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 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 in application.
- Become more skilled at speaking for the ear, esp. in using purposeful redundancy.
- Employ variety by experimenting with creativity.
- Critique four recorded sermons.

Knowledge:

- Review Robinson’s ten stages of sermon preparation giving special attention to issues of exegetical idea, homiletical idea, outlining, and functional questions.
- Comprehend how to analyze and adapt to an audience.
- Understand the unique 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 packets,” PDF on Sakai.

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.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Workshop</th>
<th>Work Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb. 27</td>
<td>Overview of course</td>
<td>Look over “Explain How to Become a Christian” assignment. Choose an audience.</td>
</tr>
<tr>
<td></td>
<td>Preparation for tomorrow’s assignment: Explain How to Become a Christian.</td>
<td></td>
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<tr>
<td></td>
<td>Review</td>
<td></td>
</tr>
<tr>
<td>Feb. 28</td>
<td>Review</td>
<td><strong>Speaking due:</strong> Explain How to Become a Christian</td>
</tr>
<tr>
<td></td>
<td>Audience Analysis and Application</td>
<td></td>
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<tr>
<td>Mar. 20</td>
<td><strong>No class, Writing due:</strong></td>
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</tr>
<tr>
<td></td>
<td>Outline for Mini Sermon. Email to <a href="mailto:jarthurs@gcts.edu">jarthurs@gcts.edu</a> by 12:00 p.m. Word doc., not PDF.</td>
<td></td>
</tr>
<tr>
<td>Mar. 27</td>
<td>Speaking for the Ear</td>
<td><strong>Writing due:</strong> Reflection Paper #1</td>
</tr>
<tr>
<td>Mar. 28</td>
<td>Preaching With Variety</td>
<td><strong>Speaking due:</strong> Mini Sermon</td>
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<tr>
<td></td>
<td>Christ-Centered Preaching</td>
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<tr>
<td>April 10</td>
<td><strong>No class, Writing due:</strong></td>
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<tr>
<td></td>
<td>Outline for final sermon. Email to <a href="mailto:jarthurs@gcts.edu">jarthurs@gcts.edu</a> by 12:00 p.m. Word doc. Not PDF.</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment Details</td>
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<tr>
<td>April 24</td>
<td>Speaking due: Final Sermon.</td>
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<tr>
<td>April 25</td>
<td>Speaking due: Final Sermon.</td>
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</tr>
<tr>
<td>April 29</td>
<td>No class, All work due by 4:00 p.m. Email to <a href="mailto:jarthurs@gcts.edu">jarthurs@gcts.edu</a></td>
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<tr>
<td></td>
<td>- Reading grade.</td>
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<td></td>
<td>- Reflection paper #2.</td>
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<tr>
<td></td>
<td>- Inform Arthurs if you met with your Homiletical Conversation Group.</td>
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<tr>
<td></td>
<td>- Inform Arthurs if you watched yourself on video twice.</td>
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</tbody>
</table>

**Description of Non-Graded Assignments**

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

   - **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 Group:** Meet with a small group for discussion. Many pastors often find that groups like these are a great help in their weekly ministry of preaching and teaching. Meet for 1½ hrs. of directed conversation dealing with the topic below. This activity is not graded, but there is a 25 pt. penalty for not doing it. Report if you did it by the date in the schedule.

**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
- Tim Keller
- Mark Driscoll
- John Piper
- Jeff Arthurs
- Haddon Robinson
- Nancy Ortberg
- Rob Bell
- Joshua Harris
- Francis Chan
- Craig Oliver (Elizabeth Baptist Church, Atlanta)
- Chuck Swindoll
- Kay Arthur
- John MacArthur

Watch/listen to the sermons on your own time, 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.”

Graded 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 schedule.

**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 normal. 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, world religions class.
- Third grade public school, “exploring religions” unit in social studies.
- Retirement village (senior citizens), weekly chapel.
- Rotary club (business people), monthly meeting.
- Youth group, Unitarian church, predominantly Caucasian.
- Youth group, Roman Catholic church, predominantly Hispanic.
- Prison, minimum security, men.
- Prison, minimum security, women.
- Funeral, non-believing uncle.
- Funeral, believing uncle.
- Local university, InterVarsity monthly meeting.
- Coffee house, part of a Christian band’s performance.
- Local university, Korean student association.
- Small town softball league, pre-game chaplain’s speech.
- Women’s retreat, Mt. Zion Baptist Church, predominantly African American.

