Note:
Course content may be changed, term to term, without notice.
The information below is provided as a guide for course selection
and is not binding in any form.

MOODY DISTANCE LEARNING (MABE)

Course Number, Name, and Credit Hours

BE6602 - Advanced Homiletics, 3 credit hours

Course Description

This course is a study of stylistic differences in biblical exposition, with an emphasis on advanced expositional techniques. Special attention will be given to structure, style, and the use of creativity in message development and delivery.

Prerequisites: BE-5501 Hermeneutics for Preaching and BE-5502 Communicating Scripture; BE-5502 can be taken concurrently.

Course Objectives

After completing this course, the student will be able to:

1. **Evaluate** their own preaching to determine ways to improve language and delivery for effective preaching
2. **Deliver** sermons that utilize engaging vocal dynamics and body movement
3. **Compose** sermons that make use of creative language
4. **Construct** effective sermon introductions, illustrations, and conclusions that utilize best practices

Course Textbook(s) and/or Supplemental Information

Required textbooks for all Moody Online classes can be found on the Required Textbooks section of the Moody website.

NOTE: This course requires the videotaping of students giving sermons and uploading their video into YouTube or Vimeo.

Note: Additional content or links to Internet content may be required and will be provided in the course.

Assignments

See the Syllabus page in the Blackboard course for general assignment instructions.

Part 1 - Regular Assignments

1-1 Homiletics Review Sheet – This exercise will act as a review of the basics of homiletics. Provide an answer in **one or two paragraphs** to each of the seven questions on the provided sheet.

1-2 Sermon Evaluation of One of Your Sermons – Review a video sermon you have preached in BE5502, BE5503 or BE6601 using the Review Sheet provided.

1-3 The "Big Idea" – Having reviewed a sermon you have preached in a previous course in this program, revise the "big idea" of the sermon with the aim of making it more clear and memorable. Submit the old version with your revisions shown by using the "track changes" function in Word. (See this <u>tutorial </u>for help if you do not know how to use "Track Changes.")

[**Week 2 Journal –** Students will submit 3 passages for their exegetical summary paper due in Week 3 via this journal entry. The instructor will approve one of them. This journal is NOT graded.]

3-1 Revise Your Introduction & Conclusion – Revise the introduction and conclusion of the sermon evaluated for assignment 1-2. Submit the old version with your revisions shown by using the "track changes" function in Word.

3-2 Exegetical Summary – Prepare a THREE-page DOUBLE-SPACED summary of your exegetical conclusions. When you quote a source or share an idea that you learned from a source, please put a simple citation after it in parentheses (such as: Fee, 38). Include a **bibliography** of commentaries and resources at the end of your summary (using Turabian style). Please organize your work around the following headings:

- **Observations**—List important observations that inform your understanding of the passage. Students should consider the passage's literary genre when determining what is an important observation. For instance, observations concerning the characters and plot development are important for narrative passages and observations concerning parallelism and syntax are important for poetic and prophetic passages.

- **Vision of God**—In a sentence or two, describe what attribute or aspect of God's character is prominent in the biblical passage. For example, does the text highlight God's wisdom and understanding? Does it portray God as a warrior who fights for his people? Does it show that God is a talking God who gives commands? Does it emphasize that God shows his love without compromising his justice? Does it stress that God is all-powerful? These are simply a few of the attributes or characteristics of God which might be the focus.

- **Depravity Factor** (or Fallen Condition Focus)—In a sentence or two, describe what sinful tendency works against this aspect of God's character. In some biblical passages, this is quite obvious. In others, you may have to think more deeply about what sin or problem the text is addressing.

- **Exegetical Idea**—Identify the "Subject" and the "Complement." Then, combine these into a one-sentence exegetical idea.

