I. 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 experiences, and read.

II. 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 adaptation.

III. 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.
- Outline clearly.
- Become more skilled at speaking for the ear, especially in using purposeful redundancy.
- Employ variety by experimenting with various sermon forms.
- 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 relevance.
- Comprehend how to analyze and adapt to an audience to apply the truth with pastoral insight.
- Reflect on how God has used the ministry of 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.

IV. Required Reading


V. Attendance

Attendance is required for all lectures and exercises. Please be on time for class. If you cannot attend a session, or if you miss one because of an emergency, please talk to me. This also applies to students taking the course pass/fail.

VI. Course Schedule (Schedule may change depending on enrollment)

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
<th>Lecture/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 23 AM</td>
<td><strong>Writing Due:</strong> Reflection paper #1</td>
<td>Intro to the course</td>
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<tr>
<td></td>
<td><strong>Reading Due:</strong> Sunukjian, Focus your reading on outlining</td>
<td>Review Exegetical Idea, Homiletical Idea, and Outlining</td>
</tr>
<tr>
<td>June 23 PM</td>
<td><strong>Reading Due:</strong> Tisdale, Preface–pp. 90</td>
<td>Audience analysis and application</td>
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<td></td>
<td>Sign up for “Explain How to . . .” (audience)</td>
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<tr>
<td>June 24 AM</td>
<td><strong>Reading Due:</strong> Gibson, All</td>
<td>Adapting to Listeners</td>
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<thead>
<tr>
<th>Date/Time</th>
<th>Assignment</th>
<th>Due/Activity</th>
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<tbody>
<tr>
<td>June 24 PM</td>
<td><strong>Speaking Due</strong>: Explain how to become a Christian</td>
<td>Sign up for Sermon 1 (topic and text)</td>
</tr>
<tr>
<td>June 25 AM</td>
<td><strong>Speaking Due</strong>: Explain how to become a Christian</td>
<td></td>
</tr>
<tr>
<td>June 25 PM</td>
<td><strong>Due</strong>: Sermon 1 Outline by 12:00pm on June 26th (email)</td>
<td>Meet with Sermon Analysis Group</td>
</tr>
<tr>
<td>June 30 AM</td>
<td><strong>Speaking due</strong>: Sermon 1</td>
<td>Sign up for Sermon 2 (text)</td>
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<tr>
<td>July 1 AM</td>
<td><strong>Speaking due</strong>: Sermon 1</td>
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<tr>
<td>July 2 AM</td>
<td><strong>Speaking due</strong>: Sermon 1</td>
<td></td>
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<tr>
<td>July 3 AM</td>
<td></td>
<td>Preaching With Variety and Christ-Centered Preaching</td>
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<tr>
<td>July 8 AM</td>
<td><strong>Speaking due</strong>: Sermon 2</td>
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<tr>
<td>July 9 AM</td>
<td><strong>Speaking due</strong>: Sermon 2</td>
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<tr>
<td>July 10 AM</td>
<td><strong>Speaking due</strong>: Sermon 2</td>
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<tr>
<td>July 11 AM</td>
<td><strong>Writing Due</strong>: Reflection paper #2 by 4:00 pm (email)</td>
<td>Meet with Sermon Analysis Group</td>
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<td></td>
<td><strong>Final Grade Sheet (p. 11)</strong>: Due by 4:00pm (email)</td>
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### VII. Grading

All work is due on the day assigned. No late work will be accepted. I grade on improvement.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Required Reading</td>
<td>5%</td>
</tr>
<tr>
<td>Explain how to become a Christian</td>
<td>20%</td>
</tr>
<tr>
<td>Outline for Sermon 1</td>
<td>10%</td>
</tr>
<tr>
<td>Sermon 1</td>
<td>30%</td>
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<tr>
<td>Sermon 2</td>
<td>30%</td>
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</tbody>
</table>
Criteria for Grading Oral Assignments

