NT/PR 655: From Text to Sermon: Exegesis and Preaching of NT Genres
Gordon-Conwell Theological Seminary
Spring 2009

Professors
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Course Description
Integration of exegesis and homiletics. Presents a realistic, workable method for doing exegesis and homiletics in the busy world of active ministry. Prepare biblical, clear, edifying, and even creative sermons in 10-12 hours. Learning experiences include reading, discussion, lecture, exegesis, practice preaching, watching sermons, and self-critique.

Course Relationship to the Curriculum
Building on two prerequisites, NT 502 (Interpreting the New Testament) and PR 601 (Principles and Practices of Expository Preaching), this course helps students stand between the “worlds” of the text and the listeners. Using a nine-step method for study, it emphasizes an exegetical method focused on the preaching task. Students will use the method on multiple passages.

A Greek Competency Quiz is required of every Greek exegesis class. Only those who receive a passing grade on this quiz will be allowed to take the class as a NT 600-level class (as NT/PR655). Others will be allowed to remain in the class but take it as PR 655. The quiz is prepared by the director of the GCTS Greek language program and will be given the first class hour. It may include translation, parsing, identification of syntactical functions, and other grammatical questions. The best way to review is to visit www.analytikon.org.

Course Objectives
Performance:
- Employ the nine-step method on passages from multiple genres.
- Prepare and present three short sermons.
  - Understand the passage’s main idea(s) and how the subordinate ideas relate.
  - Organize clearly and compellingly.
  - Apply to specific audiences.
  - Borrow some of the passage’s rhetorical dynamics.
- Adapt the nine-step method for your own use.
- Memorize a passage of Scripture related to biblical preaching.
Knowledge:
- Summarize the nine-step method.
- Critique the nine-step method.
- Understand the literary/rhetorical characteristics of at least three NT genres.
- Reflect on your own gifts and convictions regarding exegesis and preaching.

Attitude:
- Value expository preaching (and the rigorous work that it requires).
- Gain confidence in your ability to exegete and preach.
- Depend on the Lord, who uses his Word to transform hearts.

**Course Textbooks**

- In addition, students will read 400 pages of their choice from the bibliography in CAMS.

**Assignments**

- **Reading of textbooks.** Due by dates in schedule.

- **Class preparation and participation.** Spend four hours exegeting each of the six passages to be discussed in class.

- **Exegetical summaries (2):** Four pages each, maximum, 12 pt. font, double spaced. Study two passages you will preach on using the nine-step method. Spend no more than 7 hours on each paper. Summarize your findings from steps 1-5. Due as noted in schedule.

- **Sermon One:** 15 minutes maximum (note, this time limit may be adjusted depending on the number of people enrolled). Assume that your audience is your home church. Spend no more than 5 hours preparing this sermon (plus the 7 hours of study time). Bring a DVD-R (not DVD-RW).

- **Outline for Sermon One:** Due as noted in syllabus. Include:
  - Exegetical idea (subject and complement) at the top of page 1.
  - Big idea immediately underneath.
  - Purpose of the sermon immediately underneath.
  - Introduction written out word for word.
  - Conclusion written out word for word.
  - Transitions between main points/moves written out word for word.
Main points/moves written in complete sentence. Do not develop the outline past the second level (capital letters).

Issues of relevance (something that needs to be explained, proved, or applied) summarized in brackets.

- **Sermon Two**: 15 minutes maximum (note, this time limit may be adjusted depending on the number of people enrolled). Preach to your classmates. Spend no more than 5 hours preparing this sermon (plus the 7 hours of study time). Bring a DVD-R (not DVD-RW).

- **Outline for Sermon Two**: (non graded assignment). Rather than turning in an outline for a grade, you will receive “feedforward” from your classmates. On the day noted in the syllabus, bring:
  - Exegetical idea (subject and complement).
  - Main points/moves written in complete sentence. Do not develop the outline past the second level (capital letters).
  - Issues of relevance (something that needs to be explained, proved, or applied) summarized in brackets.
  - Potential ideas for big idea, intro, conclusion.

- **Sermon Analysis**: (non graded assignment). Watch four sermons online. Analyze each according to the criteria below. Meet with a small group from your class for discussion. Due as noted in syllabus.

