

Course Number, Name, and Credit Hours

BE5502 Communicating Scripture, 3 credit hours

Course Description

This course is designed to equip students to structure and prepare messages from biblical passages. Students will learn to analyze biblical texts, formulate a central idea statement from the text, and explain and support the central idea with appropriate applications in a message. Students will prepare and deliver messages in class to the instructor and classmates.

Course Objectives

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

1. **Evaluate** the rationale for the expository preaching of the Bible
2. **Identify** the “big idea” of a biblical text through careful exegetical analysis
3. **Create** an expository sermon from a biblical text for a given audience by working through Haddon Robinson’s 10-stage process and then deliver it without notes
4. **Critique** the sermons they read and hear based on the author’s faithfulness to “expose” the biblical text and apply it to their intended audience
5. **Evaluate** how their beliefs and behaviors need to be transformed by God’s Spirit in light of their study and preaching of a biblical text

Course Textbook(s) and/or Supplemental Information

NOTE: This course requires the videotaping of students giving sermons and uploading their video into YouTube or Vimeo. You will need an account with one of these providers.

Textbooks:

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3rd ed. Grand Rapids: Baker Academic, 2014. [ISBN: [9780801049125](#)]

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 2nd ed. Grand Rapids: Baker Academic, 2005. [ISBN: [9780801027987](#)]

Fee, Gordon D. “Paul’s Letter to the Philippians.” *The New International Commentary on the New Testament*. Grand Rapids: Eerdmans, 1995. [ISBN: [9780802825117](#)]

Audio/Videos:

- Videos by Steve Mathewson in Weeks 2,3 & 4 (approx. 5 minutes each)

PDFs:

- Mathewson, Steven D. “Outlines That Work For You, Not Against You.” In *The Art and Craft of Biblical Preaching*, ed. Haddon Robinson and Craig Brian Larson, 360-363. Grand Rapids, MI: Zondervan, 2005.

Assignments

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

Part 1 - Regular Assignments

*****Selection of a Preaching Text** in Week 1: You will be assigned a preaching text from the Letter to the Philippians on which you will be developing a sermon throughout the course. Please email your instructor, using the email link in the course, your top **three choices** from the nine options below. Your instructor will then assign you a text. The options for preaching texts include: [1:1-11](#), [1:12-26](#), [1:27-2:11](#), [2:12-18](#), [2:19-30](#), [3:1-16](#), [3:17-21](#), [4:1-9](#), and [4:10-23](#). (Use either NIV or ESV.)

1-1 Subject/Complement Exercises (Robinson – Ch. 2): Complete the “Student Exercises” in Robinson, **Chapter 2 (pages 185-187)**. You will need to report that you completed this, but you will not turn them in to be graded. When you are finished, check your work in “Answers to Student Exercises” on pages 227-228. Then identify the subject and the complement of the following biblical texts in the chart provided. The biblical texts are: Matthew 5:43-48 and Psalm 121.

1-2 Introduction to Philippians (Journal Reflections): After reading the “Introduction” to Philippians in Gordon Fee’s commentary, list **FIVE** insights in a journal entry which you found helpful for understanding this biblical book. Each insight should be about three sentences in length.

2-1 Exegetical Summary: Prepare a **THREE-page 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 (Fee, 38). Include a bibliography at the end of your summary using Turabian. (Just copy and paste the references for the books you use for this assignment from this syllabus.)

Please organize your work around the following headings:

- **Mechanical Layout**—See the document titled “**Preparing a Mechanical Layout.**” This document will give you instructions and some examples to help you with this part of the assignment.
- **Observations**—List your observations under the following five categories: Form, Art, Context, Terms, Structure. You should have at least twenty-five observations. You may have more in some categories than in others. For example, you may only have one or two observations in the “Form” category, but eight or nine in the structure category. The total should be 25. See the Power Point “**What to Observe in a Passage of Scripture**” for an explanation of the five categories (Form, Art, Context, Terms, Structure).
- **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.

