Course Description
As a result of this course, the student should be able to analyze and adapt to audiences by preparing messages that are both biblical and relevant. Students will speak multiple times and be recorded on video. They will also analyze sermons, reflect on their own experience, and read.

Course Relationship to the Curriculum
Building on PR 601 and exegesis courses, this course helps students interpret Scripture for modern listeners. The focus is on audience analysis and application.

Course Objectives
Performance:
- Analyze audiences.
- Prepare and deliver biblical messages that are both biblical and relevant.
  - Explain how to become a Christian to a particular audience.
  - Preach expository sermons which address specific needs.
- Form accurate exegetical ideas and memorable homiletical ideas.
- Outline clearly.
- Become more skilled at speaking for the ear, esp. in using purposeful redundancy.
- Employ variety by experimenting with various sermon forms.
- Gain experience with Christ-centered preaching.
- Critique 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, homiletical idea, outlining, and application.
- Comprehend how to analyze and adapt to an audience to apply the truth with pastoral insight.
- Comprehend and evaluate Christ-centered preaching.
- Critique the strengths and weaknesses of preaching with variety.
- 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 a modern audience.
- Value the use of creativity in preaching.
- Depend on the Lord who uses his Word to transform hearts.
Course Textbooks

- “Reading packet.” Find it on Sakai under “resources.”

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.

Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
<th>Lecture/Discussion</th>
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</thead>
<tbody>
<tr>
<td>Jan. 28</td>
<td></td>
<td>Intro to the course.</td>
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<tr>
<td></td>
<td></td>
<td>Review Exegetical Idea, Homiletical Idea, and Outlining</td>
</tr>
<tr>
<td>Feb. 4</td>
<td><strong>Writing Due</strong>: Reflection paper #1.</td>
<td>Audience analysis and application.</td>
</tr>
<tr>
<td></td>
<td>Sign up for “Explain How to . . .” (audience)</td>
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<tr>
<td>Feb. 11</td>
<td><strong>Speaking Due</strong>: Explain how to become a Christian.</td>
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<tr>
<td></td>
<td><strong>Reading Week</strong>: homiletical conversation group #1.</td>
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<td>Feb. 25</td>
<td><strong>Speaking Due</strong>: Explain how to become a Christian.</td>
<td>Adapting to Listeners</td>
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<tr>
<td></td>
<td>Sign up for Sermon 1 (topic and text).</td>
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<td></td>
<td><strong>Outlines due on the Wednesday before you preach; 4:00 p.m. Email to Arthurs as Word attachment.</strong></td>
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</tr>
<tr>
<td>March 4</td>
<td><strong>Speaking due</strong>: Sermon 1</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<tr>
<td>March 25</td>
<td>Preaching With Variety</td>
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<tr>
<td>April 1</td>
<td>Sign up for Sermon 2</td>
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<tr>
<td>April 8</td>
<td>Roast preacher—Arthurs</td>
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<tr>
<td>April 15</td>
<td>Open for private consultation with Arthurs for help on your outline.</td>
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<td>April 22</td>
<td>Speaking due: Sermon 2</td>
<td></td>
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<td>April 29</td>
<td>Speaking due: Sermon 2</td>
<td></td>
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<tr>
<td>May 1</td>
<td>All work due by 12:00 p.m. Please send Arthurs an email with these four items:</td>
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<td>- Sermon Analysis Groups (2). Completed?</td>
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<td></td>
<td>- Writing Due: Reflection paper #2. Send as a Word attachment.</td>
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<td>- Reading due: Reading Grade. Assign yourself a grade based on how much you read and how well you read.</td>
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<td>- Watch video: did you watch your two sermons on video?</td>
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**Grading:**

- 100-94=A
- 93-90 = A-
- 89-87 = B+
- 86-84 = B
- 83-80 = B-
- etc.

