I. Course Description
This course introduces the nature of preaching and of representative kinds and styles of sermons, with attention to the principles of sermon construction, preparation, and delivery, involving practice in a laboratory setting. Particular attention will be given to a structural pattern in preparing expository sermons that will become foundational for varied approaches to preaching. Four credit hours.

II. Student Learning Outcomes
Upon completion of this course, the student will be able to:
A. Differentiate between a didactic and narrative passage of scripture.
B. Exegete a passage of scripture, identifying the fallen condition focus and big idea.
C. Structure a message that effectively introduces the fallen condition focus and big idea, develops main points of a biblical text, or that follows scenes or movements of the narrative.
D. Apply the fallen condition focus and big idea of the sermon to the lives of the listeners.
E. Deliver a sermon with homiletical skill according to sound principles.
F. Hear sermons of others according to homiletical criteria.

III. Textbook

Required Textbook

IV. Course Requirements

A. Complete two sermon analyses (2-3 pages each, double-spaced) The instructor will assign two online sermons to be analyzed. Use the homiletical criteria learned in class and the readings to evaluate each sermon.

- What is the “big idea” the preacher is trying to communicate? What were the main points/scenes?
- Did the introduction capture your interest? Why or why not?
- Did the sermon come out from the biblical text, or was it imposed on it?
- Did the preacher illustrate the message? Did the illustrations explain, prove or apply?
- Did the conclusion drive home the big idea in a way that caused you to want to respond?
- What might you do, think, or change as a result of hearing the sermon?
- Did the delivery help or hinder the presentation? What were the strengths? Weaknesses?

(10% each) 20%
B. Preach a **NT expository sermon** from a didactic passage. Generally the scripture passage should be no less than 5 verses and no more than 15 verses. This sermon should be 15-20 minutes in length. Research and study the passage making exegetical notes. Write a homiletical (preaching) outline or manuscript that clearly sets out the introduction, big idea, fallen condition focus, and main points. Submit the outline to the professor before you preach. Preach the sermon, staying within the allotted time.

C. Preach a **narrative sermon** from a parable or narrative passage from the Old or New Testament. Generally the narrative passage should be no less than 10 verses and no more than 30 verses. This sermon should be 20 to 25 minutes in length. Research and study the passage making exegetical notes. Write a homiletical outline or manuscript that clearly sets out the introduction, fallen condition focus, movements/ scenes of the narrative, big idea, and application. Preach the sermon staying within the allotted time.

1. For each sermon turn in a copy of your **exegetical work** that includes notes such as your structural/ grammatical analysis of the text, “key word” studies, significant verbs and verb tenses, historical/ contextual background, commentary notes, and bibliographic references of 3-4 scholarly resources consulted. This should be **3-8 pages**. Due prior to preaching the sermon. Exegetical work is factored into the grade; failure to complete and turn in exegetical work prior to the sermon will reduce your sermon grade greatly.

2. For each sermon write a **2-3 page homiletical outline**, single-spaced, or a **4-6 page sermon manuscript**, double-spaced. This should include: title, introduction, fallen-condition-focus, big idea, and main points/ scenes. Due prior to preaching the sermon. If a student does not have an outline or manuscript prepared to turn in to the instructor, he or she will not be allowed to preach and will fail the assignment. If a student is not present to preach on the day scheduled, he or she will fail the assignment.

3. Following each sermon, we will sing the “Amen Chorus.” Sermons will be evaluated in class by students and the professor. Grades are based on the application of the principles of sermon construction and delivery covered in class and the reading.

D. **Attendance** at scheduled classes is required (from the beginning of class time) and necessary in order to achieve course objectives. You must sign the attendance list each class period. You may be absent no more than three full classes. Absence from the equivalent of more than three full classes will result in an automatic failure of the course.