Mini Sermon:
- Time limit = 8 minutes. Three point penalty for every 30 seconds over.
- Audience = your classmates.
- Preach from Proverbs. No more than 2 verses, but make sure you have chosen an entire unit of thought. Do not take verses out of a longer unit of thought such as the poems of Chapters 1-9 or Chapter 31.
- Preach without notes.
- Bring a memory stick. We will record your sermon directly to it. Watch yourself on video by the end of the course.

Outline for Mini Sermon: 2 pages max. See the sample outline in Sakai. Email to Dr. Arthurs as a Word attachment by the date in the syllabus. State:
- Your audience.
- The reference of your text.
- Exegetical idea and homiletical idea at top of first page.
- Purpose. State what you want the listeners to think, feel, and do as a result of the sermon.
- Skeletal outline:
  o Write out main points/moves in complete sentence.
  o No outline points beyond the level of capital letters.
  o Complete sentence
  o One sentence per point.
  o 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—something that needs to be explained, proved, or applied—and briefly suggest what kind of support material you will use to do that (SEEATS). Mark these with a double **asterisk**.
- Write out the intro and conclusion word for word.
Final Sermon:
- 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. You will not preach to your classmates.
  *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 Text(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol abuse Eph. 5:15-20 or topical</td>
<td>Restoration of a sinning believer 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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</tbody>
</table>

- Time limit = 20 minutes (this may be adjusted). 3 point penalty for every 60 seconds over. Note: if you choose to read your Scripture passage before the sermon starts, the clock will start after this.
- Limited notes permitted: 1/2 page maximum.
- Employ at least two methods of variety covered in Dr. Arthurs’ lecture. These must be substantive, part of the fabric of the sermon, not just “add ons.”
- Bring a memory stick. We will record your sermon directly to it. Watch yourself on video by the date in the syllabus.

Outline for Final Sermon: 3 pages max. See the sample outline in Sakai. Email to Dr. Arthurs as a Word attachment by the date in the syllabus. State:
• Your audience.
• The reference of your text.
• Exegetical idea and homiletical ideas at top of first page.
• Purpose. State what you want the listeners to think, feel, and do as a result of the sermon.
• Skeletal outline:
  o Write out main points/moves in complete sentence.
  o No outline points beyond the level of capital letters.
  o Complete sentence
  o One sentence per point.
  o 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—something that needs to be explained, proved, or applied—and briefly suggest what kind of support material you will use to do that (SEEATS). Mark these with a double **asterisk.**
• Write out the intro and conclusion word for word.
• Email as a Word attachment to Dr. Arthurs by date in schedule.

### Grading:

<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 . . .</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Mini Sermon</td>
<td>20%</td>
<td>200</td>
</tr>
<tr>
<td>Mini Sermon Outline</td>
<td>10%</td>
<td>100</td>
</tr>
<tr>
<td>Final Sermon</td>
<td>30%</td>
<td>300</td>
</tr>
<tr>
<td>Final Sermon Outline</td>
<td>10%</td>
<td>100</td>
</tr>
</tbody>
</table>

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.*
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.

<table>
<thead>
<tr>
<th>None</th>
<th>Partial</th>
<th>Expert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Hostile</th>
<th>Neutral</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Hostile</th>
<th>Neutral</th>
<th>Favorable</th>
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<tbody>
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</table>

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: Explain How to Become a Christian
PR 602, Arthurs

Name: ________________________________ Time: ______

Grade: ______

Is there evidence of audience adaptation?

______________________________________________________________________________

Is the teaching clear?

______________________________________________________________________________

Does the delivery reinforce the content?

______________________________________________________________________________
Evaluation Sheet: Mini Sermon
PR 602, Arthurs

Name: ________________________________

Time: _____

Grade: _____

Intro
Gain Attention
Surface Need
Introduce Idea

Exegesis
Accuracy
Ground assertions in the text

Big Idea
Clear
Repeated

Arrangement
Clear/logical
Transitions

Relevance and use of Support Material

Conclusion
Summarize
Reinforce

Language and Delivery
Evaluation Sheet: Final Sermon  
PR 602, Arthurs

Name: ________________________________  Time: ______
Grade: ______

Intro
  Gain Attention
  Surface Need
  Introduce Idea

Exegesis and Theology
  Did the sermon say what the text says

Big Idea
  Clear
  Repeated

Arrangement
  Clear/logical
  Transitions

Preaching with Variety

Conclusion
  Summarize
  Reinforce

Language and Delivery