I. **Course Description**

This course is designed to prepare students to analyze and adapt to their listeners by preparing messages that are both biblical and relevant. Students will speak multiple times and be recorded. They will also analyze sermons, reflect on their own experience, and read books related to listener analysis.

II. **Course Relationship to the Curriculum**

Building on PR601 and exegesis courses, this course helps students interpret Scripture for modern listeners. The focus is on listener analysis and adaptation.

III. **Course Objectives**

**Performance:**
- Analyze listeners.
- Prepare and deliver biblical messages that are both biblical and relevant.
  - Explain how to become a Christian to particular listeners.
  - Preach expository sermons which address specific needs.
- Form accurate exegetical ideas.
- Outline clearly.
- Become more skilled at speaking for the ear, esp. in using purposeful redundancy.
- Employ variety by experimenting with various sermon forms.
- Critique four sermons in small group discussion.
- Critique yourself and others in small group discussion.
- Memorize a passage of Scripture related to preaching.

**Knowledge:**
- Review Robinson's ten stages of sermon preparation giving special attention to issues of exegetical idea, outlining, and relevance.
- Comprehend how to analyze and adapt to your listeners.
- Reflect upon how God has used preaching in your spiritual growth.
**Attitude:**
- Value expository preaching.
- Gain confidence in your ability to bridge the gap between the text and your listeners.
- Value the use of creativity in preaching.
- Depend on the Lord who uses his Word to transform hearts.

**IV. Course Textbooks**

- “Reading packet,” available on Sakai.

**V. Course Schedule**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| Feb. 8 | Introductions (Course and Classmates) Review: The Big Idea and Outlining | Due: Reflection Paper #1  
Reading Due: *Invitation to Biblical Preaching*, Especially 65-84; 142-191; 305-314 |
| Feb. 15 | Listener analysis and application                                       | Reading Due: *Preaching as Local Theology and Folk Art*                      |
| Feb. 22 | *Reading Week 1 – No Class Meeting*                                     | Homiletic Conversation Groups: Sermon Analysis                               |
| Mar. 1  | Connecting with and Adapting to Listeners                               | Reading Due: *Making a Difference in Preaching*  
Due: Sermon 1 topic and text                                              |
| Mar. 8  | Preaching with Variety Christ-Centered Preaching                         | Due: Outline for Sermon 1                                                   |
| Mar. 15 | Speaking: Sermon 1                                                     |                                                                              |
V. Attendance

All lectures and exercises. Students are expected to be on time. If you cannot attend a session, or if you miss one because of emergency, please talk to me. This also applies to students taking the course pass/fail.

All work is due on the day assigned. No late work will be accepted. If you experience serious illness or emergency, please speak to me personally. At the end of the semester borderline grades will be determined on the basis of preaching improvement, effort, and class participation.

VI. Assignments

A. Reading: Self-graded. Assign yourself a grade based on how much you read and how well you read. Reading “well” is judged on your attention and comprehension. Reading report is due on April 26th. Also include in your report: did you meet with your discussion groups during both assigned times?

B. Reflection Papers (2): (Non-graded assignment). Due as noted in schedule. Both papers are one page maximum (12 pt. font, double-spaced). Hard copy or e-copy. Due by beginning of class assigned.

1. Paper One, The Ministry of a Recent Sermon: In the last few months have you heard a message which was particularly relevant to your life? Did God speak to you by encouraging, rebuking, reminding, or guiding you? The purpose of this paper is not merely to summarize the sermon but to reflect upon how it ministered to you.
2. **Paper Two, The Blessing of Your Own Sermon:** As you prepare for your final sermon consider why you have chosen your topic and text. Has the preparation warmed your heart, enlightened your mind, or moved your will as you have studied? Do you have a burden to declare the message to others? How has God used your preparation in your own life?

C. **Homiletic conversation group:** You will meet with a small group for discussion during the first reading week. Many pastors often find that small groups like these are a great help in their weekly ministry of preaching and teaching. This is an opportunity to cultivate an analytical mind and humble spirit. During each of the weeks you will meet for *at least* 1 ½ hrs. of directed conversation dealing with the topics below. These activities are not graded, but there is a full letter final course grade penalty (each person) for not doing them. Report if you did them on your reading report at the end of the semester.

**Reading Week 1: Sermon Analysis:** Your group will choose a total of four sermons, one per preacher, from the list below. You may choose another preacher if you clear the choice with me before you watch.

