.
(1) As the sermon unfolds make a list of all the different topics (places and types) of supporting material you can identify.
(2) Does the preacher have a plan you can follow? Can you partition the sermon’s functions (managed arrangement) of sequence, proportion, emphasis, and coloring as it fits its particular subject, occasion, purpose, or hearers?
(3) Give 2 or 3 examples showing how the selection and sequencing of the material affected the preacher’s purpose or a particular part of the
sermon. Evaluate whether the material identified is effective. Think what you might have used instead to support the same point.

DUE: The beginning of Week V . . . Workshop.

Suggestions for sermon analysis:


OR,

View a tape sermon secured from the professor. Put the sermon through all the criteria learned so far in PR610. Especially concentrate on the following questions:

1. Was this a biblical sermon? Why?
2. What was the preacher talking about (Subject)?
3. What was he saying about it (Predicate)?
4. What topics (regions and haunts) serve as initiators of the line of development? I.e., How is the S/Pr supported? By appeal to reason? to emotions? to character?
5. What was the purpose of this sermon? Did the preacher succeed? How so?

Transitions/Titles/Time

READING: L 189-93
WEEK V
Workshop: Developmental Material

TEAM I: Suggest to the class a search strategy, a series of steps that can help a preacher gain access in a systematic way, for discovering common and creative material to inform or prove their subject.

ASSIGNMENT: SERMON 3
Pericope: 1 Corinthians 3:5-17 [18-23]
When your "Personal Confrontation" is done, compare it with the work of Fee and Stuart, HOW TO READ THE BIBLE, 48-57; 64-67. After reading Fee and Stuart, 246-49, 253, consult at least 2 other commentaries in working out your "Explanatory Data" on this pericope.

DUE: Complete sermon file at the beginning of Week VI.

Other helpful commentaries:
- William Barclay. DAILY STUDY BIBLE
- James A. Davis."1 Corinthians." WORD BIBLICAL COMMENTARY
- Charles R. Erdman. THE FIRST EPISTLE OF PAUL TO THE CORINTHIANS
- Gordon D. Fee. “The First Epistle to the Corinthians.” NICNT
- Fred Fisher. COMMENTARY ON 1 & 2 CORINTHIANS
- Hawthorne, Martin, Reid, eds. DICTIONARY OF PAUL AND HIS LETTERS
- Richard B. Hays. “First Corinthians.” INTERPRETATION
- *Randolph O. Yeager. THE RENAISSANCE NEW TESTAMENT, Vol 12
  For more see--
  David R. Bauer. BIBLICAL RESOURCES FOR MINISTRY

TEAM II: Each member be prepared to walk the class or a small group through "a linguistic-cultural-historical-theological" method of interpretation to a sermonic idea and suggestive homiletical approaches for developing Sermon 3.

WEEK VI

ASSIGNMENT: SERMON 4 A
Sermon 4A as a fully typewritten manuscript, with a complete "file." This sermon is the one refined to be preached in class.

DUE: Complete to the professor no later than 1 week following the workshop session in which the assigned pericope was considered (or, the first class after a Reading Week).

EXCEPTION: Preachers Nos. 13-16 will submit only a one page deductive outline, with a complete "file," as above. A fully typewritten manuscript of Sermon 4B or 4C is to be turned in to the professor 1 week prior to the time of their preaching event.

Workshops: Sermon 4 Genre
In preparation for Sermon 4 manuscript and preaching event the professor will interact with small group teams for integration and interaction in the process of moving from text to sermon to life. Each team is to come to their specified workshop with a carefully prepared sermon file toward building a standard deductive sermon design.

ASSIGNMENT:

Team III: Malachi 2:17- 3:5 (6) (prophecy)
Team IV: Mark 16:1-8 (narrative)

Suggestive resource books for Sermon 4:

PROPHECY
Fee and Stuart. HOW TO READ THE BIBLE, 165-86
Elizabeth Achtemeier. PREACHING FROM THE OLD TESTAMENT, 109-35
Walter Brueggeman. THEOLOGY OF THE OLD TESTAMENT, 622-49
Sidney Greidanus. THE MODERN PREACHER AND THE ANCIENT TEXT, 250-62
+ Elizabeth Achtemeier. "Nahum – Malachi." INTERPRETATION
Joyce G. Baldwin. "Haggai, Zechariah, Malachi." TYNDALE OT COM.
Walter C. Kaiser. MALACHI GOD'S UNCHANGING LOVE
John Oswalt. WHERE ARE YOU GOD?
Ralph L. Smith. "Micah-Malachi." WORD BIBLICAL COMMENTARY

