

Gordon-Conwell Theological Seminary—Hamilton
PR 602, Preaching for Modern Listeners
Summer 2019
June 24, 26, 28
July 1, 2, 8, 10, 11, 12

Dr. Jeffrey Arthurs
978-646-4191
jarthurs@gcts.edu

Course Description

As a result of this course, the student should be able to analyze and adapt to audiences by preparing expository sermons 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 four 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, and outlining.
- Comprehend how to analyze and adapt to an audience to apply the truth with pastoral insight.
- Understand and evaluate Christ-centered hermeneutics and homiletics.
- 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

- Arthurs, Jeffrey D. *Preaching With Variety*. Grand Rapids: Kregel, 2007.
- Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York: Viking, 2015.
- Kim, Matthew D. *Preaching With Cultural Intelligence; Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker, 2017.
- John R.W. Stott, *Between Two Worlds* (Grand Rapids: Baker, 1982). ISBN-10: 0802806279 ISBN-13: 978-0802806277

Extra Credit: books on preaching, culture, and ethnicity; read one for 25 points extra credit.

- Alcantara, Jared. *Learning from a Legend: What Gardner C. Taylor Can Teach Us About Preaching*. Eugene, OR: Cascade, 2015.
- Eunjoo, Mary Kim. *Preaching the Presence of God: A Homiletic from An Asian-American Perspective*. Valley Forge, PA: Judson, 1999.
- Gonzalez and Jimenez, *Pulpito: An Introduction to Hispanic Preaching*. Nashville: Abingdon, 2005.
- Thomas, Frank, *Introduction to the Practice of African-American Preaching*. Nashville: Abingdon, 2016.
- Matthews, Alice P. *Preaching that Speaks to Women*. Grand Rapids: Baker, 2003.
- LaRue, Cleophus J. *The Heart of Black Preaching*. Louisville: Westminster, 2000.

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. For each class period you miss (morning or afternoon), there will be a 25 point reduction in your final grade (out of 1000 points total).

Schedule

Date	Assignments Due	Lecture/Discussion
June 24 AM		Intro to the course. Review Exegetical Idea, Homiletical Idea, and Outlining.
June 24 PM	Writing Due: Reflection paper #1. Sign up for “Explain How to . . .” (audience)	Audience analysis and application.
June 26 AM	Speaking Due: Explain how to become a Christian.	

	Sign up for Sermon 1 (topic and text).	
June 26 PM	Speaking Due: Explain how to become a Christian.	Adapting to Listeners
June 28 AM		NOT A CLASS SESSION Outline for Sermon 1 due by 10:00 a.m.
June 28 PM	Homiletical Conversation Groups	
July 1 AM	Speaking due: Sermon 1	
July 1 PM	Speaking due: Sermon 1 Sign up for Sermon 2	
July 2 AM	Speaking due: Sermon 1	
July 2 PM	Speaking due: Sermon 1	
July 8 AM		Preaching With Variety
July 8 PM		Christ Centered Preaching
July 10 AM	Speaking due: Sermon 2	
July 10 PM	Speaking due: Sermon 2	
July 11 AM	Speaking due: Sermon 2	
July 11 PM	Speaking due: Sermon 2	
July 12	Homiletical Conversation Groups	NOT A CLASS SESSION All work due by 4:00 p.m. Inform/send Arthurs these items (use email, please): <ul style="list-style-type: none"> • Did you meet with your discussion group 2x? • Did you watch yourself on video 2x? • Reflection paper #2. • Reading Grade. Give yourself a score out of 100 possible points. Do not simply give a letter grade such as A-. Base your score on the

		<p>quantity and the quality of your reading.</p> <ul style="list-style-type: none"> • How many class sessions (morning or afternoon) did you miss?
--	--	---

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%.** If you experience illness or emergency, please speak to me personally and those 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.