All work is due on the day assigned. *Late work will receive maximum 50%*, although I will be happy to give you feedback, if you desire it. If you experience illness or emergency, please speak to me personally and these assignments will not be penalized. At the end of the semester borderline cases will be determined on the basis of class participation, but no grade will be raised more than 4 points.

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<th>Points Possible</th>
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<td>10%</td>
<td>100</td>
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<td>20%</td>
<td>200</td>
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<td>Sermon 1</td>
<td>30%</td>
<td>300</td>
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Description of Assignments

**Reading:** Self-graded. Assign yourself a grade out of 100 points based on how much you read and how well you read. No grade may be higher than the percentage of pages read. Reading “well” is judged on your attention and comprehension. **Inform Arthurs by email** of your grade by the date in the syllabus.

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

- **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.
- **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?

**Homiletic conversation groups (2):** During two assigned class sessions, you will meet with a small group for discussion. 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 25 pt. penalty (each) for not doing them. Report if you did them on your reading report and the end of the semester.

- **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.

  Andy Stanley  Rob Bell  Mary Hulst (Calvin College)
  Tim Keller  Joshua Harris  Tony Evans
  Mark Driscoll  Francis Chan
  John Piper  Craig Oliver (Elizabeth Baptist Church, Atlanta)
  Jeff Arthurs  Chuck Swindoll
  Haddon Robinson  Kay Arthur
  Nancy Ortberg  John MacArthur

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

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 intro ‘funneled’ nicely into x, but then the conclusion stated y.”

- **First Sermon Evaluation:** After everyone in your group has preached and watched their video, meet to evaluate your own preaching and that 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:

- Was the sermon clear? Could you follow the flow of thought and did the preacher display the flow of thought in the passage?
- Was the sermon well adapted and applied to the hypothetical audience?
- Did the sermon use techniques of oral clarity?
- 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.

**Oral Presentations (and written work for those presentations)**

**Explain How to Become a Christian.**

- Choose a particular audience from the list below, and adapt your presentation to that audience.
- Fill out the “Audience 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 audience. 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. Three point 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, and thus the best grade, 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.

**Audiences:**

- 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, Unitarian church, predominantly Caucasian.
- Youth group, Roman Catholic church, 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.

**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 that audience.
  *Note: You may choose another problem/text if you gain Dr. Arthurs’ approval first. You may also modify the suggested texts if you think they are not a thought unit.
  *Note: You may do topical exposition for this sermon, using multiple passages rather than just a single passage.

<table>
<thead>
<tr>
<th>Topic and Text(s)</th>
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</thead>
<tbody>
<tr>
<td>Alcohol abuse Eph. 5:15-20 or topical</td>
<td>Conflict Matt. 18:15-20</td>
</tr>
<tr>
<td>Divorce Matt. 19:1-12 1 Cor. 7:8-24 Malachi 2:12-16</td>
<td>Worry Phil. 4:4-7 Psalm 23</td>
</tr>
<tr>
<td>Sexual immorality 1 Cor. 6:12-20 2 Sam. 11</td>
<td>Suffering 2 Cor. 4:7-18 Job Habakkuk 1 Peter 1:3-9</td>
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<td></td>
<td>Work Col. 3:22-4:1 Genesis 1:26-2:3</td>
</tr>
</tbody>
</table>

- Sign up for topic and text(s) by date in syllabus.
- Preach to a hypothetical audience of people you currently minister to or are likely to minister to in the near future.
- Spend 10-15 mins. gaining feedforward from that group or from people who know them well.
- Time limit = 18 minutes (this may be adjusted, depending on how many students enroll in the class). Three point 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.
- Watch yourself within one week following your sermon.

Outline for Sermon 1: Due by date in syllabus. See sample in Sakai. Two pages max. Include:

- Your audience.
- Your text (just the reference).
- Exegetical idea (subject and 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 Roman numeral—something that needs to be explained, proved, or applied—and briefly suggest what kind of support material you will use how you will do that (SEEAT). Mark these with a double **asterisk.**
- Write out intro and conclusion word for word.