NARRATIVE
Fee and Stuart. HOW TO READ THE BIBLE, 113-34; [78-93]
S. Min. Case-study Model/ATS
James W. Cox. BIBLICAL PREACHING, 263-72
Fred B. Craddock. THE GOSPELS
Sidney Greidanus. THE MODERN PREACHER . . ., 278-310
Walter C. Kaiser, Jr. TOWARD AN EXEGETICAL THEOLOGY, 197-210
Green, McKnight, Marshall, eds. DICTIONARY OF JESUS AND THE GOSPELS
Robert H. Gundry. MARK: A Commentary on His Apology for the Cross
William L. Lane. "Commentary on the Gospel of Mark." NICNT
Grant R. Osborne. THE RESURRECTION NARRATIVES, 43-72
Archibald Thomas Robertson. WORD PICTURES IN THE NEW TESTAMENT, I.

WEEK VII

ASSIGNMENT:

Team I: Psalm 23 (poetry)
Team II: Luke 15:11-32 (parable)

PSALMS (poetics)
Fee and Stuart. HOW TO READ THE BIBLE, 187-205
Elizabeth Achtemeier. PREACHING FROM THE OLD TESTAMENT, 137-63
Bernhard W. Anderson. OUT OF THE DEPTHS
+ A. A. Anderson. "Psalms 1-72." THE NEW CENTURY BIBLE COMMENTARY
Walter Brueggemann. THE MESSAGE OF THE PSALMS
Peter C. Craigie. "Psalms 1-50." WORD BIBLICAL COMMENTARY
WEEK VIII
DELIVERY

STYLE • MEMORY •

ASSIGNMENT:
Listen to 2 prepared audio or video tapes from the professor's library.
DUE: By the beginning of Week IX.

TEAM III:
Preach a 5 minute segment from one of the above listed sermons. For your modeling worthy style, memory, and delivery criteria, review your reading in L 303-08. Parcel the exercise among yourselves so that there are separate demonstrations of
(1) a rational appeal (logos);
(2) an emotional appeal (pathos);
(3) an ethical appeal (ethos); and,
(4) a paraphrase adapting to the needs of the PR610 class.

TEAM IV:
Practicum on the sermon (4A or 4B/C) to be preached in class.
One member will deliver the "Introduction";
another member an "Illustration" or, a "Main Argument";
and another the "Transition" ending one major point and beginning another in the body of the sermon;
and another the "Conclusion."
(4 minute max. for each)
WEEK IX

EVENT

ASSIGNMENT: The student will deliver a fifteen (15 max.) minute sermon on the assigned text. (1) Serious class criticism, (2) with the professor's estimation, and (3) a self/peer-evaluation of the video tape, will follow as part of the learning discipline.

PREACHER 1 E
PREACHER 2 E
PREACHER 3 E
PREACHER 4 E

WEEK X

PREACHER 5 E
PREACHER 6 E
PREACHER 7 E

VARIATIONS

Inductive Arrangement

READING: R 122-27; L 38-77, 162-64, 172-76

ASSIGNMENT: SERMON 4 B
Keep the original sermonic Thesis. Vary the outline/design by change of structure using the process of induction.
DUE: in a rough draft for the next workshop session.

Expository Pattern (one page only)

Attention Sentence
I. {What is the problem?}
II. {How prevalent is the problem?}
III. {What are some of the proposed solutions?}
IV. TEXT {precis/explanation}
Σ THESIS

Suggestive resources:
Donald Capps. PASTORAL COUNSELING AND PREACHING
Fred B. Craddock. AS ONE WITHOUT AUTHORITY
Michael Duduit, ed. HANDBOOK OF CONTEMPORARY PREACHING
Richard A. Jensen. TELLING THE STORY
Ralph L. Lewis. INDUCTIVE PREACHING, 79-102
Eugene L. Lowry. THE HOMILETICAL PLOT
Lloyd M. Perry. BIBLICAL PREACHING FOR TODAY’S WORLD, 104-25
ASSIGNMENT: RESEARCH SERMONIC PATTERNS
Identify, with examples, at least 7 sermonic patterns of structures (other than those already handled in class). These are to be shared with the class.
One of the patterns will be the variation arrangement of Sermon 4C.
DUE: in the next workshop session.