3-1 Subject/Complement Exercises (Robinson - Ch.4): Complete the “Student Exercises” in Robinson, Chapter 4 (pages 191-202). You will need to report that you completed this, but you will not turn them in to be graded. When you are finished, check your work in “Answers to Student Exercises” on pages 228-230. Then identify the subject and the complement of the following biblical texts in the chart provided. Also, which of the three developmental questions is being addressed? The biblical texts are: 1 Corinthians 15:1-11, 1 Corinthians 15:12-19, & 1 Corinthians 15:50-58.

3-2 Big Idea Development Worksheet: Prepare a **ONE-AND-A-HALF page** worksheet which uses the three developmental questions to analyze both your preaching text and your audience (see Robinson, Chapter 4). You will begin by discussing whether the biblical author developed his thought primarily by explaining, validating, or applying his idea—or through a combination of these approaches. Then, you will discuss what elements of the text or its big idea your audience will need explained, validated, or applied. Finally, write down both your exegetical idea of your preaching text and a possible homiletical idea (a statement of the exegetical idea in an exact, memorable way).

*****SPECIAL INSTRUCTIONS FOR 4-1 / 5-1 Sermon Outline:** Prepare a **ONE-page** outline of your sermon on your assigned 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. Make sure to label the “Big Idea.” It should be one of your main outline points. For some sample outlines prepared according to this format, see “**Sample Sermon Outlines**” (Galatians). Note: *Your First Draft (Assignment 4.1) will not include sub-points under “Introduction” and “Conclusion.” The Final Draft (Assignment 5.1) will include sub-points under “Introduction” and “Conclusion.” The Final Draft should also incorporate the suggestions your instructor made about your First Draft.*

- **4-1 Sermon Outline - First Draft:** Prepare a **ONE-page** sermon outline on your preaching text according to the instructions given in the syllabus. Note: For this first draft, you do not need to include sub-points under “Introduction” and “Conclusion.” You will do this in Week 5 when you submit your final draft.
- **5-1 Sermon Outline - Final Draft:** Finalize your **ONE-page** sermon outline on your preaching text according to the instructions given in the syllabus. Put sub-points under “Introduction” and “Conclusion” and incorporate any suggestions your instructor made on your first draft.

5-2 Sermon Supporting Materials Assignment: Prepare **FIVE** pieces of supporting material—either illustrations, explanations, factual information (such as historical-cultural background), or application images (review Robinson, pages 57-66; an application image is simply a description of what the truth of a biblical passages looks like when lived out in a contemporary situation). Label each of the five pieces of supporting material (illustration, explanation, factual information, or application image). Then, for each piece, present the material in 5-6 sentences as you would preach it in your sermon. In other words, you are providing a transcript of each piece of supporting material. Word the transcript just as you would present the illustration or explanation (etc.) in the sermon itself.

6-1 Sermon Manuscript: Prepare a **six-to-seven page manuscript** (approximately 2000-2500 words) manuscript of your sermon. Work off your sermon outline and the sermon supporting materials you prepared. This manuscript should read like an oral transcript of your sermon and should NOT have outline points. Break the manuscript down into paragraphs. This breakdown will likely reflect your outline points (even though these will not be visible in your manuscript). Use the sermon manuscript on pages 171-179 of Robinson as an example. Note: You do not need to number the paragraphs like Robinson did. (You might want to add citations and a bibliography for your own reference in case you ever use this sermon again, but they are not necessary for this assignment.)

6-2 Sermon Delivery Assignment (Video): Preach a **25-30 MINUTE** expository sermon on your assigned preaching text. Preferably, deliver this in a ministry setting (worship service, youth group meeting, chapel service, etc.). However, you may deliver it to a group of fellow-students or friends in a less formal setting. Record and upload your sermon to YouTube.com. You are required to deliver this sermon without notes. However, you may do the following: you may write the sermon’s big idea in your Bible; you may underline or circle words or phrases in the text in your Bible; you may write one-word “triggers” in the margin of your Bible. For example, if you plan to use an illustration about Charles Lindbergh’s solo non-stop flight across the Atlantic, you may write “Lindbergh” in the margin. Copy ‘n paste the link to your video in YouTube or Vimeo into your assignment.

