

Saint Louis Christian College
PED322 EXPOSITORY TEACHING & SPEAKING
Professor Stacy Garner
3 Credit Hours

Spring, 2012

Course Prerequisite: BBI211

Wednesdays/Fridays

12:00–1:15p

MISSION STATEMENT

Saint Louis Christian College pursues excellence in the Word and develops servant leaders for urban, suburban, rural, and global ministry.

COURSE DESCRIPTION

This course investigates the philosophical and psychological aspects of adult education. Particular attention is placed on the uniqueness of education of young, middle and senior adults, both married and single, within a local church. The course provides instruction and practice in preparing and teaching expository lessons and public orations from Scriptures for adults. Students develop lessons with application and life responses applicable to the needs of adult learners.

COURSE RATIONALE

This skill-building course is designed to help students develop and deliver effective expository speeches. Students will explore areas such as research, organization of information, and logical thinking. They will also develop their skills in public speaking, biblical exegesis, and presentation of logical biblical thought.

COURSE OBJECTIVES

This course will help you to satisfy the educational outcome to be capable and reliable communicators of the Bible. Therefore, the academic program at SLCC focuses on developing students' communication and vocational skills.

This course will help you to accomplish the general educational division objective of given instruction in the communication skills. Therefore, the student will demonstrate the ability to communicate effectively and will be able to use a variety of research and documentation techniques.

Upon completion of this course, the learner should be able to:

1. Construct expository biblical lessons from a variety of genres.
2. Develop and improve teaching skills related to a small group setting.
3. Collect and analyze examples of expository biblical lessons.
4. Evaluate—yourself and your peers—teaching presentations of expository biblical lessons.
5. Develop a series of expository biblical lessons for a church setting.
6. Prepare and give an expository devotional.

COURSE REQUIREMENTS

1. **Attendance.** Each student is expected to attend all scheduled classes. Realizing that sickness or emergency may occur, each student is afforded two absences without penalty; however, the student is still responsible for any work that is missed and/or due on the day(s) the student was absent for any reason. Students should use these two absences wisely. Personal emergencies that require the student to miss more than two class sessions will be handled on an individual basis through consultation between the student and Professor Garner. The reason for the absence(s) will determine the nature and number of additional assignments that will be required. Should a student be absent for seven class sessions (including institutional walks), Professor Garner will submit that student's name to the Academic Dean, and he/she will be automatically withdrawn from the course, having earned a final grade of F. **Please note** that three tardies equal one absence. (The student will be considered tardy when he/she arrives after class has begun or leaves before class has ended. It is possible to receive two tardies for one class session.)

Class sessions will consist of a combination of lecture, group discussion, class activities and evaluation during the speaking process to assess your skill development and provide helpful feedback. Your attendance and participation are critical to the success of the class.

2. **Textbooks.** There are three textbooks for this course:

ESV Student Study Bible: English Standard Version. Wheaton: Crossway, 2011. Print.

Kaiser, Jr., Walter C. *Preaching & Teaching from the Old Testament: A Guide for the Church.* Grand Rapids: Baker Books, 2003. Print.

Wilhoit, Jim and Leland Ryken. *Effective Bible Teaching.* Grand Rapids: Baker Academic, 1988. Print.

3. **Reading.** You are expected to come prepared for class, having read each assignment according to its due date. Please consult the course schedule for reading assignments.
4. **Online Sermons.** You are to listen to 5 specific sermons (You'll find the specified sermons listed in the Course Schedule.), responding to the reflection questions (below). Here are the instructions for locating the sermons. 1. You will need access to the internet. (Should you use the library, you'll also need your own ear buds.) 2. Go to www.ccvsocial.com (Christ's Church of the Valley). 3. Navigate to the lower right corner of the page and click "Sermons Live and On Demand". 4. Locate the tab which allows you to select a series and choose the series indicated for the assigned sermon. 5. Scroll down and choose the assigned sermon. 6. Listen, take notes and prepare to discuss the follow reflection questions.

- What element(s) made the introduction effective?
- What is the propositional sentence?
- What is the key word?
- What are the main points?
- What made the illustrations effective?
- How did the conclusion challenge you?
- Was this sermon true to the text? Why or why not?