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<thead>
<tr>
<th>Criteria for Grading Oral Assignments</th>
<th>The “C” Sermon</th>
<th>The “B” Sermon</th>
<th>The “A” Sermon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>Present.</td>
<td>. . . plus reinforced through repetition and restatement.</td>
<td>. . . plus intriguing, memorable.</td>
</tr>
<tr>
<td>Exegesis</td>
<td>Accurate.</td>
<td>. . . plus shows depth of research.</td>
<td>. . . plus fresh insight.</td>
</tr>
<tr>
<td>Audience Analysis and Application</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>Oral Clarity</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>Delivery</td>
<td>Does not distract.</td>
<td>. . . plus reinforces the verbal content.</td>
<td>. . . plus displays genuine passion.</td>
</tr>
<tr>
<td>Preaching with Variety (if applicable)</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>
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</tbody>
</table>

VIII. Assignments

**Reading:** Self-graded. Assign yourself a letter grade based on how much you read and how well you read. Reading “well” is judged on your attention and comprehension. Inform me 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). Email, please. 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?
Sermon Analysis 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 classes 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 1 letter grade (final grade) penalty (for each group session) for not doing them. Report if you did them on your reading report and the end of the semester.

• **1. Sermon Analysis:** Your group will choose a total of two 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  
  - Alistair Begg  
  - Matt Chandler  
  - Tim Keller  
  - Joshua Harris  
  - Claude Alexander  
  - Mark Driscoll  
  - Francis Chan  
  - Luis Palau  
  - John Piper  
  - Chuck Swindoll  
  - Mary Hulst (Calvin College/Seminary)  
  - Haddon Robinson  
  - Kay Arthur  
  - Pat Batten  
  - Nancy Ortberg  
  - John MacArthur  
  - Bryan Wilkerson

Watch/listen to the two sermons together and discuss them with your small group. 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.”

• **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 audience?
- 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. 1/3 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.

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. Some students find that the use of an acronym helps them communicate clearly.

**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 get my approval first. You may also modify the suggested texts in the syllabus 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>
<th>Topic and (Texts)</th>
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<tbody>
<tr>
<td>Alcohol abuse</td>
<td>Eph. 5:15-20 or topical</td>
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<td>Divorce</td>
<td>Matt. 19:1-12</td>
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<td>1 Cor. 7:8-24</td>
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<td></td>
<td>Malachi 2:12-16</td>
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<td>Sexual immorality</td>
<td>1 Cor. 6:12-20</td>
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<td>2 Sam. 11</td>
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<td>Death</td>
<td>John 11</td>
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<td>1 Thess. 4:13-18</td>
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<td>Taming the Tongue</td>
<td>Pure Speech Eph. 5:1-7</td>
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<td>Complaining Phil. 2:12-18</td>
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<td></td>
<td>Flattery Proverbs</td>
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<td>Talking too much Proverbs</td>
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</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. 1/3 letter grade penalty for every 30 seconds over.
  o Note: If you choose to read your Scripture before the sermon starts, the clock will start after this.
• No notes.
• Watch yourself within a few days following your sermon.

Outline for Sermon 1: Due by date in syllabus. Two pages max. Include:
• Your audience.
• Your text (just the reference).
• Subject Question
• Complement Answer
• Exegetical idea (Combine S+C)
• Homiletical idea
• Purpose Statement—state in three brief phrases what you want the listeners to Think, Feel, and Do as a result of your sermon.
• Skeletal outline:
  o Main points/moves. No outline points beyond the level of capital letters.
  o Complete sentences.
  o One sentence per point and sub-point.
  o Indicate which verses 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—and briefly suggest what kind of support material you will use how you will do that (SEATS). 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. 1/3 letter grade penalty for every 30 seconds over.
  o Note: If you choose to read your Scripture before the sermon starts, the clock will start after this.
• Watch yourself within a few days following your sermon.
<table>
<thead>
<tr>
<th>James 1</th>
<th>James 2</th>
<th>James 3</th>
<th>James 4</th>
<th>James 5</th>
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Audience Adaptation Worksheet
For use with "Explain How to Become a Christian" assignment
PR 602, Kim

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.
Name: __________________________________________________________  Box: ________________

Attendance  ____________ (All) 5%

# of Class Sessions  ____________ (Give Number)

Required Reading  ____________ 5%

Explain How to Become a Christian  ____________ 20%

Outline for Sermon 1  ____________ 10%

Sermon 1  ____________ 30%

Sermon 2  ____________ 30%

Final Grade  ____________