**V. Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>88-90</td>
</tr>
<tr>
<td>B-</td>
<td>86-87</td>
</tr>
<tr>
<td>C+</td>
<td>84-85</td>
</tr>
<tr>
<td>C</td>
<td>80-83</td>
</tr>
<tr>
<td>C-</td>
<td>78-79</td>
</tr>
<tr>
<td>D</td>
<td>76-77</td>
</tr>
<tr>
<td>D-</td>
<td>72-73</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

The course grade will take into account the student’s progress and improvement in preaching.
PR 501 Principles of Preaching
Dr. Burton

VI. Policies
A. Regular attendance and submission of assignments on due dates in syllabus is expected. Each student must talk to the instructor about circumstances affecting his or her ability to attend class and complete assignments. Attendance is required at scheduled classes and at the scheduled start time. The student could lose as much as a letter grade for excessive tardiness. You may be absent no more than three full classes. Absence from the equivalent of more than three full classes will result in an automatic failure.

B. Work is expected on the due date. Students should expect a grade reduction of up to one letter grade on late papers.

C. Turnitin.com
   1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
   2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
   3. Students will submit assignments by the due date and time, but they will still submit the assignments in a hard copy format.

D. Electronic Equipment Usage in Classrooms
   It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. Incompletes
   In cases of extenuating circumstances, and at the discretion of the instructor, a student may request and apply for an extension on all required assignments, which are not completed by the end of the semester or term, subject to a 5-point grade reduction on the final grade of each assignment. If an extension is granted, the instructor will record a grade of “I” (Incomplete) and set an extension of time, not to exceed thirty calendar days from the end of the class, within which to complete the work. Additional extensions may be granted only by the Academic Dean or Associate Dean and only after a student has petitioned the Dean in writing. If the course work is not completed within the extended time allotment, the grade of “I” will be converted to the grade earned by the student up to that point. The student is responsible to ensure that all necessary paperwork is submitted to the registrar’s office by the deadline published in the school calendar.

F. Plagiarism
   Plagiarism is presenting the work of another person as one’s own without giving proper credit for the use of the information. Students must not quote books, articles, essays, or Internet sites without giving proper credit to the author(s). Students should guard against plagiarism by crediting the original author through use of proper citations. Internet plagiarism is a particularly easy and tempting form of intellectual theft. Cutting and pasting sentences and paragraphs from the Internet without citations is plagiarism. Failure to cite Internet sources is plagiarism. Any student who is found guilty of plagiarism is subject to a range of consequences as outlined below.
   1. If a faculty member suspects plagiarism, the instructor will investigate. If suspicions are confirmed, the faculty member will present the evidence to the appropriate Associate Dean as
a record of the offense. If the Associate Dean concurs with the allegations, the following
procedures should be implemented as applicable:

- The faculty member may discuss the offense with the student following consultation with
  the Associate Dean, but the student will meet with the Associate Dean.
- For a first offense, the faculty member, in consultation with the Associate Dean, may give
  opportunity for a rewrite of the assignment or may assign a grade of zero for the
  plagiarized assignment.
- For a particularly egregious case of plagiarism on a major assignment, the consequences
  could result in automatic failure of the course.

2. The student may appeal the above-mentioned decisions of the faculty member in writing to the
   Academic Dean.

3. The second confirmed offense will result in expulsion from school. The student will be
   notified by a letter from the Academic Dean. His or her only opportunity for appeal will be to
   the President in writing. The President’s decision will be final.

G. Library Usage

A student’s ability to get the most out of library resources will enhance the possibility of earning a
high grade in this class. Therefore, students should consider using, in addition to the HGST
library, one or more of the following libraries.

1. Houston Public Library—Any resident of Texas can obtain a free Houston Public Library
   card. Library cardholders have access to all of the books in the library system as well as the
   use of free interlibrary loans, meaning that HPL cardholders can borrow almost any book
   available. Cardholders can use the library’s website, www.houstonlibrary.org, to search the
   catalog and manage interlibrary loans. The website also contains links to WorldCat and other
   online databases that will enhance your research. The HPL location that is closest to HGST,
   the Collier Regional Branch (832-393-1740), is located at 6200 Pinemont, which is less than
   three miles from campus. A better option would be the newly expanded and renovated Central
   Library (832-393-1313), which is located downtown at 500 McKinney. In addition, HPL has
   many other locations. The HGST library can give you an application for an HPL library card,
   or you can print the application form from their website.