  Andy Stanley, “Listen Carefully,” 11/23/08. Website: North Point Community Church, GA. Note: this video and the other one by Andy Stanley begin with a funky video, approx. 4 minutes. You can skip it, if you like.

  **Analysis**: **Big idea.** Can you state Andy’s idea? Is it accurate/textual? What techniques does he use to communicate it? Does he overemphasize it?  
  **Organization.** Does Andy follow his own pattern of “I, We, God, You, We”? Can you identify when he transitions from one move to another? Comment on his transitions.

  Andy Stanley, “Listen Here,” 11/30/08. Website: North Point Community Church, GA.

  **Analysis**: **Big idea.** Can you state Andy’s idea? Is it accurate/textual? What techniques does he use to communicate it? Does he overemphasize it?  
  **Organization.** Does Andy follow his own pattern of “I, We, God, You, We”? Can you identify when he transitions from one move to another? Comment on his transitions.


  **Analysis**: **Genre sensitivity.** Is this sermon genre-sensitive? If so, in what way does it reproduce some of the rhetorical impact of the text? How could it do a better job of mirroring the form of text?

Analysis: Application (explanation and purpose). This sermon seems heavy on explanation. Is that OK? How does the preacher explain the unknown in light of the known? What do you think the preacher’s purpose is? How does he attempt to accomplish that purpose?

- **Sermon 3**: Write a manuscript sermon based on one of the passages studied in class. You will not preach this, but will simply hand in the manuscript.
  - State exegetical idea (subject and complement) at the top of page 1.
  - State purpose at the top of page 1.
  - Write main points/moves in **bold**.
  - Write transitions in *italics*.
  - Place issues of relevance (something that needs to be explained, proved, or applied) summarized in [brackets].

- **Personal reflection paper** (non graded assignment, 1 page maximum, 12 pt. font, double spaced): Reflect on the blessing of your own sermon. As you prepare for your second sermon, reflect upon how the process has warmed your heart, enlightened your mind, and/or moved your will. How has God used your preparation to minister to you? Submit by the last class session. Failure to submit this paper will result in a 50 point deduction from the total points available for the course (there are 1,000 total possible points for the course).

**Grading**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Report Card Grade</th>
<th>Points Possible</th>
<th>Estimated Time Invested (hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>10%</td>
<td>100</td>
<td>24</td>
</tr>
<tr>
<td>Class prep and participation</td>
<td>10%</td>
<td>100</td>
<td>24 (4 hrs. on each passage)</td>
</tr>
<tr>
<td>Exegetical Summary 1</td>
<td>15%</td>
<td>150</td>
<td>7</td>
</tr>
<tr>
<td>Sermon 1</td>
<td>15%</td>
<td>150</td>
<td>5 more</td>
</tr>
<tr>
<td>Outline for Sermon 1</td>
<td>10%</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Exegetical Summary 2</td>
<td>15%</td>
<td>150</td>
<td>7</td>
</tr>
<tr>
<td>Sermon 2</td>
<td>15%</td>
<td>150</td>
<td>5 more</td>
</tr>
<tr>
<td>Sermon 3</td>
<td>10%</td>
<td>100</td>
<td>12</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Sermon Analysis</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td>1000</td>
<td>89</td>
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</tbody>
</table>

