§ PR 412—Sermon Delivery §
Course Syllabus
Developed Fall 2013
Revised November 2015

Student Access to Instructor:

- Primary contact with your instructor is via Moodle message. **Here’s how:** Click the participants section of the course; choose the instructor’s name; scroll to the end of the biographical information; choose the tab of messages; type your message; click send message. **The instructor will respond to your messages via Moodle. Please do not block these messages** by clicking the block icon.

- Secondary contact with the instructor is through email: charley.holmes@bmats.edu. Each student has BMATS email to use for this course: (firstname.lastname@bmats.edu).

- If you need emergency contact with the instructor, he may be reached at his office at the seminary during business hours (Central Time) at 903/586-2501 (800/259-5673).

**Americans With Disabilities Act (ADA):** Baptist Missionary Association Theological Seminary supports the Americans with Disabilities Act (ADA). Students with physical or learning disabilities desiring additional assistance must consult with the Dean’s office prior to enrollment or as early as possible after the disability is diagnosed. Procedures for assisting students will require a physician’s written verification of the disability and probable benefit(s) of specific assistance for student learning, a student’s specific written request(s) for assistance from the seminary, and the informing of the seminary faculty. Reasonable accommodations will be given in accordance with the federal and state laws through the Dean’s Office.

Contact the Dean’s Office in the main administration building in person or by mail, Post Office Box 670 (1530 East Pine Street) Jacksonville, TX 75766-5407, by phone: 800/259-5673, or by email at bmats@bmats.edu. Baptist Missionary Association Theological Seminary is dedicated to helping all students we serve to achieve her or his Christian, educational, and life goals.

**Course Description:**
The course offers advanced study of oral communication theory and the implementation of skills required for an effective pulpit ministry. Attention is given to preparation of individual sermons, sermon series, special occasions, and year-long preaching calendars. Students also study the preparation processes and sermon delivery styles of notable preachers, past and present

**Objectives:** (1-4)
1. Students will learn new concepts in proper pulpit presentation
2. Students will refine their philosophy of preparation for preaching expository sermons
3. Students will gain a higher degree of confidence in pulpit ministry
4. Students will learn new techniques for maximizing personal vocal capacity.

**Learning Outcomes:** (1-4)
1. Students will be able to demonstrate an ability to analyze a biblical text.
2. Students will be able to demonstrate skill in converting textual analysis into expository sermons.
3. Students will be able to demonstrate an ability to create biblical sermons and to preach them effectively.
4. Students will be able to demonstrate the ability to perform basic vocal training exercises.

**Required Textbooks: (1-5)**
1. *Christ-Centered Preaching*—Bryan Chapell—0801025869
2. *12 Essential skills for Great Preaching* (2nd Edition)—Wayne McDill—0805432973
3. *Look after your voice*—Mike Mellor—9781846251252 (*Available from BMATS Business Office*)
4. *Expositional Preaching*—David Helm (*Available from BMATS Business Office*)
5. *Devote Yourself to the Public Reading of Scripture*—Jeffrey D. Arthurs—9780825442193

**Other Required Textbooks on Reserve in Kellar Library:** (1-5)
2. *Chapter 5—Worship Reformed According to the Scripture*—Hughes Oliphant Old—0664225799
3. *Between Two Worlds*—John Stott—9780802806277
5. Chapter 3 and Chapter 4—*Preaching Christ from the Old Testament*—Sidney Greidanus
   ISBN # 9780802844491

**Pre-Class Assignments: (1-6) Due by Thursday, January 7, 2016 midnight, submit via Moodle**
1. Read chapters 1, 2, & 3 of Chapell, 2nd edition and submit answers for review questions at the end of each chapter.
2. Read appendix 1 of Chapell, 2nd edition “A Philosophy of Delivery and Dress” and write a **one-page, single-spaced condensation.**
3. Read appendix 2 of Chapell, 2nd edition “A Philosophy of Style” and write a **one-page, single-spaced condensation.**
4. Read Chapter 10 of Robinson “How to preach so people will Listen” and write a **two-page, single-spaced condensation.**
5. Read Mellor’s book and record the **single most important statement** in each chapter and appendix.
   Write **one paragraph** (3 to 5 sentences) explaining why each statement was important.
6. Submit sermon briefs of **three** sermons you will be preaching to the class.
   - Manuscript the introduction
   - Supply a detailed outline of the body of the sermon
   - Manuscript the sermon conclusion

All three sermons must be **expository** in nature. Students must develop the sermons in **sequential order through a biblical chapter or small book, etc.** to build confidence in developing a sermon series. Topical or textual sermons are not acceptable.