Sermon 2:

- Choose your text by date in syllabus.
- Preach a relevant expository sermon to *your classmates*. Do not create a hypothetical audience.
- Employ at least two methods of variety covered in class.
- Time limit = 18 minutes (this may be adjusted depending on how many students enroll in the class). Three point penalty for every 30 seconds over.
  - Note: If you choose to read your Scripture before the sermon starts, the clock will start after this.
- Watch yourself within one week following your sermon.

<table>
<thead>
<tr>
<th>James 1</th>
<th>James 2</th>
<th>James 3</th>
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<td>22-25</td>
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</tbody>
</table>
1. Briefly summarize the demographics of your audience:

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

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

   None   Partial   Expert

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

   Hostile   Neutral   Favorable

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

   Hostile   Neutral   Favorable

5. Spiritual condition of audience (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 unchurched, 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 other side.
Evaluation Sheet: How to Become a Christian
PR 602, Arthurs

Name: ________________________________  Time: ______

Box: _____________  Grade: ______

Is there evidence of audience adaptation?

______________________________________________________________________________

Is the theology clear? Does the audience know precisely what to do to become a Christian?

______________________________________________________________________________

Does the delivery reinforce the content?
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Evaluation Sheet: Sermon 1
PR 602, Arthurs

Name: ________________________________  Time: _____

Box: _____________  Grade: _____

Intro
  Gain Attention
  Surface Need
  Introduce Idea

Exegesis and Theology

Relevance
  Deals with audience questions (what does it mean, is it true, so what?)

Central Idea
  Clear
  Memorable

Oral Clarity
  Transitions use review, preview, and restatement
  Key words use consistently (if applicable)
  Delivery (non verbal reinforces verbal content)

Conclusion
  Summarize
  Reinforce
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Evaluation Sheet: Sermon 2  
PR 602, Arthurs

Name: ________________________________  Time: _____

Box: _____________  Grade: ______

Intro
- Gain Attention
- Surface Need
- Introduce Idea

Exegesis and Theology

Relevance
- Deals with audience questions (what does it mean, is it true, so what?)

Central Idea
- Clear
- Memorable

Oral Clarity
- Transitions use review, preview, and restatement
- Key words use consistently (if applicable)
- Delivery (non verbal reinforces verbal content)

Preaching With Variety

Conclusion
- Summarize
- Reinforce
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<td>Accurate.</td>
<td>. . . plus shows depth of research.</td>
<td>. . . plus fresh insight.</td>
</tr>
<tr>
<td><strong>Audience Analysis and Application</strong></td>
<td>Does not violate culture.</td>
<td>. . . plus addresses the audience’s questions (what does it mean, is it true, so what?)</td>
<td>. . . plus includes riveting explanation, convincing argumentation, and/or moving exhortation.</td>
</tr>
<tr>
<td><strong>Oral Clarity</strong></td>
<td>Flow of thought is generally clear.</td>
<td>. . . plus effective use of some techniques of oral clarity.</td>
<td>. . . plus techniques of oral clarity make the sermon crystal clear and memorable.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Does not distract.</td>
<td>. . . plus reinforces the verbal content.</td>
<td>. . . plus displays genuine passion.</td>
</tr>
<tr>
<td><strong>Preaching with Variety (if applicable)</strong></td>
<td>Some use of variety is present (visual communication, interaction, story, the arts).</td>
<td>. . . plus use variety is integral to the message and reinforces the verbal content.</td>
<td>. . . creates memorable and effective teaching or exhortation.</td>
</tr>
<tr>
<td><strong>Christ-Centered Preaching (if applicable)</strong></td>
<td>Some attempt made to relate your text to grace.</td>
<td>. . . plus integration of historical-redemptive theology is rooted in exegesis.</td>
<td>. . . plus lifting up of Christ moves the will and inspires love/obedience.</td>
</tr>
</tbody>
</table>