

BEACON UNIVERSITY

6003 Veterans Parkway, Columbus, GA 31909

SYLLABUS

I. COURSE TITLE: HOM 420 Homiletics DE

II. COURSE DESCRIPTION: The objective of this course is the basic study of the principles of public speaking as applied to sermon preparation. The parts of a sermon, the structure, and the spoken presentation will be examined. Emphasis is given to the analysis of outlines, speeches, and both topical and expository sermons. PREQ: SPC 100

III. COURSE RATIONALE:

A. Philosophical

1. To examine the components of the homiletic process and their significance for Christian ministry.
2. To produce a profound respect for the value of traditional and innovative principles of sermon preparation and delivery.
3. To enable the student to understand the key relationships between the biblical text and meeting the spiritual needs of the contemporary audience.

B. Practical

1. The course will help students develop a deep appreciation and a profound respect for biblical preaching and its place in Christian ministry.
2. The course will help students understand how the principles of biblical preaching lay open the biblical text in order to set forth its meaning and make appropriate application.
3. The course will assist the student to develop knowledge and homiletical skills that can be used in his or her ministerial vocation.

IV. COURSE OBJECTIVES:

Cognitive Domain:

The student will be able to:

- A. Identify different types of preaching ministry and distinguish between the preacher as teacher, equipper, persuader, and communicator. (Knowledge and Comprehension)
- B. Explain and appraise different methods of sermon preparation and delivery. (Comprehension and Evaluation)
- C. Describe and analyze the various components of a sermon and relate each part to the sermon as a whole. (Knowledge and Analysis)
- D. Evaluate sermons for overall effectiveness, fidelity to the text, listenability, authoritativeness, clarity, persuasiveness, and cohesiveness. (Evaluation)
- E. Explain and demonstrate the principles of expository preaching and relate them to the preparation and delivery of a sermon (Comprehension, Application and Synthesis)
- F. Write an oral sermon outline and summarize the usefulness of oral writing in preaching ministry. (Application and Evaluation)

Affective Domain:

- A. The student will become aware of the various homiletical issues that confront the contemporary Christian preacher.
- B. The student will be ready to utilize proven techniques of sermon preparation and delivery.
- C. The student will be able to appreciate the significance of each component of the sermon in the preaching process.
- D. The student will gain an ability to prepare and preach expository sermons in such a way that he or she will be able to expound the truth of God's Word in an authoritative and anointed manner that will move the inner affections of the hearer.
- E. The student will become comfortable with his or her ability to prepare an oral sermon outline and use it as a tool to achieve excellence in preaching ministry.

V. COURSE OUTLINE:

Video Presentations 1-10

- 1. *How to Preach with Excellence*
- 2. *The Preacher as a Teacher*
- 3. *The Preacher as a Teacher (part 2)*
- 4. *The Preacher as an Equipper*
- 5. *The Preacher as an Equipper (part 2)*
- 6. *The Preacher's Barriers to Meaning*

7. *Preaching as an Art*
8. *Preaching as an Art (part 2)*
9. *Preaching as an Art (part 3)*
10. *Sermon Analysis*

Video Presentations 11-20

11. *How to Identify True Preaching*
12. *Ten Things Expository Preaching Is Not*
13. *What Is Expository Preaching?*
14. *What Is Expository Preaching? (part 2)*
15. *The Expository Process*
16. *Five Things All Expository Preachers Need*
17. *Preparation for Expository Preaching*
18. *Preparation for Expository Preaching (part 2)*
19. *Sermon Analysis: Expository Sermons*
20. *How to do Oral Writing of Sermons*

Module	Dates	Assignments
Module 1	Aug 25 – Sept 7	Video sessions 1-3, discussion forum 1
Module 2	Sept 8 – 21	Video sessions 4-6, discussion forum 2
Module 3	Sept 22 – Oct 5	Video sessions 7-9, discussion forum 3, Nee report
Module 4	Oct 6 – 19	Video session 10, discussion forum 4, Cottle sermon outlines
Module 5	Oct 20 – Nov 2	Video sessions 11-13, discussion forum 5
Module 6	Nov 3 – Nov 16	Video sessions 14-16, discussion forum 6, Robinson report
Module 7	Nov 17 – 30	Video sessions 17-19, discussion forum 7
Module 8	Dec 1 – 12	Video session 20, discussion forum 8, sermon analysis, original sermon outline

VI. COURSE METHOD:

This course will use a combination of learning methods including: lecture, text reading, analysis of sermon materials, and class discussion in online forums.

VII. COURSE TEXTS:

Watchman Nee. *The Ministry of God's Word*. Anaheim: Living Stream Ministry, 2000.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. Second Edition. Grand Rapids: Baker, 2001.

