

**ASSEMBLIES OF GOD THEOLOGICAL SEMINARY**  
**HOM 633 Preaching Laboratory**

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Fall 2005

**COURSE SYLLABUS**

**COURSE DESCRIPTION**

A course which focuses on the development of the verbal and nonverbal communication skills for effective preaching and oral reading of Scripture. The basic principles of voice quality and tone, expressions and gestures, and overall platform manners are examined. The student's verbal and nonverbal communication skills are evaluated through delivery critique forms and video. The course also focuses on instruction in narrative preaching, emphasizing interpretation of biblical narrative and preaching from biblical stories.

**COURSE OBJECTIVES**

Upon the successful completion of this course the student will be able to:

1. Develop expositional-narrative sermons from biblical stories that are TRUE to the biblical text, CLEAR and well organized, INTERESTING to listen to, and RELEVANT to the listener's life.
2. Integrate his/her knowledge and skill in the four basic categories of "text-to-life" hermeneutics: Observation, Interpretation, Correlation, and Application.
3. Utilize homiletically sound outlining methods in sermons.
4. Give sermons in such a way that the listener gives attention to the message and comprehends the main points and central theme, and grow toward realizing his/her potential for compelling delivery.
5. Convince an audience of the theological interpretation and relevant application of a biblical narrative.
6. Read the Scriptures in interesting and clear ways so that the listener gives attention to and comprehends the meaning of the text.
7. Explain the pivotal role of expository preaching in the modern church.

**TEXTBOOKS**

***Required***

Chapell, Bryan. *Using Illustrations to Preach with Power*. Wheaton: Crossway, 2001.  
Greidanus, Sidney. *The Modern Preacher and the Ancient Text*. Grand Rapids: Eerdmans, 1988.  
Johnston, Graham. *Preaching to a Postmodern World: A Guide to Reaching Twenty-first Century Listeners*. Grand Rapids: Baker, 2001.

Ross, Allen P. *Creation and Blessing: A Guide to the Study and Exposition of Genesis*. Grand Rapids: Baker, 1988.

### COURSE OUTLINE

- I. Hermeneutics of Narrative
  - a. Narratology and Story
  - b. Narrative Preaching
  - c. Interpreting Narratives
  - d. Narrative Exposition
- II. Listener Hermeneutics of Live Preaching
  - a. Oral Clarity
  - b. Physical Movement
  - c. Projecting Ethos
  - d. Leading through Preaching
- III. Sermons
  - a. Preparatory Assignments
  - b. Sermon delivery
  - c. Long Term Sermon Development

### METHODOLOGY

1. The first part of the course will entail lectures and discussions of homiletical and narratological theory and methods.
2. The remainder of the course, and the major focus, will be devoted to student sermons, and related assignments. Sermons and some assignments will be presented in the classroom setting and critiqued by the professor, fellow students, and the student-preacher (after reviewing the video of the sermon). This course is a workshop in expository preaching from narrative. So, the class will spend much time on the nuts and bolts of going from text to sermon to delivery.

### COURSE REQUIREMENTS

**\*NOTE** – Fall Study Break – October 24 – 28 (No regular classes will meet)  
Chapel – Monday, September 19, 6:00 – 7:15 p.m.

1. Readings. The student is expected to read the textbooks by Chapell and Johnston in their entirety, and chs. 9 and 11 in Greidanus. Read the material in Ross that is relevant to your work in Genesis, and use his outlines in preparing your own. Also, the student will submit a statement of completion on the last day of class. Read the chapters in Greidenaus as early as possible in the semester.
2. Sermons. The student is expected to preach two (2) sermons in class during the semester.
3. **Round I:** Sermons from Acts or John 1-9.

Each student will prepare and deliver a 15 minute message from one of the narrative passages listed. See the sign-up sheet. The student may choose to preach a smaller portion of the chapter he/she chooses as long as an entire narrative unit is covered.

There will be three preparatory assignments for the sermon, as well as the delivery of the message itself.