**Major Pre-Quiz on Moodle: Friday, January 8, 2016**

**In-Class Preaching:**

Students will preach at least **three** (3) times in a chapel setting for review by the professor, faculty members, other listeners, as well as fellow students.

**Post-Class Assignments: (1-3)**
1. **Final Exam on Moodle,** Friday, January 22, 2016
2. **Make a visual recording of one of your own sermons delivered after January 22, 2016** and forward to professor’s office by **February 5, 2016.** (100 points) (**Specific instructions for submitting the video:** If student utilizes YouTube, make the video a private video then submit the URL to the professor via email for his review. If student utilizes other systems, methods, or techniques of filming, send the link to the professor via Moodle message for his viewing.)
3. View the recording with a fellow experienced pastor and each write a one-page, single-spaced evaluation of the sermon. The evaluation should include the fellow pastor’s observations regarding the sermon (100 points) and the student’s personal observation of changes that should be made as a result of the class experience. (100 points) Submit both evaluations on Moodle by February 5, 2016.

Plagiarism—Student Handbook, 2015-16, pp. 8-9:

Although any writing assignment calls for the student’s own thinking on a particular subject, a research paper, by definition, must also be related to the work of individuals other than the writer of the paper. Inherent is such a requirement is the risk of committing a serious error in writing known generally as plagiarism—an error so serious as to constitute “outright fraud” in many cases (Allan A. Metcalf, Research to the Point, San Diego: Harcourt Brace Jovanovich, Publishers, 1991).

To say that plagiarism is failure to give credit where credit is due is to oversimplify the issue. Not only must the writer cite the source of any quoted or paraphrased material, he or she must also give credit (at the very least, in the bibliography of the paper) to any source that influenced the writer’s thinking on and approach to the topic. Failure to do so constitutes plagiarism. Furthermore, proper form is essential for adequate documentation of sources consulted or utilized. For example, the student must designate exact quotations by quotation marks (or, for longer quotes, indented single-spaced lines). Normally, exact page numbers for sources quoted should be placed in footnotes according to Turabian style—not with parentheses (the superscript number in the body should be placed at the end of each citation).

The writer should avoid excessive use of quotations. Borrowing the exact wording of another writer should be saved for the particularly eloquent expressions or for technical explanations or tedious explanations difficult for the student to summarize. Usually the student should summarize in his or her own words the content of sources consulted on a particular topic. This demonstrates that the student understands and has begun to assimilate the material utilized. However, unless this usage of sources is documented by footnotes or other means (providing the specific page numbers), the result is plagiarism. The use of writings from the Internet, when falsely presented as a student’s own work, is considered grounds for suspension from the seminary.

Paraphrasing and summarizing another writer may become plagiarism if the sentence structure or phrases of the original are used. Changing a few words with synonyms or reversing the order of words or clauses in a sentence without giving credit is plagiarism. “When you paraphrase, you must state in your own words what another writer believes or argues” (Lyn Paulos & Rosemaria Menager-Beleley, Understanding Plagiarism: A Student Guide to Writing Your Own Work, Boston: Houghton Mifflin, 2006). Summarizing involves more than omitting some sentences, words, or clauses from the original writer. Any work you submit with your name on it is assumed to be original writing, unless you indicate you are using another’s work. The rule of thumb is: “When in doubt, cite!”

A Manual for Writers of Term Papers, Theses, and Dissertations (latest edition) by Kate L. Turabian is the official style manual of the BMA Seminary.

Class Attire:

After the first day all students are subject to impromptu speaking in front of the class; therefore, minimal acceptable dress for men is a dress shirt with tie. Denim clothing and open shoes are discouraged.

Food is not allowed in the classroom—Electronic devices of any kind are not allowed

The content of this syllabus is subject to revision as announced in a regular class session. Any changes will be e-mailed to class members. Class members are responsible to provide a correct email address to the Seminary.
Grading:

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<td></td>
<td>Chapell chapters 1, 2, and 3 review questions</td>
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<td>Chapell appendix 1 condensation</td>
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<td>Chapell appendix 2 condensation</td>
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<td>Robinson chapter 10 condensation</td>
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<td>Mellor entire book important statements</td>
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<td>Sermon briefs (3)</td>
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