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 adaptation.

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, esp. in using purposeful redundancy.
- Employ variety by experimenting with various sermon forms.
- Critique five taped sermons.
- 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 an audience.
- Understand the challenges of adapting to modern audiences.
- 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,” available on CAMS.
• “PR 602 Sample Sermons” (CD Rom), purchased in the Book Center.

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.

Description of Assignments

**Reading:** Turn in “Reading Report” (see syllabus) to Arthurs’ office by date and time in syllabus.

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

• **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?

**Discussion, Sermon Analysis:** (Non graded assignment). Due by date in syllabus. Five sermons on CD Rom. Watch the sermons then meet with a small group from your class to discuss them. Spend a minimum of 1½ hours in discussion. Use the questions below to guide your discussions. Dig deep. Analyze.

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.”

Sermon: Dr. Jeffrey Arthurs, “The Truth Is Our Friend.”
- What is the homiletical idea? Analyze and comment. E.g. is it biblical? Does the preacher demonstrate how it arises from the text? Does the preacher communicate it well with techniques like repetition/restatement?

Sermon: Dr. Rodney Cooper, “Barnabas, the Encourager.”
- Does the intro gain attention, surface need, and orient toward the homiletical idea or first point? Analyze and comment.
- Did the conclusion summarize and reinforce the homiletical idea? Analyze and comment.

- Did the form of the sermon (first person narrative) help or hinder the reception of the message? Describe strengths and weaknesses of this form.

Sermon: Dr. Alice Mathews, “The Wise Woman Person.”
- Is this sermon rooted in exegesis? Is it also relevant? Provide examples and suggestions (if necessary) on how to improve exegesis and/or relevance.

- How did the preacher use support material—to explain, prove, or apply? Analyze and comment. Provide examples.

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.
• 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 CAMS.

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 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>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol abuse Eph. 5:15-20</td>
<td>Conflict Matt. 18:15-20</td>
</tr>
</tbody>
</table>
Divorce  Matt. 19:1-12
1 Cor. 7:8-24
Malachi 2:12-16  Worry  Matt. 6:25-34
Phil. 4:4-7
Psalm 23

Sexual immorality  1 Cor. 6:12-20
2 Sam. 11  Suffering  2 Cor. 4:7-18
Job
Habakkuk
1 Peter 1:3-9

Death  John 11
1 Thess. 4:13-18  Materialism  1 Tim. 6:6-10
Eccles. 5:8-20
Luke 12:13-21

Taming the Tongue
Pure Speech  Eph. 5:1-7
Complaining  Phil. 2:12-18
Gossip  Proverbs
Flattery  Proverbs
Talking too much  Proverbs  Selfishness/Feeling “Entitled”
John 13:1-17
Phil. 2:1-11

Homosexuality  Romans 1:18-32  Debt  Prov. 22:7
Rom. 13:8

- 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. 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.
- Bring a VHS tape or DVD-R (not a DVD-RW). Watch yourself within one week following your sermon.

Outline for Sermon 1: Due by date in syllabus. See sample in CAMS. Include:
- Your text.
- 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 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 (example, analogy, self disclosure, statistics, etc.). Mark these with a double **asterisk.
• Write out intro and conclusion word for word.

Sermon 2:
• Sign up for topic and text(s) 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. Three point 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.
• Limited notes permitted: ½ page.
• Bring a VHS tape or DVD-R (not DVD-RW). Watch yourself within one week following your sermon.

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 a 0, although I will be happy to give you feedback, if you desire it. If you experience illness or emergency, please speak to me personally. In those cases, your grade 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.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Report Card Grade</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading report.</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Explain how to become a Christian.</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Sermon 1</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Outline for Sermon 1</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Sermon 2</td>
<td>30%</td>
<td>300</td>
</tr>
</tbody>
</table>
## Criteria for Grading Oral Assignments

