

InMinistry Course Outline
CHMN 680

**PREACHING FROM SELECTED BOOKS
OF THE BIBLE:
JAMES & FIRST JOHN**

Instructor: Kenneth B. Stout, D.Min./Ph.D.

LOCATION: *Southern Adventist University*

DATES: October 30-November 9, 2004

SCHEDULE: Classes will meet daily, from 8:30 a.m-12:30 p.m. & 2:00 p.m.-5:30 p.m.

I. COURSE DESCRIPTION:

An advanced course in preaching which emphasizes the challenges and opportunities of working with--and preaching from--specific, carefully-targeted books of the Old and New Testaments, and intentionally focuses on the development of practical strategies, methods, and skills in creating series of sermons from those individual books. During this InMinistry class, the focus will be on the N.T. books of *James & First John*.

II. COURSE OBJECTIVES:

1. To help students become more familiar with specific books of the Bible and how they can be employed in developing powerful sermons.
2. To sharpen the exegetical and interpretive skills of students.
3. To help students understand the literary and theological distinctives of individual books of the Bible and how they can and must be factored into sermon design and delivery.
4. To help students see the rich potential and practical benefit of preaching a series of sermons from individual Bible books.
5. To provide students with additional practice and feedback in the designing, presentation, and evaluation of sermons.

III. COURSE REQUIREMENTS:

Before the Intensive

1. Read the required textbooks and write a “review/reaction” paper on them. The reaction papers should, very briefly, review--or summarize—the textbook and then offer a concise personal reaction (i.e., a reflective critique) to three or four of the central ideas, issues, or practices presented by the author which you find new and helpful. The papers

should be 3-4 typed or printed pages in total length (double-spaced). Devote 1 page to the review of the book and 2-3 pages to your personal reaction to the central ideas; clearly distinguish between the “review” and “reaction” sections of the paper.

2. Construct one “expository” sermon from either the book of James or the book of 1st John, and prepare to deliver it during the preaching intensive. It is suggested that--if possible--the sermon be preached in a church before the intensive (as a weekly sermon) and then be refined for delivery and critique in class. A *Sermon Preparation Guide* is suggested at the end of this outline to help each student prepare his/her sermon.

During the Intensive

- 1. Attend all class sessions.**
- 2. Participate in all discussions and activities.**
- 3. Review and evaluate video and audio sermons & lectures** by outstanding preachers as presented by the teacher.
- 4. Preaching:** Each student will be required to preach one “live” expository sermon, prepared in advance (as noted above), to the class and be videotaped and evaluated by both the instructor and fellow students. The sermon should be strictly limited to **15-20 minutes** in length, and be based on a specific passage in either the book of James or 1st John. The sermon may be of any “type” (i.e., inductive, narrative, deductive, etc.), as long as it is clearly based on--and governed by--the chosen passage (usually—but not limited to—a paragraph).

After the Intensive

- 1. Design and deliver a second expository sermon** from either the book of James or 1st John in a worship (or similar) context. If the first sermon was from James, the second sermon should be preached from 1st John. If the first sermon was from 1st John, the second sermon should be preached from James so that the student will have preached one sermon from each book by the end of the course.
- 2. This second sermon should be video taped and mailed to the teacher** for evaluation.

IV. TEXTBOOKS:

Required:

- Larsen, David L. *The Anatomy of Preaching*. Grand Rapids: Kregel, Pub.’s, rev. ed. 1999 (ISBN 0-8254-3098-4 pbk.).
- Loscalzo, Craig A. *Apologetic Preaching*. Downer’s Grove: IL: InterVarsity Press, 2000. (ISBN 0-8303-1575-9 Pbk.)

Suggested:

- Wilson, Paul S. *The Four Pages of the Sermon: A Guide to Biblical Preaching*.

Nashville: Abingdon Press, 1999.

V. EVALUATION OF STUDENTS:

1. Textbook review/reaction papers, faithful attendance, and class participation
(20% of the final total score)
2. Two preached sermons; one in class and one in a church (40% each)
(80% of the final total score)
3. Grading Scale: **95-100% = A** **77-79% = C+**
 90-94-% = A- **73-76% = C**
 87-89% = B+ **70-72% = C-**
 83-86% = B **61-69% = D**
 80-82% = B- **00-60% = F**
4. **Deadline for all work:** Post-intensive, second sermon (and all remaining work) is due by **January 31, 2002!** *No exceptions please!*

VI. Academic Honesty:

Students are expected to demonstrate integrity and honesty in their work for the class. If assignments turned in are found not to be the original work of students, or if students are found cheating in any way for the class, they will be penalized by having the work disqualified without the possibility of makeup.