5. **Personal Testimony.** Your first speech will be a 3-4 minute delivery, through which you will share your personal testimony concerning God's work in your life. The purpose of this speech is to help you to become more comfortable speaking in front of the class. While the speech is to be of a more casual nature, you are expected to put some thought into what you will say and to practice your speech prior to presentation. While you will deliver your testimony from memory, the full manuscript of your personal testimony is to be submitted to the professor at the time of your presentation.
6. **Devotion.** You are to prepare and deliver a 10-12 minute expository devotion. The topic of your devotion will be assigned in class. While you will only use an outline for delivering your devotion, the full manuscript of your devotion must be submitted to the professor at the beginning of class on the assigned due date.
7. **Expository Sermon/Lesson Series.** You are to write a series of 4 expository sermon or lesson outlines. While the scope of your series outlines will be discussed in class, the following elements must be included in a highly organized, bulleted outline: introductory statements, including a hook (story or illustration), propositional sentence, and transitional sentence with key word; main points, including sub points, illustrations, applications, and transitions; and concluding statements, including a brief review, thought provoking story/illustration and challenge/call for response. Your completed outlines (5-6 pages each) must be submitted to the professor at the beginning of class on the assigned due date.
8. **Expository Sermon/Lesson Writing and Delivery.** You are to write and deliver a 30-32 minute expository sermon/lesson. Your professor will assign one of your 4 sermon/lesson outlines that you will use to complete this assignment. While you will only use an outline for delivering your sermon/lesson, the full manuscript (15-16 pages) of the sermon/lesson must be submitted to the professor at the beginning of class on the assigned due date.

COURSE ASSESSMENT (EVALUATION)

1. **Grading.** The final grade will be determined as follows:

Reading	20%
Online Sermons	10%
Personal Testimony	5%
Expository Devotion	10%
Expository Sermon/Lesson Series Outlines	25%
<u>Expository Sermon/Lesson Writing & Delivery</u>	<u>30%</u>
TOTAL	100%

2. **Grading Scale.** The official St. Louis Christian College grading policy will be used as stated in the catalog.
3. **Attendance.** (Please refer to the course requirements section above.)
4. **Reading.** This portion of the student's grade is based upon the honor system. At the beginning of each class period each student will be asked to indicate the percentage of reading that has been completed. These cumulative percentages will be used to determine the student's grade for reading.

5. **Online Sermons.** In addition to critically listening to each sermon in its entirety, the quality of your interaction/comments (written and verbal) concerning each sermon and corresponding reflective questions will determine your grade for this assignment.

6. **Personal Testimony.** Your peers will evaluate your speech on clarity, thought-flow, presentation style, eye contact, voice quality, etc. These peer evaluations will be considered by the professor in calculating the final grade for the assignment. Below is a listing of the criteria by which your professor will determine your grade.

- Identification of Key Idea
- Clarity of Presentation
- Organization of Material
- Logical Flow of Thought
- Use of Body Language
- Poise and Connection with Audience
- Evidence of Adequate Preparation
- Creativity
- Time
- Typed Manuscript

7. **Devotion.** Your peers will evaluate your delivery on clarity, thought-flow, presentation style, eye contact, voice quality, etc. Their evaluations will be considered by the professor in calculating the final grade for the assignment. Below is a listing of the criteria by which your professor will determine your grade.

- Identification of Key Idea
- Clarity of Presentation
- Organization of Material
- Logical Flow of Thought
- Use of Body Language
- Poise and Connection with Audience
- Evidence of Adequate Preparation
- Creativity
- Time
- Typed Manuscript

8. **Expository Sermon/Lesson Series Outlines.**

	F (60%)	D (74%)	C (82%)	B (90%)	A (100%)
Content 50%	The series provides a reflection on the chosen Biblical texts which contain significant errors.	The series provides a superficial or somewhat erroneous reflection on the chosen biblical texts.	The series provides an accurate but somewhat superficial reflection on the chosen biblical texts.	The series provides an accurate reflection on the chosen biblical texts.	The series provides an insightful and profound reflection on the chosen biblical texts.
Depth of Research 20%	The series makes use of no additional scripture or other resource.	The series makes superficial use of additional scripture and one other resource.	The series makes adequate use of additional scripture and two other resources.	The series makes accurate use of additional scripture and three other resources.	The series makes critical use of additional scripture and four or more other resources.
Grammar and Spelling 20%	The series contains seven or more errors.	The series contains five or six errors.	The series contains three or four errors.	The series contains one or two errors.	The series contains no errors.
Format 10%	The series does not demonstrate the proper usage of MLA style.	The series barely demonstrates proper usage of MLA style.	The series partly demonstrates proper usage of MLA style.	The series mostly demonstrates the proper usage of MLA style.	The series consistently demonstrates the proper usage of MLA style.