4-1 Prepare Your Sermon Outline – Prepare an outline of your sermon on your preaching text. The outline points must be written as complete sentences. At the top of the page, include the sermon title (centered) and sermon text (centered). Then, for your main headings use 'Introduction,' I., II., III., etc. and 'Conclusion.' Use ''A, B, C, etc.' for your sub-points. Additionally provide the following: a paragraph description of the introduction and how it accomplishes the three purposes of an introduction; a designation of transitions between the main points with an explanation as to how these transitions serve as connections to each main point; a paragraph description of the conclusion and how it accomplishes the purposes of a conclusion. (Approximately TWO pages)

5-1 Provide Sermon Supporting Materials - Students should provide an abbreviated form of supporting material for each main point in their sermon (explanations, illustrations and applications for non-narrative sermons, and narrative scenes and application for narrative sermons). Total will be about 1½ pages.

6-1 Your Sermon Manuscript - Students should prepare a manuscript of their sermon. The manuscript should serve as an oral transcript of what the student will say during the sermon. It will be based on the sermon outline and supporting materials prepared in assignment 5-2. (Final product will be about FOUR single-spaced pages.)

7-1 Sermon Delivery (Video) - Students will preach a 25-30 minute expository sermon on his/her preaching text. The sermon should be delivered in a ministry setting (worship service, youth group meeting, chapel service, etc.). If the student is unable to deliver the sermon in a formal ministry setting, the student may deliver it to a group of fellow-students or friends in a less formal setting. Students must record and upload the sermon to YouTube.com. NOTE: Students are required to deliver this sermon without the full manuscript but may use a sermon outline as a reference.

7-2 Sermon Self-Evaluation - Students will watch their own sermon and complete the Sermon Self-Evaluation worksheet to assess their own strengths and weaknesses.

8-1 Review of Another's Sermon - Students will post their review of another student's sermon here using the Sermon Review Template.

Part 2 - Discussions

Week 1: *NONE*

Week 2: Sermon Form Development is critical to preaching clear and effective sermons. Reflect on the sermon you evaluated in Week 1. (1) What form did you utilize in the sermon? Would you utilize the

same form if you preached the sermon again? Why or why not? (2) Did you manage tension in the sermon effectively? How? If not, how could you manage tension more effectively?

Week 3: A sermon introduction serves a very specific purpose in the sermon. Think back to the sermons you've preached in the program. Which sermon introductions were most effective? Least effective? Why?

Week 4: Students will choose to summarize either Craddock's article, "Say and Do," or Larson's article, "The Power of Sequence" for this discussion. After reading the article, the student will record a five-minute video (preferred) OR ONE-PAGE text response answering the following questions: (1) What is the main thesis and supporting ideas of the article? (2) How can these ideas be applied to help his/her own preaching? (3) What help can this article provide other preachers? The student will post the video LINK (after uploading to YouTube or Vimeo) OR their text summary in Blackboard, then watch other videos or read other posts by classmates. Students should post their reactions to at LEAST TWO OTHER students' summaries.

Week 5: After listening to Tony Evans' sermon illustrations, identify one that you found memorable. What was the illustration? Why was the sermon illustration memorable? How did it illumine an abstract truth? How did it lead the listener towards application? What lesson can you learn about preaching illustrations from this example?

Week 6: Writing papers and writing sermons are two very different activities. How would you explain the differences between the two activities? Summarize effective sermon writing in five principles you would suggest for anyone trying to write a sermon manuscript.

Week 7: Watch the sermons of your other group members. Provide an evaluation using the peer evaluation form provided.

Week 8: Looking back over all your study and written assignments, discuss **THREE** of the most important ideas you have learned in this course. Make a brief reply to at least TWO of your colleagues who mention ideas you did not.

Assessments

Assessments (# in parentheses)	% of Total
Discussions (7)	**20%**
1-1 Homiletics Review Sheet	**5%**
Preaching Evaluation and Revisions (1-2, 1-3, 3-1, 8-1)	**15%**
Sermon Development and Delivery (3-2, 4-1, 5-1, 6-1, 7-1, 7-2)	**60%**
Total:	**100%**

Letter grades are determined by the following scale:

Letter Grade	Percentage Equivalent	Description
A	96 – 100	Exceptional work
A-	94 – 95	Excellent work
B+	92 – 93	Very good work
B	89 – 91	Good work
B-	87 – 88	Above average work
C+	83 – 86	Average work
C	79 – 82	Work needs improvement
C-	75 – 78	Minimally acceptable work
F	< 75	Unacceptable work