VII. The American Disabilities Act:

If a student has a disability that is covered by this act, the teacher will be eager to assist the student in getting the help necessary to fulfill class requirements. If you have such a disability, please contact the teacher as soon as possible so that a plan can be set up to accommodate your needs.

VIII. Information About the Teacher:

*Mailing Address= Ken Stout, Seventh-day Adventist Theological Seminary,
Andrews University, Berrien Springs, MI 49104*

E-mail = kstout@andrews.edu

Office Phone = (269) 471-3217

Home Phone = (269) 461-3356

FAX = (616) 461-3603

Website = www.andrews.edu/~kstout (under construction)

**SUGGESTED SERMON PREPARATION
FORMAT GUIDE**
ANALYSIS OF THE TEXT
(Exegesis/Interpretation)

1. EXAMINE THE PARAMETERS OF THE CHAPTER and explain how it relates to the *BROADER CONTEXT*
2. READ AND RE-READ THE CHAPTER USING VARIOUS *TRANSLATIONS*; check and highlight key words
3. ANALYZE AND DESCRIBE THE VARIOUS “*CONTEXTS*” of the chapter.
(Make sure that you spend considerable time and attention on this major step!)

Historical - Identify the author, date, audience, and historical circumstances

Literary - Ask and answer the following three questions?

What type of “language” does the author use in this chapter?

What literary “genres,” “devices,” “forms,” or “dynamics” does he employ in this chapter?

Genres = parable, narrative, letter, etc.

Sub-genres = analogy, metaphor, simile, personification,

Devices = repetition, questions, lists, imaginary opponents, series of commands, examples, maxims, etc.

How does the author express his unique personality, status, or experience in this chapter--and how do these impact the chapter's message?

Theological - Specify what you understand to be the author's "intent" and overall "theological purpose" in writing to his original readers.

4. IDENTIFY THE POSSIBLE "*POINTS OF VIEW*" from which the chapter can be examined (*for example:* 1 primary viewpoint that you intend to work with as you interpret the passage?
5. DESCRIBE WHAT THE TEXT IS "*DOING*" in this chapter--as you understand it (i.e., is it rebuking, encoura
6. DESCRIBE WHAT THE "*ORIGINAL MESSAGE*" of the chapter was to its original hearers- as you understand it--and then summarize the entire chapter in a clear, single sentence.
7. Likewise, DESCRIBE THE *CONTEMPORARY MEANING* of the chapter and summarize it in a clear, single
8. NARROW DOWN YOUR FOCUS to a particular segment, block or "*PREACHING PORTION*" of the chapter and **ENCOUNTER THE "PREACHING PORTION"** through probin "journaling" techniques--as helpful--to bring these to light.

SHAPING THE SERMON'S DESIGN

9. DECIDE WHAT THE SPECIFIC MESSAGE OF THE "**PREACHING PASSAGE**" IS—in contemporary terms--and *SHAPE IT INTO A SERMON THEME!* Write out the theme in one clear, single, complete sentence.
10. STUDY YOUR ANTICIPATED AUDIENCE in light of their needs, interests, and cultural influences, etc.
11. DECIDE WHAT "LITERARY FORMS" (story, analogy, metaphor, deductive/didactic proclamation/l time and place; describe the literary forms and strategies you plan to use.
12. OUTLINE THE SERMON in detail, including the following elements:
 - Subject** (*Example: the broad truth--"Love"*)
 - Topic** (*Example: the more narrow truth--"The Power of Love"*)
 - Theme Sentence** (*Example: "Love is a power that can change the world"*)
 - Introduction** (*Example: "Our world is in need of great change and 'Love' is a power that can bring about the needed change!"*)
 - Main Body** (*i.e., points, moves, episodes, examples/illustrations*)

Conclusion (*“So ‘Love’ is a mighty power that can change our world for good!”*)

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&
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STUDENT EVALUATION REPORT

NAME: _____

Textbook Review/Reaction Paper & Class Participation _____%
(20% of grade)

Sermon Average _____%
(80% of grade)

Sermon Preparation Paper ___(Satisfactorally completed)

Total Percent = _____%

FINAL SCORE = _____%

FINAL GRADE = _____