9. **Expository Sermon/Lesson Writing and Delivery.** Your peers will evaluate your sermon/lesson presentation and their evaluations will be considered by the professor in calculating the final grade for the sermon/lesson. Below is a listing of the criteria by which your professor will determine your grade.

	F (60%)	D (74%)	C (82%)	B (90%)	A (100%)
Content 45%	The sermon/lesson provides a reflection on the Biblical text which contain significant errors.	The sermon/lesson provides a superficial or somewhat erroneous reflection on the biblical text.	The sermon/lesson provides an accurate but somewhat superficial reflection on the biblical text.	The sermon/lesson provides an accurate reflection on the biblical text.	The sermon/lesson provides an insightful and profound reflection on the biblical text.
Depth of Research 15%	The sermon/lesson makes use of no additional scripture or other resource.	The sermon/lesson makes superficial use of additional scripture and one other resource.	The sermon/lesson makes adequate use of additional scripture and two other resources.	The sermon/lesson makes accurate use of additional scripture and three other resources.	The sermon/lesson makes critical use of additional scripture and four or more other resources.
Grammar and Spelling 10%	The sermon/lesson contains seven or more errors.	The sermon/lesson contains five or six errors.	The sermon/lesson contains three or four errors.	The sermon/lesson contains one or two errors.	The sermon/lesson contains no errors.
Format 10%	The sermon/lesson does not demonstrate the proper usage of MLA style.	The sermon/lesson barely demonstrates proper usage of MLA style.	The sermon/lesson partly demonstrates proper usage of MLA style.	The sermon/lesson mostly demonstrates the proper usage of MLA style.	The sermon/lesson consistently demonstrates the proper usage of MLA style.
Presentation 20%	The delivery was unacceptable.	The delivery was subpar. The student put forth minimal effort.	The delivery was average. The student fulfilled the basic requirements.	The delivery was above average. The student did a good job presenting the Word.	The delivery was excellent. The student was passionate, compelling and convicting.

COURSE SCHEDULE

- January**
- 11 Read: Wilhoit, pp. 11-39; Complete and bring the printed results: Spiritual Gifts Inventory: <http://www.churchgrowth.org/cgi-cg/gifts.cgi?intro=1> ; Course Introduction
 - 13 Read: Wilhoit, pp. 41-77; The Teacher
 - 18 Read: Wilhoit, pp. 81-138; The Methods
 - 20 ONLINE SERMON #1: Series (The Prayer Challenge), Sermon (“My House Shall Be a House of Prayer”) by Jeff Vines; Designing and Delivering Your Personal Testimony
 - 25 DUE: Personal Testimony: Deliveries
 - 27 ONLINE SERMON #2: Series (Fall 2011), Sermon (“Ruth—Successfully Flying Solo”) by Gene Appel; Preparing and Delivering Devotions
- February**
- 1 No Class—Boatman Leadership Intensive.
 - 3 BEGIN: Devotions; Read: Wilhoit, pp. 139-177; The Methods (continued)

	8	Devotion; Read: Wilhoit, pp. 181-250; The Bible
	10	Devotion; Read: Kaiser, pp. 9-47; The Need to Preach and Teach from the OT.
	15	ONLINE SERMON #3: Series (Christian Atheism), Sermon (“Freedom in Christ”) by Dane Johnson; Devotion; Read: Kaiser, pp. 49-59; The Art and Science of Expository Preaching & Teaching
	17	Devotion; Read: Kaiser, pp. 63-82; Preaching and Teaching the OT Narratives
	22	Devotion; Read: Kaiser, pp. 83-99; Preaching and Teaching the OT Wisdom Books
	24	Devotion; Read: Kaiser, pp. 101-119; Preaching and Teaching the OT Prophets
March	29	Devotion; Read: Kaiser, pp. 121-138; Preaching and Teaching the OT Laments
	2	Devotion; Read: Kaiser, pp. 139-152; Preaching and Teaching the OT Torah
	7	ONLINE SERMON #4: Series (Guest Speaker Ajai Lall), Sermon (“Extreme Christianity”) by Ajai Lall; Devotion; Read: Kaiser, pp. 153-160; Preaching and Teaching OT Praise
	9	Devotion; Read: Kaiser, pp. 161-172; Preaching and Teaching OT Apocalyptic
	14	ONLINE SERMON #5: Series (Doubt), Sermon (“Dinner with Skeptics”) by Jeff Vines; Devotion; Read: Kaiser, pp. 173-178; Changing the World with the Word of God
	16	Devotion; Read: Kaiser, pp. 179-189; The Exegetical Process
	21	No Class—Lab Week
	23	No Class—Lab Week
	28	Devotion; Read: Kaiser, pp. 191-204; Upholding the Bible with Integrity
	30	DUE: Expository Sermon/Lesson Outlines
April	4	Discussion and Analysis of Sermon/Lesson Outlines
	6	No Class: (Good Friday)
	11	DUE: Expository Sermon/Lesson; Expository Sermon/Lesson Deliveries
	13	Final Expository Sermon/Lesson Deliveries
	18	Final Expository Sermon/Lesson Deliveries
	20	Final Expository Sermon/Lesson Deliveries
	25	Final Expository Sermon/Lesson Deliveries
	27	Final Expository Sermon/Lesson Deliveries
May	2	Final Expository Sermon/Lesson Deliveries