7-1 Sermon Evaluation: Complete and submit the “Sermon Review Sheet” for another student’s sermon.

7-2 Redemptive Preaching Reflection Chart: After reading Chapters 10-11 in Chapell, fill in the attached chart which identifies how well your sermon reflected the characteristics of a Redemptive sermon which is rooted in the gospel of Jesus Christ. Answer the FIVE questions in the chart in 3-5 sentences each.

Part 2 - Discussions

Week 1: Imagine that you are responding to a friend who questions the rationale for expository preaching and suggests that other forms of preaching would better serve the church. Explain to this friend what expository preaching is, what it is not, and why it is important for the church today. Your response should be at least 300 words in length. Reply to at least two others as their friend would, questioning their choice further, or agreeing/disagreeing with their rationale.

Week 2: Based on Robinson’s comments on “Tools of the Trade” and on the brief video “Commentaries for Sermon Preparation,” what resources do you believe will best serve preachers in their exegesis of

Paul's letter to the Philippians? What commentaries and specific study resources (lexicons, word-study books, Bible dictionaries, and Bible encyclopedias) are indispensable for exegesis? What resources should a person use if they have only 2-3 hours for exegesis? What additional resources might a person use if they have 4-6 hours for exegesis?

Week 3: After reading Robinson's discussion of "The Power of Purpose" (pages 71-75), why does a sermon need a clear purpose statement to be effective? What can happen if you skip this step? Also, how important is it for a preacher to describe what it looks like for listeners to live out the truth of a biblical text? How would you answer someone who says that application of the truth is the Holy Spirit's role, not the preacher's responsibility?

Week 4: Briefly explain the difference between a deductive sermon and an inductive sermon. Then, discuss the advantages and disadvantages of each approach. Finally, explain which approach you decided to use in this sermon (deductive or inductive), and why you chose this approach for this particular sermon. Your entire discussion should be at least 300 words in length. Discuss what others have stated and if you agree or disagree (graciously) with their decision.

Week 5 & 6: *No Discussions*

Week 7 Special Discussion Board:

This week, we are using the discussion board merely as a place to post your sermon link from last week's Assignment 6-2, then, in Step 2, replying to another student with your review of their sermon.

Step 1: Copy and paste the link to your sermon video in your initial post. (No other text is required, just the link.) Do this as soon as possible, on Tuesday or Wednesday of this week. Another student will choose your sermon to review using the "[Sermon Review Sheet](#)." After they have completed their review, they will attach it as a "reply" to your initial post so you may read their review.

Step 2: You will choose ONE other student's sermon to review, then attach your review as a reply to their discussion. Choose a sermon that has not been reviewed yet.

You will reply twice:

- a. With your first reply, put your name only into the reply. This informs your peers that you chose that person's sermon to review.
- b. Once you've completed your review and submitted the **7-1 Sermon Evaluation**, reply a 2nd time to this post and attach your evaluation for your reviewee to read.

(Note: You must also upload this same review sheet in **Assignment 7-1** for grading.)

Assessments

Assessments	% of Total
Discussions (Weeks 1,2,3,4)	10
Sermon Evaluation (7-1)	5
Subject/Complement Exercises (1-1, 3-1)	10
Reflection Projects (1-2, 7-1)	15
Exegetical Summary (2-1) & Big Idea Development Worksheet (3-2)	15
Sermon Outline (4-1, 5-1) & Supporting Materials (5-2)	15
Sermon Manuscript (6-1)	15
Sermon Delivery (6-2)	15
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

Online Library

Online students have access to the Moody Library. Though students may wish to check out books via inter-library loan, the online database has a number of articles and reviews available for download. You can access the online database by logging into your account at my.moody.edu. If you have not previously accessed the library database you may wish to complete the database tutorial at <http://library.moody.edu>. Here are additional tutorials on how to use the Crowell Library and do digital research: <http://libguides.moody.edu/aecontent.php?pid=245942&sid=5129214>

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