Suggestive resources:
See the above resources . . . and,
Elizabeth Achtemeir. CREATIVE PREACHING (in APL)
William J. Bausch. STORYTELLING IMAGINATION AND FAITH
Simon Blocker. THE SECRET OF PULPIT POWER
Frank H. Caldwell. PREACHING ANGLES
Donald E. Demaray. PROCLAIMING THE TRUTH
James W. Cox. A GUIDE TO BIBLICAL PREACHING
Ilion T. Jones. PRINCIPLES AND PRACTICE OF PREACHING
Woodrow Michael Kroll. PRESCRIPTION FOR PREACHING
Ralph L. Lewis. PERSUASIVE PREACHING TODAY, 195-96
A. Duane Litfin. PUBLIC SPEAKING , 158-76, 186f
Halford E. Luccock. IN THE MINISTER’S WORKSHOP
James Earl Massey. DESIGNING THE SERMON (in APL)
Lloyd M. Perry. BIBLICAL SERMON GUIDE
--------------------. A MANUAL FOR BIBLICAL PREACHING
W. E. Sangster. THE CRAFT OF SERMON CONSTRUCTION
Don W. Wardlaw, ed. PREACHING BIBLICALLY
R. E. O. White. A GUIDE TO PREACHING
Faris D. Whitesell. THE ART OF BIBLICAL PREACHING

WEEK XI
PREACHER 8 E
PREACHER 9 E
PREACHER 10 E

WORKSHOPS: Inductive variation: Sermon 4 B
[Questions and Answers]
Other arrangements (research): Sermon 4C

ASSIGNMENT: OTHER ARRANGEMENTS / SERMON 4 C
Keep the same thesis-idea. Vary the outline by function.
However, your purpose will change: e.g., if Sermon 4A was prepared for the faithful (διδαξη), then prepare Sermon 4C for the non-believer (κηρυγµα) or for the doubting or apathetic hearer (παρακλησιϕ).
DUE: In a rough draft for the workshop session in Week XII.
SERMON 4C COVER SHEET FORMAT:

<table>
<thead>
<tr>
<th>TEXT</th>
<th>FUNCTION of Text:</th>
<th>Re-stating, or Explanation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>[content]</td>
<td>Proof, Application; (R, 79-96)</td>
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<table>
<thead>
<tr>
<th>TITLE</th>
<th>PURPOSE of Sermon</th>
<th>Need / Response emphasis</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>THESIS</th>
<th>COMMUNICATIVE MEANS</th>
<th>– PATTERN selection</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>[form]</td>
<td>Sensory, Authority, Reason approach</td>
</tr>
</tbody>
</table>

Due: Final drafts of both Sermons 4B/C (one page outlines only, along with a copy of Sermon 4A outline) are due the professor at the end of Week XII; along with the 7 sermonic patterns, with Sermon 4C pattern highlighted or marked.

WEEK XII

WORKSHOP: Other variations

PREACHER 11 E
PREACHER 12 E

WEEK XIII

PREACHING EVENT: Variations

The remainder of the preaching assignments (viz., Nos. 13-16) as supra. The preachers are free to modify their original Sermon 4A manuscript according to any of the variation designs.

PREACHER 13 E
PREACHER 14 E
PREACHER 15 E
PREACHER 16 E

WEEK XIV (FINAL’S WEEK)

THE HEARER

THE PREACHER (theology and ethos)

Professor’s option: FINAL EXAM (double entry of grade)
# REQUIREMENTS

## TEXTBOOKS. --
- Haddon W. Robinson. BIBLICAL PREACHING (R)
- A. Duane Litfin. PUBLIC SPEAKING, 2nd ed. (L)
- Gordon D. Fee and Douglas Stuart. HOW TO READ THE BIBLE FOR ALL ITS WORTH (H)

## Collateral Resources
- Walter C. Kaiser, Jr. TOWARD AN EXEGETICAL THEOLOGY [K]
- Webb B. Garrison. CREATIVE IMAGINATION IN PREACHING
- David Lambeth, et al. THE GOLDEN BOOK ON WRITING
- Mortimer J. Adler. HOW TO READ A BOOK

Lecture slides can be found for downloading or making hardcopies in the Media Center at T:\Facibm\Dboyd\PR61000.