Assignment	Percent of Report Card Grade	Points Possible
Reading report.	10%	100
Explain how to become a Christian.	20%	200
Sermon 1	30%	300
Outline for Sermon 1	10%	100
Sermon 2	30%	300

Criteria for Grading Oral Assignments

	The "C" Sermon	The "B" Sermon	The "A" Sermon
Central Idea	Present.	. . . plus reinforced through repetition and restatement.	. . . plus intriguing, memorable.
Exegesis	Accurate.	. . . plus shows depth of research.	. . . plus fresh insight.
Audience Analysis and Application	Does not violate culture.	. . . plus addresses the audience's questions (what does it mean, is it true, so what?)	. . . plus includes riveting explanation, convincing argumentation, and/or moving exhortation.
Oral Clarity	Flow of thought is generally clear.	. . . plus effective use of some techniques of oral clarity.	. . . plus techniques of oral clarity make the sermon crystal clear and memorable.
Delivery	Does not distract.	. . . plus reinforces the verbal content.	. . . plus displays genuine passion.

Preaching with Variety (if applicable)	Some use of variety is present (visual communication, interaction, story, the arts).	. . . plus use variety is integral to the message and reinforces the verbal content.	. . . creates memorable and effective teaching or exhortation.
Christ-Centered Preaching (if applicable)	Some attempt is made to relate your text to grace.	. . . plus integration of historical-redemptive theology is rooted in exegesis.	. . . plus lifting up of Christ moves the will and inspires love/obedience.

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 1½ 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 at 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	Matt Chandler	Bryan Wilkerson	Pablo Jimenez
Patrick Fung (see Urbana 2015)		Matthew Kim	Tim Keller
John MacArthur	Gardiner Taylor	Francis Chan	Claude Alexander
Ram Sridharan (see Urbana 2012)		Bryan Loritts	Crawford Loritts
Eugene Cho	John Piper	Craig Oliver	Chuck Swindoll
Alastair Begg	Mary Hulst	Joel Gregory	Haddon Robinson
Bryan Chapell	Luis Palau	Ramona Spilman	Patricia Batten
Billy Graham	Brenda Salter McNeil	Ralph West	Mark Dever

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:** 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 5 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.

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.
 - Successful speakers in the past have used a brief, biblical phrase such as "repent and believe."
 - Others have created an acronym such as "A, B, C" (Admit, Believe, Commit).
 - Others have used a biblical metaphor such as sight (once blind, now I see) or debt (we owe a great debt to God but Jesus paid it for us).
 - Whatever strategy/form you choose for this short speech, make the answer plain. Use at least half of your time to answer the question: how does one become a Christian?
- 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. Explain that salvation is accomplished through the work of Christ, and instruct your audience how they should respond in order to receive the gift of eternal life. What are humans responsible to do?
- 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 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.

Topic and Text(s)	Topic and (Texts)
Alcohol abuse Eph. 5:15-20 or topical	Conflict Matt. 18:15-20
Divorce Matt. 19:1-12 1 Cor. 7:8-24 Malachi 2:12-16	Worry 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	Love of Money 1 Tim. 6:6-10 Eccles. 5:8-20 Luke 12:13-21 Matt. 6:19-24
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
	Work Col. 3:22-4:1 Genesis 1:26-2:3

- 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.
- Watch yourself within one week following your sermon.

Outline for Sermon 1: Due by date in syllabus. See samples in Canvas. 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 point (that is, per Roman numeral)—something that needs to be explained, proved, or applied. Mark these with a double **asterisk. Then briefly suggest what kind of support material you will use to do that (SEEATS).
- 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. These must be a substantial part of your sermon, not a cursory afterthought.
- Time limit = 18 minutes. Three point penalty for every 30 seconds Note: If you choose to read your Scripture before the sermon starts, the clock will start after this.
- Limited notes permitted: ½ page. See sample in Canvas.
- Watch yourself on video by date in syllabus.

James 1	James 2	James 3	James 4	James 5
1-4, 5-8	1-11	1-12	1-3	1-6
9-11, 12	12-13	13-18	4-10	7-11
13-15, 16-18	14-26		11-12	12
19-21			13-17	13-18
22-25				19-20
26-27				

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.