Cottle, Ronald E. *Homiletics Study Guide*. Columbus: TEC Publications.

VIII. COURSE REQUIREMENTS:

A. Reading and Writing Assignments

1. Read required text *The Ministry of God's Word* in its entirety and write a 750-page book report. Due Oct. 5.
2. Read required text *Biblical Preaching: The Development and Delivery of Expository Messages* in its entirety and write a 750-page book report. Due Nov. 16.

B. Written Assignments: Sermon Outlines, Analyses & Writing

1. **Mid-Term Assignment:** Choose three of the sample sermon manuscripts presented in part one of the class. Write a sermon outline for each one you select, clearly identifying each component of the sermon, including: Outline, introduction, illustrations, connecting/bridging sentences, and conclusion. Due Oct. 19.
2. **Final Assignment:**
 - a. Listen to a sermon of your choice and write an analysis of the effectiveness of the sermon. Analyze all parts of the sermon and its overall impact. The report must be at least 750 words long.
 - b. Write a sentence outline of an original sermon of your own. Draw attention to the key elements of your sermon on your outline.
 - c. These assignments are due Dec. 12.

C. Discussion: Each module will include a discussion forum question posed by the instructor. Every student is required to post a response to the questions and to respond to at least one other student response. Forum participation will be graded according to the quality of critical thinking and the correctness of language usage. At grade will be posted the week following the Module assignment.

IX. COURSE EVALUATION:

A. Grade:

Book Reports	30%
Cottle Sermon Outlines	20%
Sermon Analysis	15%
Original Sermon	15%
Discussion Forums	<u>20%</u>
	100 %

B. Attendance & Late Grades for Distance Learners: Success as a distance learner requires regular attendance to the course management system and to email. Students who do not log in to their Moodle course site by the drop/add deadline will be automatically withdrawn from the course. Every aspect of student participation on the Moodle site is reported by Moodle. Assignments must be completed by the due dates. The student who presents the instructor with an adequate and documented reason for late work will be given an opportunity to

make it up. Adequate reasons involve circumstances beyond the student's control. It is the responsibility of the student to make the necessary arrangements to make up missed assignments, including exams. If an adequate reason is not given and/or arrangements are not made, the grade for the assignment/exam may be reduced.

- C. Beacon University Plagiarism Policy:** According to the American Heritage Dictionary, 2nd College Edition, plagiarism is defined as taking and using "as one's own the writings or ideas of another." Plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from another source. Plagiarism shall also include paraphrasing a specific passage from a source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a student's written assignment. Students found guilty of academic dishonesty will be subject to a range of penalties up to, and including, dismissal from the University. All incidents of academic dishonesty are to be reported by the faculty member to the Academic Vice President.

X. COURSE PROFESSOR:

Dr. Ronald E. Cottle
Degrees: B.A., M.Div., M.S.Ed., Ed.D., Ph.D.
Faculty Rank: Professor

Name: Larry Asplund

Degrees:

B.A., Philosophy and Biblical Studies
M.A., Biblical Literature
D.Min., Leadership and Spiritual Formation

Faculty Rank: Assistant Professor

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XII. COURSE BIBLIOGRAPHY:

Berkley, James D., Ed. *Preaching to Convince*. Leadership Library Volume B. Dallas: Word, 1986.

Birch, Bruce C. "Biblical Preaching as Moral Reflection" in *Journal for Preachers*, 15.03 (1992), 13-17.

Black, James. *The Mystery of Preaching*. Grand Rapids: Zondervan, 1977.

Broadus, John A. *Lectures on the History of Preaching*. New York: Sheldon, 1886.