- a. **Exegetical/Theological Outlines/Propositions.** Each student will prepare a one page exegetical outline with proposition and a one page theological outline with proposition (two separate outlines/propositions in separate power point presentations) of the student's chosen narrative in Luke-Acts or John. These outlines will be presented in class for critique. A copy of these outlines will be due to the professor at the time of the presentation.
- b. **Introduction.** Each student will prepare and deliver a four to five (4-5) minute introduction to his/her sermon. The introduction will include the following elements and order of presentation: (1) an **image** that captures attention, (2) a fully developed **need/issue/problem**, (3) statement of **subject/proposition**, (4) the **connection** to the text (where the **solution** is found), (5) **preview** of the movement of main points through the message. Although a rough draft of the sermon will be prepared by this time, only the introduction will be presented. Given the workshop nature of the course, these presentations will be "worked over." There may be considerable starting and stopping as the professor interacts with the student regarding his/her content, style, and delivery. The student will then have the chance to edit and polish the sermon before delivering the entire message. **A full manuscript of the introduction will be due to the professor at the time of presentation.**
- c. **Acts 1-12 or John 1-9 Theological Subjects.** The setting for this particular assignment is: you are planning to preach through Acts or John on Sunday mornings. Use only Acts 1-12 or John 1-9 for this exercise. Read Acts 1-12/John 1-9 at least five times. Identify 20-40 preaching units (cover every verse!). Then state the *theological subject* for each of the preaching units (the timeless subject as opposed to, e.g., the exegetical subject which would be the historical, "then," principle). Keep it simple, stating only the theological subject. Also, give a separate, overall theological subject statement for the chapters covered.
- d. **Acts/John Sermon.** Each student will prepare and deliver a 15 minute message from a **narrative** passage from the student's chosen chapter in Acts/John. A full manuscript and separate outline (carried to the third level of subordination, e.g., I.A.1.a) are due to the professor by noon the day before you preach. Late work will receive a full letter grade deduction. Exceeding the time limit will result in a full letter grade deduction.
- e. The student is to provide each member of the class with a one-page outline of the sermon on the day it is preached.
- f. The student is expected to provide a video tape for recording the sermon, review the tape within one week of the preaching date, and submit to the professor a typed, two page, self-critique due at the next class session.
- g. The student is required to preach in class on the dates assigned. Failure to do so will result in a grade penalty of one letter grade for that assignment.

#### 4. **Round II:** Sermons from Genesis.

1. Each student will prepare and deliver (**without notes**) a 15 minute message from one of the narrative passages listed on the sign-up sheet (a narrative unit from either the

Abraham, Jacob, or Joseph narratives). \*(There are two primary reasons for learning to preach without notes. First, preaching without notes demands a higher level of internalization, focus and clarity [unity, order, progress of thought, and precision with words]. Second, speaking without notes promotes a stronger connection with the listeners, which in turn maximizes the goal of preaching which is life change and growth in following Christ.)

- a. **Homiletical Outline/Proposition.** Each student will prepare a one page homiletical outline (with homiletical proposition) of the entire (all the verses) narrative unit the student chooses in Genesis. The student will put this outline into a power point presentation and present it in class for critique. A paper copy of the outline will be due to the professor at the time of the presentation. The student will base the homiletical outline and proposition on Ross' exegetical and expositional outlines in his book, *Creation and Blessing*.
  - b. **Genesis Sermons.** Each student will prepare and deliver a 15 minute message from a **narrative** passage from the student's chosen narrative unit in Genesis. A full manuscript and separate outline (carried to the third level of subordination, e.g., I.A.1.a) are due to the professor by noon of the day before the student preaches. Late work will receive a full letter grade deduction. Exceeding the time limit will result in a full letter grade deduction.
  - c. The student is to provide each member of the class with a typed, one-page outline of the sermon on the day it is preached.
  - d. The student is also to provide a video tape for recording the sermon, review the tape within one week of the preaching date, and submit to the professor a typed, two page, self-critique due at the next class session.
  - e. The student is required to preach in class on the dates assigned. Failure to do so will result in a grade penalty of one letter grade for that assignment.
5. **Evaluation and Logistics.** Each student is expected to assist in the logistics of the class by evaluating peers with a sermon evaluation form to be provided by the professor and by becoming familiar with the operation of the video camera and other equipment.
6. **Participation.** Each student is expected to prepare for the class by attending regularly, arriving promptly, treating colleagues considerately, completing reading assignments, participating in peer evaluations, preaching and submitting sermons on schedule, assisting with logistics, and entering into discussions. The professor reserves the right to adjust the total grade on the basis of class participation.

### **GRADING PROCEDURE**

1. Preaching is an art and therefore evaluation is partly empirical but also partly subjective. The "sermon" grade will be based on my subjective evaluation and the level achieved in (1) Accuracy (to text and to audience), (2) Clarity (of homiletical proposition throughout), (3) Interest (compelling delivery), and (4) Relevance (concrete images; developmental questions).

2. The final grade will be based on the following percentages:

- 10% Exegetical/Theological Presentations
- 10% Introductions
- 15% Theological Subjects
- 20% Acts/John Sermon
- 10% Homiletical Presentations
- 25% Genesis Sermon

3. Grades will be averaged using the following scale: F=1; D-=2; D=3; D+=4; C-=5; C=6; C+=7; B-=8; B=9; B+=10; A-=11; A=12.

\*\*Thanks to Edgar Lee, Timothy Warren, and Bill Lawrence for their ideas and material included in this syllabus.

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- Galli, Mark and Craig Brian Larson. *Preaching that Connects: Using the Techniques of Journalists to Add Impact to Your Sermons*. Grand Rapids: Zondervan, 1994.
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[list begun by AGTS alum, Dr. D. Tucker, VFCC]

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