<table>
<thead>
<tr>
<th>Andy Stanley</th>
<th>Steven Furtick</th>
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</thead>
<tbody>
<tr>
<td>Tim Keller</td>
<td>Joshua Harris</td>
</tr>
<tr>
<td>Mark Driscoll</td>
<td>Francis Chan</td>
</tr>
<tr>
<td>John Piper</td>
<td>Jeff Arthurs</td>
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<tr>
<td>Chuck Swindoll</td>
<td>Tony Evans</td>
</tr>
<tr>
<td>Haddon Robinson</td>
<td>David Platt</td>
</tr>
<tr>
<td>Nancy Ortberg</td>
<td>Matt Chandler</td>
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</tbody>
</table>

Watch/listen to the sermons and then meet with your small group to discuss them.

Not: “The preacher had good delivery. I liked it, and it was easy to listen to.”

But: “The preacher’s delivery was captivating because of her expert use of the pause. She used silence to rivet attention at two crucial points: x and y. Besides the expert use of silence, the preacher’s voice reinforced the content very well. When she described her childhood joys, her voice was lively and quick. When she expressed anger, I could hear it in her flat pitch and harsh tone.”

Not: “I couldn’t figure out the preacher’s big idea.”

But: “I was confused as I listened and am still confused as I try to state the preacher’s big idea. It seems that the preacher had two big ideas, x and y, but he did not demonstrate how they relate to each other or how they arise from the text. The introduction ‘funneled’ nicely into x, but then the conclusion stated y.”

**Reading Week 2: First Sermon Evaluation:** By now, everyone will have preached and watched the video of their first class sermon. Take some time to evaluate your own preaching and that of the rest of your group members. This will be a deeper analysis than the few minutes that you are afforded in class directly after your sermon. Be encouraging, and remember to speak the truth *in love!*
Choose a five minute portion of your own sermon for the group to watch on video (bring the e-copy).

Begin by critiquing yourself. What were you pleased with? What would you do differently if you preached this again?

After your self-critique invite the other members to give you feedback. Possible points to discuss:
- Try to think about why a particular approach worked well (or not so well!).
- Did the form of the sermon relate the tone of the text? How could this be improved?
- Was the sermon well adapted to the hypothetical listeners?
- Did the body language and use of voice help or hinder?
- Think of your own topics—it’s a conversation! Remember to be encouraging.

Conclude by praying for one another’s homiletical development and faithfulness.

D. Oral Presentations (and written work for those presentations)

1. Explain How to Become a Christian.
   - Choose particular listeners from the list below, and adapt your presentation to those listeners.
   - Fill out the “Listener Analysis Worksheet” (see syllabus) as the first step in your preparation. Turn in your worksheet when you speak.
   - Clearly explain how to become a Christian. At the end of your presentation, listeners should understand well enough to summarize the topic to someone else.
   - You are not required to use a text from the Bible, although this is usually recommended. Adapt to the circumstances and listeners. In all cases, you will present a simple and clear theology on how to be saved.
   - Use any communication methods/channels such as discussion, visuals, story, and lecture which help you achieve the goal. Note: if you plan to use visuals, it is imperative that you practice with them in the actual room before presenting.
   - No notes.
   - Time limit = 4 minutes. Half letter grade penalty for every 30 seconds over. Note: This is a very rigorous time limit. You will have to be extremely efficient and simple to accomplish the goal within the time limit.
   - See the samples on Sakai.

Note: For the best communication, strive for simplicity. Do not use jargon (or explain unfamiliar terms as needed), and do use restatement. Use brief forms of support such as analogies and examples.
Listeners:
- Public high school, Saugus, world religions class.
- Third grade public school, Hamilton, “exploring religions” unit in social studies.
- Retirement village (senior citizens), Beverly, weekly chapel.
- Rotary club (business people), North Shore, monthly meeting.
- Youth group, Roman Catholic congregation, predominantly Hispanic.
- Prison, minimum security, men.
- Prison, minimum security, women.
- Hospital staff, part of a lecture series on the work of chaplains.
- Funeral, non-believing uncle.
- Funeral, believing uncle.
- Harvard Univ., campus crusade monthly meeting.
- Coffee house, Boston, part of a Christian band’s performance.
- Harvard Univ., Korean student association.
- Salem softball league, pre-game chaplain’s speech.
- Women’s retreat, Mt. Zion Baptist Church, predominantly African American.

2. **Outline for Sermon 1**: Due by date in syllabus. See sample in Sakai. Three pages max.

Include:
- Your listeners.
- Your text (just the reference).
- Exegetical idea (subject + complement).
- Homiletical idea.
- Purpose—state in three brief phrases what you want the listeners to think, feel, and do as a result of your sermon.
- Skeletal outline:
  - Main points/moves. No outline points beyond the level of capital letters.
  - Complete sentence.
  - One sentence per point.
  - Indicate what portion of the text each point covers.
- Write out transitions word for word. Use italics. I suggest using rhetorical questions and restatement.
- Indicate at least one issue of relevance per point—things that need to be explained, proved, or applied.
- Write out the introduction and conclusion word for word.