- _____. *On the Preparation and Delivery of Sermons*. Revised by Jesse B. Heatherspoon. New York: Harper & Row, 1944.
- Buttrick, David. *Homiletic Moves and Structures*. Philadelphia: Fortress Press, 1987.
- Chapell, Bryan. *Christ-Centered Preaching*. Grand Rapids: Baker, 1994.
- Coggan, Donald. *Preaching: The Sacrament of the Word*. New York: Crossword Publishing, 1987.
- Cox, James W., Ed. "Preaching into the 21st Century" in *Review and Expositor*, 90 (Summer 1993), 341-421.
- Craddock, Fred. B. *As One without Authority*. Nashville: Abingdon, 1979.
- _____. *Preaching*. Nashville: Abingdon, 1985.
- Duduit, Michael., Ed. *Handbook of Contemporary Preaching*. Nashville: Broadman & Holman, 1993.
- Fasol, Al. *A Guide to Self-Improvement in Sermon Delivery*. Grand Rapids: Baker, 1983.
- _____. *Essentials of Biblical Preaching*. Grand Rapids: Baker, 1989.
- Forsyth, P. T. *Positive Preaching and the Modern Mind*. London: Independent, 1907.
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- Grant, Reg and John Reed. *The Power Sermon*. Grand Rapids: Baker, 1993.
- Greidanus, Sidney. *The Modern Preacher and the Ancient Text*. Grand Rapids: Eerdmans, 1988.
- Hahner, Jeffery C., et al. *Speaking Clearly: Improving Voice and Diction*. New York: Random House, 1984.
- Haselden, Kyle. *The Urgency of Preaching*. New York: Harper & Row, 1963.
- Halvorson, Arnt. *Authentic Preaching*. Minneapolis: Augsburg, 1982.
- Larson, David L. *The Anatomy of Preaching*. Grand Rapids: Baker, 1989.
- Lewis, Ralph. *Persuasive Preaching Today*. Second Revised Edition. Ann Arbor: Lithocrafters, 1979.
- _____ and Gregg Lewis. *Inductive Preaching*. Westchester: Crossway, 1983.
- Lloyd-Jones, Martyn D. *Preaching and Preachers*. Grand Rapids: Zondervan, 1972.

- Long, Thomas, G. *The Witness of Preaching*. Louisville: Westminster/John Knox, 1989.
- Loscalzo, Craig A. *Preaching that Connects*. Downers Grove: InterVarsity, 1992.
- MacArthur, John, Jr., et al. *Rediscovering Expository Preaching*. Dallas: Word, 1992.
- Markquart, Edward. *The Quest for Better Preaching*. Minneapolis: Augsburg, 1988.
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- Miller, Calvin. *Spirit, Word, and Story*. Dallas: Word, 1989.
- _____. *The Empowered Communicator*. Nashville: Broadman & Holman, 1994.
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- Montgomery, R. A. *Expository Preaching*. New York: Revell, 1939.
- Olford, Stephen. *Anointed Expository Preaching*. Nashville: Broadman & Holman, 1998.
- Perry, Lloyd. *Manual for Biblical Preaching*. Grand Rapids: Baker, 1965.
- Robinson, Haddon W. *Making a Difference in Preaching*. Ed. Scott M. Gibson. Grand Rapids: Baker, 1999.
- _____. *Biblical Preaching: The Development and Delivery of Expository Messages*. Second Edition. Grand Rapids: Baker, 1980, 2001.
- Sangster, William E. *The Craft of Sermon Illustration*. Grand Rapids: Baker, 1973.
- Spurgeon, Charles H. *Lectures to My Students, Complete and Unabridged*. Grand Rapids: Zondervan, 1980.
- _____. *Spurgeon's Sermon Notes*. Peabody: Hendrickson, 1997.
- Stevenson, Dwight. *In the Biblical Preacher's Workshop*. Nashville: Abingdon, 1967.
- Stott, John R. W. *Between Two Worlds: The Art of Preaching in the Twentieth Century*. Grand Rapids: Eerdmans, 1982.
- Strong, W. F. *Persuasion: Strategies for Speakers*. Dubuque: Kendall/Hunt, 1990.
- Vohs, John L. and G. P. Mohrman. *Audiences, Messages, Speakers*. New York: Harcourt Brace and Jovanovich, 1975.

Watchman Nee. *The Ministry of God's Word*. Anaheim: Living Stream Ministry, 2000.

Whillhite, Keith and Scott M. Gibson. Eds. *The Big Idea of Biblical Preaching: Connecting the Bible to People*. Grand Rapids: Baker, 1998.

Willimon, William H. "Preaching the Gospel in an Awkward Age: More Biblical, Less Experiential Preaching" in *Journal for Preachers*, 15.03 (1992), 2-7.

Student Development Centre

The University of Western Ontario

Handouts from the University of Western Ontario's Effective Writing Program

These handouts were created as short, introductory teaching modules for Writing Centre tutors within the Effective Writing Program. They provide quick answers to our students' most commonly asked questions about academic writing: what's the difference between a book report and a book review?; how do I use the comma in an academic paper? The topics covered are determined by our needs, and all handouts are introductory rather than comprehensive.

Book Reports and Book Reviews

A book report is different from a book review in that it concentrates on a summary of what the author has to say, and only marginally comments on the reader's opinion of what the author says and how he/she says it. It is a factual account of the book's subject matter, meant to be descriptive rather than analytic or persuasive. A good book report is well organized, gives a sense of the book as a whole, and includes publication details.

