Course Outline
CHMN 614-1
PREACHING FROM
Daniel
Instructor: Kenneth B. Stout, D.Min., Ph.D.
(Fall 2003)
Location: Seminary S115

I. DESCRIPTION:

A course in preaching which emphasizes the challenges and opportunities of working with--and preaching from--the Old Testament book of Daniel. It intentionally focuses on the development of practical strategies, methods, and skills in creating series of sermons from this important apocalyptic and prophetic book.

II. OBJECTIVES:

1. To help students become more familiar with the book of Daniel and how it can be employed in developing powerful devotional and evangelistic sermons.
2. To sharpen the exegetical and interpretive skills of students.
3. To help students understand the literary and theological distinctives of Daniel 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 an individual Bible book.
5. To provide students with additional practice and feedback in the designing, presentation, and evaluation of sermons.

III. COMPONENTS:

1. Daily Assigned Readings: Students will be asked to fulfill nightly reading assignments--according to a prescribed schedule--in preparation for class discussions and quizzes. QUizzes will be given regularly as announced! At times, brief chapter reading reports may be requested in place of quizzes.

2. Oral Chapter Summaries & Sermon Outlines: Each student (or a representative group of students) may be expected to give a brief ORAL summary of one assigned chapter in Daniel (depending on class size). Each student will also be asked to type out and present (at the time of the oral report), one complete sermon outline for discussion and feedback from the
chapter. Fellow class members and the instructor will provide constructive feedback on the proposed sermon outline.

The oral chapter summary will take no longer than 10 minutes; the rest of the time will be spent explaining the idea behind the sermon outline and receiving feedback from the class. The goal is for the student to preach from the outline after it is revised and refined—but the student can later decide on a different sermon if they so choose. Each student will responsible to provide typed copies of the proposed sermon outline from the assigned chapter for the other members of the class—including the teacher.

3. Sermon Preparation Paper: Students will be asked to write a sermon preparation research paper for one of two required sermons, carefully following the prescribed steps of the *Sermon Preparation Paper Format Guide* which appears on pp. 4 & 5 of this course outline. Each paper must reflect careful exegetical analysis of the text and knowledge of the text’s historical, theological, and literary background. The paper should also reflect the steps taken by the student in moving from textual analysis to the designing of a sermon which effectively communicates the theme of the text. Papers must be at least 6-10 pages in length (double spaced, or 3-5 pages single-spaced) and must be turned in at the time when the sermon to which it applies is preached. This paper essentially documents the natural process (or ‘steps’) that the student has taken in preparing the sermon. See the *Sermon Preparation Paper Format Guide* for a more detailed description—and follow it closely! Again, the paper can be done for either the first or second sermon.

4. Preaching: Each student will be required to prepare and deliver two new sermons in class. (The first sermon will be limited to 15 minutes in length. The second sermon will be 20 minutes in length (depending on class size). Each sermon must be based on a text in the book of *Daniel*; the second sermon must be based on a text in a different chapter than the first sermon. The sermon may be of any “type” (i.e., narrative, deductive, inductive, dramatic monologue, etc.) as long as it is clearly based on--and governed by—a specific bible passage. Each sermon will be videotaped and evaluated by fellow students and the instructor.

The first sermon serves as the midterm exam and the second sermon will serve as the final exam; there will, therefore, be no written exams for the course.

IV. TEXTBOOKS:


V. PROCEDURES:

1. Attendance:
   
   A. Classes will meet on Monday through Thursday from 8:30 p.m.-9:20 p.m. during the second half of the semester. The class will run from Oct. 14-Dec. 11, 2003.
B. Students may miss three unexcused classes without penalty. Each unexcused absence beyond three, however, will result in a penalty of 3% of the cumulated grade; also, coming to class late three times is equal to one absence.

2. Assignments:
   A. Due at specified time; in the rare case when late work is accepted (by agreement of the instructor in advance) a penalty of 10% per day will be imposed.
      Naturally, the instructor reserves the right to give case-by-case consideration to late work in special emergencies.
   B. Assignments should be typed or printed in all cases unless excepted by the instructor.
   C. No assignments will be accepted after the last regular class.

3. Dress:
   When students preach in class they should dress as they would when preaching at a weekly church worship service.

4. Evaluation of Students:
   A. Quizzes over assigned readings and participation in class discussions. (30% of the final score)
   B. Two sermons presented in class & their written final outlines or manuscripts. (70% of the final score)
   C. One “Sermon Preparation Paper” over one of the two sermons. While this paper will not be given a letter grade, it is required. Failure to submit a satisfactory Sermon Preparation Paper will result in a deduction of 10% off the final total score.

D. 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

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 on quizzes or other work 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:
Office = Seminary S231
Office hours = to be announced; appointments may be arranged through his secretary, Bonnie Beres, in the Christian Ministry Dept.
E-mail = kstout@andrews.edu
Office Phone = 471-3217
Home Phone = 461-3356
FAX = 461-3603
Website = www.andrews.edu/~kstout (under construction)

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

1. EXAMINE THE PARAMETERS OF THE CHAPTER from which the text is taken and explain how it relates to the BROADER CONTEXT of the entire book.

2. READ AND RE-READ THE TEXT USING VARIOUS TRANSLATIONS; check and highlight key words or interesting phrases in the original language. Identify any textual variants, problems, or concepts.

3. ANALYZE AND DESCRIBE THE VARIOUS “CONTEXTS” of the text. (Make sure that you spend considerable time and attention on this major step!)

Historical - Identify the author, date, audience, and historical circumstances surrounding this specific chapter (or the book as a whole).

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, hyperbole

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. Identify special insights which you notice in the chapter assigned to you.

4. IDENTIFY THE POSSIBLE “POINTS OF VIEW” from which the text can be examined *(for example: the author’s, the audience’s, or a particular character’s, etc.). Indicate the 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, encouraging, or instructing, etc.).

6. DESCRIBE WHAT THE “ORIGINAL MESSAGE” of the text was to its original hearers—as you understand it—and then summarize the text’s message in a clear, single sentence.

7. Likewise, DESCRIBE THE CONTEMPORARY MEANING of the text and summarize it in a clear, single sentence. That is, apply it to today’s unique setting, and describe how it speaks to people today.

8. **ENCOUNTER THE “PREACHING PORTION” or text** through probing conversation and reflection—and by letting the Holy Spirit guide your thinking. Clearly identify and WRITE DOWN the ideas, meanings, and questions that come to mind. Use “brainstorming” and “journaling” techniques—as helpful—to bring these to light. **This is the heart of your textual analysis and should take up at least 2-3 pages of the paper’s space and length.**

**SHAPING THE SERMON’S DESIGN**

9. DECIDE WHAT THE SPECIFIC MESSAGE OF THE “PREACHING PASSAGE” or “TEXT” 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.; write a brief description of the audience, as you know or imagine it (i.e., create a prospective audience if you need to).

11. DECIDE WHAT “LITERARY FORMS” (story, analogy, metaphor, deductive/didactic proclamation/lecture, etc.) and what “RHETORICAL STRATEGIES” (questions, lists, examples, repetition, etc.) will be most effective in sermonically communicating the
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!”)
CHMN680
PREACHING FROM
**DANIEL**
STUDENT EVALUATION REPORT

NAME: ____________________________

Quiz and Class Participation Average

___%  
*(20% of grade)*

Sermon Average

___%  
*(870% of grade)*

Sermon Preparation Paper (one)  ____

Total Percent = ____%

FINAL SCORE = ____%

*FINAL GRADE = _____*