COURSE STUDENT LEARNING RESOURCES (BIBLIOGRAPHY)

Abendroth, Mike. *Jesus Christ: The Prince of Preachers—Learning from the teaching ministry of Jesus*. Greenville, SC: Day One Publications, 2008. Print.

Davis, Ken. *Dynamic Communicator’s Workshop Participant’s Workbook*. Grand Rapids:

Zondervan, 2001. Print.

Fee, Gordon D. & Stuart, Douglas. *How to Read the Bible For All Its Worth*. Grand Rapids: Zondervan, 1993. Print.

Hybels, Bill; Briscoe, Stuart, Robinson Haddon. *Mastering Contemporary Preaching*. Portland: Multnomah Press, 1989. Print.

Kaiser, Jr., Walter C. *Preaching and Teaching from the Old Testament: A Guide for the Church*. Grand Rapids: Baker Academic, 2003. Print.

Miller, Calvin. *The Empowered Communicator: 7 Keys to Unlocking an Audience*. Nashville: Broadman & Holman, 1994. Print.

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. 2nd ed. Grand Rapids: Baker, 2001. Print.

Ryken, Leland. *How to Read the Bible as Literature*. Grand Rapids: Academie Books, 1984. Print.

Stanley, Andy. *Communication for a Change: Seven Keys to Irresistible Communication*. Sisters, OR: Multnomah, 2006. Print.

Stevenson, Dwight E. *Preaching on the Books of the New Testament*. New York: Harper & Row Publishers, 1956. Print.

Stone, Dave. *Refining Your Style: Learning from Respected Communicators*. Loveland, CO: Group, 2002. Print.

Wiersbe, Warren W. *Preaching & Teaching with Imagination: The Quest for Biblical Ministry*. Grand Rapids: Baker, 1994. Print.

Wilhoit, Jim and Leland Ryken. *Effective Bible Teaching*. Grand Rapids: Baker Academic, 1988. Print.

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

COURSE POLICIES

1. **Rescheduling.** If a student misses the allotted time for his/her speech because of sickness or some other legitimate reason, he/she will be allowed to make it up at a later time **if** scheduling permits.
2. **Late Policy.** Should a student miss a class period for any reason, the assignment(s) due on the date missed must be submitted on or before its due date. No unexcused late work will be accepted. If, however, you have experienced a personal emergency, please speak with Professor Garner as soon as possible in order to determine whether special leniency may be in order.

3. **Quality of Work.** All written assignments are to be typed in 12-point font and follow MLA form. Grammar, spelling and punctuation will impact the student's grade for each assignment. Handwritten work will not be accepted. High standards of excellence and quality will be key factors in Professor Garner's grading policy.
4. **Extra Credit.** Professor Garner does not offer extra credit work.
5. **Plagiarism.** Plagiarism is unacceptable and unethical. If plagiarism is found in an assignment, the student will receive no credit for that assignment.
6. **Learning Disability Statement.** If you have a diagnosed learning disability, please see the Director of The Hundred (Center for Student Success) to discuss strategies that would enhance your ability to learn. Professor Garner cannot implement any special accommodations without authorization from The Hundred.
7. **Disclaimer Statement.** Please understand that Professor Garner reserves the right to modify this course plan by changing due dates, assignments and lecture topics as long as it does not add to the students' total workload.

PROFESSOR CONTACT INFORMATION

1. Even though Professor Garner does not have an office on campus, students are encouraged to make an appointment to speak with him.
2. Phone: 314-540-4482 (c)
Email: sgarner@slcconline.edu