2. Fondren Library at Rice University—The Fondren Library (713-348-5113) is located at 6100
   Main. Please visit www.rice.edu/fondren for more information. The procedure for borrowing
   books at the Fondren Library is, first, go to the online catalog [www.rice.edu/fondren] to
   search for available books; second, go to the HGST library and fill out a form, signed by
   HGST library personnel, to take with you to the Fondren Library for each book; third, retrieve
   the book(s) yourself; fourth, take the book(s) and the signed form to the circulation desk to
   complete checkout (return the yellow copy to the HGST library; when the book(s) are returned
   to the Fondren Library, they will indicate so on the pink and gold copies; return the pink copy
   to the HGST Library and keep the gold copy for your records).

3. Lanier Theological Library is a new resource for scholarly theological research in the Houston
   area. The library is open to the public, Monday-Friday, 9:00 AM - 5:00 PM. The library is a
   research library with no circulation privileges. Nonetheless, students should consider Lanier
   Library to be a valuable research option. The catalog of Lanier Library is available online:
   http://alexandria.lanierlibrary.net/#.

4. Cardinal Beran Library at St Mary’s Seminary—the home of an extensive theological library,
   St Mary’s Seminary (713-686-4345) is located at 9845 Memorial Drive, only 4.6 miles from
HGST. For more information, please visit http://beran.stthom.edu. The Doherty Library on the main campus of University of St Thomas is also an option.

5. Library of the Presbytery of the New Covenant – as an HGST student you have borrowing privileges at this library located at 1110 Lovett Blvd, Houston. To search their online catalog, go to http://www.pbyofnewcovenant.org/cgi-bin/rqm/rqm.cgi.

6. Other options include Harris County Public Library (www.hcpl.net) and the libraries at the University of Houston and Houston Baptist University.

VII. Notes for Writing Assignments
   a. Writing assignments should conform to Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 7th Edition. This includes matters of style and format.
   b. The instructor requires the use of footnotes for documentation. The student should number pages. According to Turabian, page numbers should be in the upper right hand corner, except for the first page of the paper (not counting the title page). Margins should be one inch on all four sides, except where major headings require a two-inch top margin.
   c. The student should utilize 12-point Times New Roman font throughout. The instructor prefers that the student not use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.
   d. Critical or formal writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly. Failure to do so will be penalized.
      1. Avoid 1st or 2nd person references (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
      2. Never use contractions.
      3. Avoid passive voice construction (i.e. The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
      4. Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
      5. Spellcheck! Spellcheck! Spellcheck! The instructor does not tolerate misspelled words. Failure to spellcheck will result in a substantive reduction on the grade for written assignments.
      6. Grammar check works as well!
      7. All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
      8. Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.

VIII. Class and Reading Schedule

Week 1 – January 22
   □ Chapell Chap. 1, Word and Witness, 25-42
   □ Appendix, Reading Scripture, 372-374

Week 2 – January 29
   □ Chapell Chap. 2, Obligations of the Sermon, 43-58
   □ Chapell Chap. 3, The Priority of the Text, 59-82
Week 3 – February 5
- Chapell Chap. 4, Components of Exposition, 83-101
- Chapell Chap. 5, The Process of Explanation, 103-129
- Chapell Appendices, 344-351

Week 4 – February 12
- Chapell Chap. 6, Outlining and Structure, 128-174
- Chapell Chap. 7, The Pattern of Illustration, 175-208

Week 5 – February 19
- Chapell Chap. 8, The Practice of Application, 209-236
- Chapell Chap. 9, Introductions, Conclusions, and Transitions, 237-268