3. **Sermon 1**:
- From the list below, choose a problem or question faced by people you minister to, and choose a passage of Scripture which directly addresses that problem. Preach to those listeners.
<table>
<thead>
<tr>
<th>Topic and Text(s)</th>
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<tbody>
<tr>
<td>Alcohol abuse</td>
<td>Conflict</td>
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<td>Eph. 5:15-20</td>
<td>Matt. 18:15-20</td>
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<tr>
<td>Divorce</td>
<td>Worry</td>
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<td>Matt. 19:1-12</td>
<td>Phil. 4:4-7</td>
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<td>1 Cor. 7:8-24</td>
<td>Psalm 23</td>
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<td>Malachi 2:12-16</td>
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<td>Sexual immorality</td>
<td>Suffering</td>
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<td>1 Cor. 6:12-20</td>
<td>2 Cor. 4:7-18</td>
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<td>2 Sam. 11</td>
<td>Job</td>
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<td>Habakkuk</td>
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<td>1 Peter 1:3-9</td>
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<td>Death</td>
<td>Love of Money</td>
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<tr>
<td>John 11</td>
<td>1 Tim. 6:6-10</td>
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<td>1 Thess. 4:13-18</td>
<td>Eccles. 5:8-20</td>
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<td>Luke 12:13-21</td>
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<td>Matt. 6:19-24</td>
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<td>Taming the Tongue</td>
<td>Selfishness/Entitlement</td>
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<td>Pure Speech Eph. 5:1-7</td>
<td>John 13:1-17</td>
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<td>Complaining Phil. 2:12-18</td>
<td>Phil. 2:1-11</td>
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<td>Gossip Proverbs</td>
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<td>Flattery Proverbs</td>
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<td>Being verbose Proverbs</td>
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- Sign up for topic and text(s) by date in syllabus.
- Preach to hypothetical listeners you currently minister to or are likely to minister to in the near future.
- Time limit = 18 minutes. A half letter grade penalty for every 30 seconds over.
  Note: If you choose to read your Scripture before the sermon starts, the clock will start after this.
- No notes.

**Sermon 2:**

- Choose your text by date in syllabus.
- Preach a relevant expository sermon to your classmates. Do not create hypothetical listeners.
- Employ at least two methods of variety covered in class.
- Time limit = 18 minutes. A half letter grade penalty for every 30 seconds over.
  - Note: If you choose to read your Scripture before the sermon starts, the clock will start after this.
- No notes.
• Choose one Scripture text from the letter of James:

<table>
<thead>
<tr>
<th>James 1</th>
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Listener Adaptation Worksheet
For use with “Explain How to Become a Christian” assignment

Kim

1. Briefly summarize the demographics of your listeners:

   Age
   Gender
   Race
   Nationality
   Educational level
   Socio-economic standing
   Special interests/membership

2. Estimate listeners’ knowledge of your topic with a mark on the line. Describe briefly on other side.

   None      Partial      Expert

3. Estimate listeners’ attitude toward your topic and mark on the line. Describe briefly on other side.

   Hostile      Neutral      Favorable

4. Estimate listeners’ attitude toward you and mark on the line. Describe briefly on other side.

   Hostile      Neutral      Favorable

5. Spiritual condition of the listeners (circle terms that apply). Explain briefly on other side.

   Conscious unbeliever (e.g. genuine skeptic, member of cult, etc.)

   Nominal Christian (e.g. can be churched or un-churched, assent to basic doctrine, but no living relationship with God).

   Awakened sinner (e.g. seeker, convicted but not repented, not understanding gospel). Apostate (e.g. repudiated faith without regret).

   New believer (e.g. may have doubts, misunderstanding, questions, overzealous). Immature believer (e.g. not growing, undisciplined, contentious, proud).

   Mature believer (e.g. progressing in faith, able to teach others, responsive to Word).

6. Communication strategies and adaptations you will make. Describe briefly on the other side.
Name ____________________________________________  Box________________________

How many class sessions did you attend?  ___________ (check if) all, or

_______ (give number).

How many times did you meet with your HCG?  ______ 0, 1, or 2 times

What grade would you give yourself for required reading?  ______ (grade).  10%

(Quantity and quality of reading)

Explain How to Become a Christian Exercise  ______ (grade).  20%

Sermon 1 Outline  ______ (grade).  10%

Sermon 1  ______ (grade).  30%

Sermon 2  ______ (grade).  30%

Course Grade  ______