## EXPECTATIONS. --
All work handed in to the professor must be typewritten, properly edited, complete, on time, and of a professional quality in neatness and form. Work that violates the above standard will receive a reduced grade, and possibly will not be received at all.

**Bottom Line**
The student will do -- 6 sermon outlines; 1 manuscript; 3 delivery exposures; a gathering of pulpit communication criteria; a study on sermonic variations; and, organize a theology of preaching.

## ATTENDANCE. --
An important ingredient to a successful teaching-learning process is the consistent and cumulative interaction and support of the learning community. Therefore, excessive absences will affect your grade. Mandatory attendance is required during the Preaching Event units.

## GRADING. --
It is presumed that the absorption of lecture, discussion, and reading content will be reflected in the written assignments, practicum experiences, sermons, and class participation. Failure to complete readings and assignments on time will result in a grade reduction (See Report Forms, pp. 16, 17). The **preaching** assignment will be a composite grade of professor, peers, and self-evaluation (video/audio tape playback). **Sermons** will be marked according to creative thought, faithfulness to Scripture, and *ability to follow* given models of structure and canons of delivery. The organization of a **theology of** preaching will be tested. **Pop-quizzes** may be given from time to time to assure the completion of assignments, to evaluate the student's progress, and to gauge the professor's instruction.
Score Values

1-3, Low  4-6, Average  7-9, High ... level of functioning.
(5 = essential ... 7 = substantial ... 9 = surpassing)

The final grade is the average of all scores plotted on the growth of the entire class.

The above policies are designed to give you an exposure to the degree of excellence demanded of the pastoral office. If you must be fuzzy in your thinking, slipshod in your tasks, or dilatory in your obligations, let it be so in some other field of life -- never in your privilege of handling the Word of God or representing the Church of Jesus Christ ... never in delivering a Sunday sermon, or in your seminary preaching class.

B

OPTION for Sermon 5 is a one page outline only. However, the sermon is to be accompanied by a full exegetical file of text and a life-situation or theological problem or media issue. If short texts or topical further exposition are used assure that each is chosen, studied, and methodically developed in it contextual study setting. In short, build a bridge from life/theology to Scripture.

Format Heading FORMAT (typewritten):

Personal Confrontation: LIFE

Suggestive methods for exegeting a life problem, issue, or situation--
1. Statement of a Problem
   Previous study in the field
   Need for this investigation
   Statement of the problem (with an hypothesis, or in question form)
   Method of attack/development
2. S. Min. "Case Study" (Three level reflection)
3. Theological Diagnosis
   See Donald Capps. PASTORAL COUNSELING AND PREACHING (chs. 3 and 4)

FORMAT(LIFE)

Personal Confrontation: TEXT

Why did you settle on your pericope?
What does it say?
Where does it touch congregational or secular life?

Suggestive resource books:
Perry C. Cotham, ed. CHRISTIAN SOCIAL ETHICS
John B. Job. HOW TO STUDY THE BIBLE (chs. 6, 8, 10)
A. Duane Litfin. PUBLIC SPEAKING (98-104)
Lloyd M. Perry and Charles M. Sell. SPEAKING TO LIFE'S PROBLEMS
Ernest Edward Hunt III. SERMON STRUGGLES: FOUR METHODS OF SERMON PREPARATION

---

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<td>Sermon 2: Final Draft</td>
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<td>Team IV</td>
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<td>Research: Seven Sermonic Patterns</td>
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**OPTION: Preaching Plan, or Sermon 5**

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REVIEW

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<td>GATHERING</td>
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<tr>
<td>III</td>
<td>ARRANGEMENT</td>
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<tr>
<td>IV</td>
<td>INTRO / CONCLUSION DEVELOPMENTAL Material TRANSITIONS . . .</td>
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<td>VIII</td>
<td>STYLE·MEMORY·DELIVERY</td>
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<tr>
<td>X</td>
<td>VARIATIONS</td>
<td>YES</td>
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**FEEDBACK**

What is it that you liked about this class and it should continue?

What should there be more of?

What should be minimized or stopped?