Week 6 – February 26
- Chapell Chap. 10, A Redemptive Approach to Preaching, 269-296
- Chapell Chap. 11, Developing Redemptive Sermons, 297-328
- Chapell Appendices, 329-343; 344-371
- Chapell Appendices, 375-386

Week 7 – March 5
- Student Sermons: NT Expository

Week 8 – March 12
- Student Sermons: NT Expository

Week 9 – March 19  No Class  Spring Break

Week 10 – March 26
- Student Sermons: NT Expository

Week 11 – April 2
- Student Sermons: NT Expository
Week 12 – April 9
Preaching the Narrative Sermon – Lecture

Week 13 – April 16
Student Sermons: Narrative

Week 14 – April 23
Student Sermons: Narrative

Week 15 – April 30
Student Sermons: Narrative

Week 16 – May 7 Finals Week
Student Sermons: Narrative

IX. Bibliography


Craddock, Fred B. *Preaching*.


## Sermon Critique

Date: _______________  Preacher:______________________________

Text:______________________

Title:______________________________________________ Evaluated by:_______________________

Start time: ___________________________  End time: ___________________________

## Sermon Structure

### Fallen Condition Focus:

_________________________________________________________________

### Homiletical “Big Idea”:

______________________________________________________________

### Main Points/ Movements/ Scenes:

<table>
<thead>
<tr>
<th>Scale: 1=unsatisfactory</th>
<th>2=substandard</th>
<th>3=satisfactory</th>
<th>4=good</th>
<th>5=superior</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grabbed attention?</td>
<td>Introduced FCF?</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fallen Condition Focus</strong></td>
<td>Identified?</td>
<td>Relevant?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Identified?</td>
<td>Relevant?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Homiletical “Big Idea”</strong></td>
<td>Clear?</td>
<td>Memorable?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Clear?</td>
<td>Memorable?</td>
<td>Preachable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>Smooth?</td>
<td>Logical?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Smooth?</td>
<td>Logical?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Main Points/ Movements/ Scenes</strong></td>
<td>Clear?</td>
<td>Logical?</td>
<td>Creative?</td>
<td>1</td>
</tr>
<tr>
<td>Clear?</td>
<td>Logical?</td>
<td>Creative?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exegesis/ Explanation</strong></td>
<td>Accurate?</td>
<td>Evidence of preparation?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Accurate?</td>
<td>Evidence of preparation?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proofs/ Illustrations</strong></td>
<td>Clarifying?</td>
<td>Illuminated points?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Clarifying?</td>
<td>Illuminated points?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Exhortative?</td>
<td>Specific?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Exhortative?</td>
<td>Specific?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Emotional Outline</strong></td>
<td>Engaging?</td>
<td>Built to a climax?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Engaging?</td>
<td>Built to a climax?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Reinforced “Big Idea”?</td>
<td>Finished well?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Reinforced “Big Idea”?</td>
<td>Finished well?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Sermon Delivery

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Fixated briefly on individuals?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Voice</strong></td>
<td>Variety in volume, pace, and tone?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Gestures</strong></td>
<td>Helpful? No distractions?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Movement  Purposeful?  1  2  3  4  5
Presentation  Sincere? Warm? Comfortable?  1  2  3  4  5

Three strengths:
One constructive criticism:

Explanation of Scale
Sermon Critique

1=unsatisfactory  The student’s work was unacceptable, failing to meet course requirements and/or class instructions.

2=substandard  The student’s work while making some progress fell short of the passing standard or average for the course requirements and/or instructions.

3=satisfactory  The student’s work was acceptable, meeting the standard or average expectations of course requirements and/or instructions.

4=good  The student’s work was above average, exceeding the standard expectations of course requirements and/or instructions though not superior or perfect.

5=superior  The student’s work well exceeded the standard of course requirements and/or instructions, attaining to a level of outstanding or prefect.