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>The “C: Presentation”</th>
<th>The “B” Presentation</th>
<th>The “A” Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Present.</td>
<td>. . . plus accurate, reinforced through repetition, restatement, and illustration.</td>
<td>. . . plus intriguing, memorable.</td>
</tr>
<tr>
<td>Content</td>
<td>Conforms to requirements, accurate exegesis.</td>
<td>. . . plus shows depth of research and audience analysis; interesting.</td>
<td>. . . plus keen insight; rivets involuntary attention; includes moving exhortation.</td>
</tr>
<tr>
<td>Organization</td>
<td>Intro and conclusion present; transitions present; drives home one central idea.</td>
<td>. . . plus transitions are crystal clear through use of repetition and restatement; main moves are logically linked; no “rabbit trails.”</td>
<td>. . . plus arrangement (whether inductive or deductive) is psychologically effective.</td>
</tr>
<tr>
<td>Language</td>
<td>Clear.</td>
<td>. . . plus appropriate to material and context.</td>
<td>. . . plus vivid and articulate.</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>
</tbody>
</table>

## Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignments Due</th>
<th>Lecture/Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 14</td>
<td></td>
<td>Intro to the course. Review Exegetical Idea and Outlining</td>
</tr>
<tr>
<td>Sept. 21</td>
<td><strong>Writing Due:</strong> Reflection paper #1. Sign up for “Explain How to . . .” (audience)</td>
<td>Audience analysis and application.</td>
</tr>
<tr>
<td>Sept. 28</td>
<td><strong>Speaking Due:</strong> Explain how to become a Christian. Sign up for Sermon 1 (topic, text, and date).</td>
<td></td>
</tr>
<tr>
<td>Oct. 5</td>
<td></td>
<td>Adapting to Listeners.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Details</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Oct. 19</td>
<td><strong>No class.</strong> Outline for Sermon 1 due by 9:00 a.m. for those speaking next week.</td>
<td></td>
</tr>
</tbody>
</table>
| Oct. 26    | **Speaking due:** Sermon 1  
Outline for Sermon 1 due for those speaking next week. |
| Nov. 2     | **Speaking due:** Sermon 1                                                    |
| Nov. 16    | Sign up for Sermon 2 (topic, text, and date).  
Preaching with Variety |
| Nov. 23    | Open for private consultation on Sermon 2.  
Christ-Centered Preaching |
| Nov. 30    | **Speaking due:** Sermon 2                                                    |
| Dec. 7     | **Speaking due:** Sermon 2  
**Writing Due:** Reflection paper #2.  
**Analysis due:** Meet with your discussion group by 5:00 p.m. today  
**Reading due:** Reading Report due to my office by 4:00 p.m. |
Audience Adaptation Worksheet
For use with “Explain How to Become a Christian” assignment
PR 602, Arthurs

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.
Attendance and Reading Report
PR 602
Arthurs

Name: ____________________________

Box: _________

Number of classes attended: ______

Did you (or will you) watch yourself on video for each assignment? ______

Did you turn in two Reflection Papers? ______

Did you meet with your group to discuss the sermons on CD Rom? ______

<table>
<thead>
<tr>
<th>Text</th>
<th>Pages possible</th>
<th>Pages you read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunukjian, <em>Invitation to Biblical Preaching.</em></td>
<td>368</td>
<td></td>
</tr>
<tr>
<td>Gibson, ed. <em>Making a Difference.</em></td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>Chapell, <em>Christ-Centered Preaching.</em></td>
<td>386</td>
<td></td>
</tr>
<tr>
<td>Reading Packet on CAMS</td>
<td>68 (8 ½ x 11 sheets)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>976</td>
<td></td>
</tr>
</tbody>
</table>
Evaluation Sheet: How to Become a Christian
PR 602, Arthurs

Name: ________________________________     Time: ______
Box: _____________         Grade: ______

Is there evidence of audience adaptation?

__________________________________________

Is the teaching clear?

__________________________________________

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

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

______________________________________________________________________________

Support Material

______________________________________________________________________________

Conclusion
  Summarize
  Reinforce

______________________________________________________________________________

Language and Delivery
## Evaluation Sheet: Sermon 2
### PR 602, Arthurs

<table>
<thead>
<tr>
<th>Name: ________________________________</th>
<th>Time: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box: ___________</td>
<td>Grade: _____</td>
</tr>
</tbody>
</table>

### Intro
- Gain Attention
- Surface Need
- Introduce Idea

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### Exegesis

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### Relevance
- Adapted to the audience
- Application

---

### Central Idea
- Clear
- Repeated

---

### Arrangement
- Clear/logical
- Transitions

---

### Preaching With Variety

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### Conclusion
- Summarize
- Reinforce

---

### Language and Delivery