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

*No late work will be accepted. If you experience illness or emergency, speak to a professor.*
## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Lead Professor</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 26</td>
<td>Intro: the place of exegesis and preaching in God’s work.</td>
<td>Arthurs, Ciampa</td>
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<tr>
<td></td>
<td>How to do exegesis for preaching: The Nine Step Method (pt. 1).</td>
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<td></td>
<td>Greek proficiency quiz.</td>
<td>Ciampa</td>
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<tr>
<td>Feb. 2</td>
<td>How to do exegesis for preaching: The Nine Step Method (pt. 2).</td>
<td>Ciampa</td>
<td>Passages to be discussed:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Ephesians 1:3-14</td>
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<td>Luke 2:1-20</td>
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<tr>
<td>Feb. 9</td>
<td>How to do exegesis for preaching: The Twelve Step Method (pt. 3).</td>
<td>Ciampa</td>
<td>Passages to be discussed:</td>
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<tr>
<td></td>
<td>Moving from text to sermon</td>
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<td>James 4:14-17</td>
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<td></td>
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<td>Arthurs</td>
<td>Revelation 20: 1-6</td>
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<tr>
<td>Feb. 23</td>
<td>Moving from text to sermon</td>
<td>Arthurs</td>
<td>Reading due: Stanley and Jones</td>
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<td></td>
<td>Reading due: Bailey and Vander Broek.</td>
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<tr>
<td>March 2</td>
<td>No class. Outlines due by 4:00 p.m. to Arthurs for students preaching March 9.</td>
<td></td>
<td>Sermon 1</td>
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<td></td>
<td>Reading due: Bailey and Vander Broek.</td>
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<td>Outlines due for students preaching March 16.</td>
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<tr>
<td>March 9</td>
<td></td>
<td>Ciampa and Arthurs</td>
<td>Sermon 1</td>
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<tr>
<td>March 16</td>
<td></td>
<td>Arthurs and Ciampa</td>
<td>Sermon 1</td>
</tr>
<tr>
<td>March 30</td>
<td>Genre sensitive preaching.</td>
<td>Arthurs</td>
<td>Analysis due: Meet with your discussion group by this date.</td>
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<td></td>
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<td></td>
<td>Reading due: Arthurs</td>
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<tr>
<td>April 6</td>
<td>Present your exegesis and outline to students for feedforward.</td>
<td>Arthurs and Ciampa</td>
<td>Exegesis and outline for final sermon.</td>
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<tr>
<td>April 13</td>
<td><strong>Sermon 2</strong></td>
<td>Arthurs and Ciampa</td>
<td><strong>Sermon 2</strong></td>
</tr>
<tr>
<td>April 20</td>
<td><strong>Sermon 2</strong></td>
<td>Arthurs and Ciampa</td>
<td><strong>Sermon 2</strong></td>
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<td><strong>Reading due: 400 pages.</strong></td>
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<td><strong>Paper due: Reflection paper.</strong></td>
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<td>April 27</td>
<td><strong>No class. Sermon 3 due</strong> to Arthurs by 4:00 p.m.</td>
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- As a special “value-added” feature for those able to attend, the class will be invited to one of the professors’ homes for an informal time of questions and answers with pastors/preachers and time for open conversation with the professors.
Reading Report
NT/PR 655: From Text to Sermon

Name: ________________________________  Box: _______

How many pages did you read?

Arthurs, *Preaching With Variety* (220 possible)  _____

Bailey and Vander Broek, *Literary Forms* (210 possible)  _____

Stanley and Jones, *Communicating for a Change* (197 possible)  _____

Your choices from bibliography (list sources with number of pages)

Total number of pages you read  _____
Evaluation Sheet: Sermon 1  
NT/PR 655, Arthurs and Ciampa

Name: ________________________________  Time: ______

Box: _____________  Grade: ______

Intro
  Gain Attention
  Surface Need
  Introduce Idea

Exegesis

Relevance
  Adapted to the audience
  Application

Central Idea
  Clear
  Repeated

Arrangement
  Clear/logical
  Transitions

Conclusion
  Summarize
  Reinforce

Language and Delivery
Evaluation Sheet: Sermon 2  
NT/PR 655, Arthurs and Ciampa

Name: ________________________________  Time: ______

Box: _____________  Grade: ______

Intro
  Gain Attention
  Surface Need
  Introduce Idea

______________________________________________________________________________

Exegesis

______________________________________________________________________________

Relevance

  Adapted to the audience
  Application

______________________________________________________________________________

Central Idea

______________________________________________________________________________

Arrangement
  Clear/logical
  Transitions

______________________________________________________________________________

Genre Sensitivity

  Does the sermon reflect the form of the text?

______________________________________________________________________________

Conclusion
  Summarize
  Reinforce

______________________________________________________________________________

Language and Delivery
Evaluation Sheet: Sermon 3 (attach this form with manuscript)
NT/PR 655, Arthurs and Ciampa

Name: ________________________________

Box: _____________ Grade: ______

Intro
Gain Attention
Surface Need
Introduce Idea

______________________________________________________________________________

Exegesis

______________________________________________________________________________

Relevance

______________________________________________________________________________

Central Idea

______________________________________________________________________________

Arrangement
Clear/logical
Transitions

______________________________________________________________________________

Genre Sensitivity

Does the sermon reflect the form of the text?

______________________________________________________________________________

Conclusion