STRUCTURE OF A BOOK REPORT:

1. **Introduction:**
 - Give the name of the book you have read, the author, and the publishing details.
 - Tell the reader how the book is organized.
 - Tell the reader the main thesis or argument of the book.
2. **Summary of Content:**
 - Take each section of the book and summarize the important points in that section, and how it relates to the overall structure and content.
 - Give each section proportional weight in your summary. For example, if the book is divided into four sections of approximately equal length, you should devote the same amount of space in your summary for each section. If, however, section one is twice as long as the other three sections, you should devote more space to a discussion of this section than the other three.
3. **The Conclusion:**
 - Tell the reader why you liked/ didn't like the book, referring to elements discussed in your introduction and summary sections.

QUESTIONS TO ASK YOURSELF:

- Have I included all the important publication details of the book in my report?
- Have I organized my summary in a way that is easy to follow and reflects the organization of the book?
- Have I used headings to indicate major divisions within the book/ and within my summary?
- Have I accurately represented the point of view of the author of the book?
- Have I accurately represented the structure of the argument presented in the book?

- Have I avoided inserting my opinion of the subject matter dealt with in the book?
- Have I indicated at the end of the report whether or not I liked the book and why?

THE BOOK REVIEW:

Although a book review, like a book report, spends some time discussing the content of the book, its main purpose is not informational, but analytic and persuasive. The writer, in analyzing the content, format, argument and context within which the book was written, argues that the book is worth reading or not.

PREPARING TO WRITE THE BOOK REVIEW:

Before you write the book review, but after you have read the book, you should make notes on the following areas:

1. **The Author:**
 - Background & Qualifications
 - Writing Style
 - Use of sources (See Bibliography & Table of Charts & Figures)
 - His/her purpose in writing the book
2. **The Book Format:**
 - Table of Contents
 - Section & Chapter Titles
 - Index
 - Introduction (often tells the format, purpose & intended audience)
3. **The Content:**
 - Introduction/ Conclusion
 - Preface
 - Chapter summaries
 - Tables, Graphs, Figures etc.

STRUCTURE OF THE BOOK REVIEW:

1. **Introduction:**
 - A general description of the book: title, author, subject and format. Here you can include details about who the author is and where he/she stands in this field of inquiry. You can also link the title to the subject to show how the title explains the subject matter.
 - A brief summary of the purpose of the book and its general argument or theme. Include a statement about whom the book is intended for.
 - Your thesis about the book: is it a suitable/ appropriate piece of writing about the problem for the audience it has identified?
2. **Summary of Content:**
 - This can be done in the same way that it is done for the simple book report.(Do not spend too much time or paper on this section, as the analysis of content is more important than a simple summary.)
3. **Analysis of Text:**

- What is the writer's style: simple/ technical; persuasive/ logical?
- How well does the organizational method (comparison/contrast; cause/effect; analogy; persuasion through example) develop the argument or theme of the book? (Give examples to support your analysis.)
- What evidence does the book present to support the argument? (Give examples: maps, charts, essays by experts, quotes, newspaper clippings.)
- How convincing is this evidence? (Select pieces of evidence that are weak, or strong, and explain why they are such.)
- How complete is the argument?
- Are there facts & evidence that the author has neglected to consider? (Here you may use a comparable book on the same topic to illustrate what has been omitted.)

4. Evaluation of the Text:

- Give a brief summary of all the weakness and strengths you have found in the book. Does it do what it set out to do?
- Evaluate the book's overall usefulness to the audience it is intended for. (Is it suitable for other audiences as well?)
- Note why you liked/ disliked the book.

QUESTIONS TO ASK YOURSELF:

- Does my introduction clearly set out who the author is, what the book is about and what I think about the value of the book?
- Have I clearly presented all the facts about the book: title, author, publication details, and content summary?
- Is my review well organized with an easily identifiable structure?
- Have I represented the book's organizational structure and argument fairly and accurately?
- Have I presented evidence from the book to back up statements I have made about the author, his/her purpose and about the structure, research and argument of the book?
- Have I presented a balanced argument about the value of the book for its audience. (Harsh judgements are difficult to prove and show academic intolerance.)

SOURCES FOR THESE NOTES:

1. Buckley, Joanne. "Keeping Your Head: Kinds of Essay Writing" *Fit to Print*. Toronto: Harcourt Brace. 1995: 93-96.
2. Northey, Margaret. *Making Sense*. 3rd ed. Toronto: Oxford. 1993: 33-36.
3. Read, Jennifer. *Critical Book Reviews: Workshop Notes*. Jan. 1997.
4. Thomson, Ashley. *How to Review a Book*. Laurentian University Library. 1975.

FOR FURTHER STUDY:

Check reviews in the journals for your field. You may also find reviews in :

1. *Book Review Digest.*
2. *Book Review Index.*
3. *Canadian Periodical Index.*

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