

COURSE SYLLABUS

ML506: Biblical Preaching: A Pastor's Look at Homiletics

Course Lecturer: John R.W. Stott, DD

Rector Emeritus of All Souls Church in London, England

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

Biblical preaching is a divinely ordained way of calling people to repentance and for edifying the people of God. It is communicating God's Word to His people—standing between the world of Scripture and the world of people and speaking the truth of God. Stott gives a clear presentation of the importance of the preaching ministry today, enabling pastors, teachers, and church leaders to understand the importance and power of preaching, to develop an awareness of true biblical preaching, and to receive practical guidance for preparing and delivering biblical messages.

Course Objectives

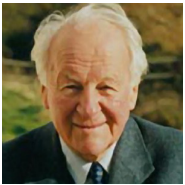
Upon completion of the course, the student should be able to do the following:

- Define the nature and purpose of biblical preaching and describe its key characteristics.
- Defend preaching as a permanently valid and vital means of communicating God's Word to humanity both for salvation and edification.
- Answer objections to the value of preaching in today's churches.
- View expository preaching as the preferred approach to communicating God's Word.
- Articulate a high view of the authority of Scripture and how that view should impact preaching.
- Apply key principles of biblical interpretation.
- Gain experienced insight on sermon preparation and delivery.
- Develop sermons from single verses, paragraphs, chapters, and whole books.
- Appreciate the great heritage of Christian preachers in the Church.
- Value the awesome privilege and responsibility of the call to preach the Gospel.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



John R.W. Stott, DD (1921-2011)

Education:

- Multiple honorary doctorates from British, Canadian, and American universities
- Lambeth, DD
- Ridley Hall Theological College at Cambridge, MA equivalent
- Rugby School and Trinity College Cambridge, double first (BA equivalent) in French and Theology

Career Highlights:

- Rector Emeritus of All Souls Church in London—served there for more than 60 years
- Chaplain to Queen Elizabeth II
- Knighted as a Commander of the Order of the British Empire
- President, Evangelical Fellowship in the Anglican Communion
- Chairman, English Evangelical Council
- President, British Scripture Union
- Founder, Langham Partnership International
- Chairman, International Council of World Evangelization where the famous Lausanne Covenant was penned and ratified
- Lecturer at various colleges and universities, including Trinity Evangelical Divinity school
- Led more than 50 university mission trips and trained thousands of leaders in Africa, Asia, and South America
- Billy Graham noted about Dr. Stott, “I can’t think of anyone who has been more effective in introducing so many people to a biblical worldview.”
- Named by *Time Magazine* in 2005 as one of the most influential people in the world

Publications:

- More than 40 books, including *The Cross of Christ*, *Between Two Worlds*, *The Contemporary Christian*, and his best-known work, *Basic Christianity*, which has been translated into more than 50 languages

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.

- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

Stott, John R. W. *Between Two Worlds*. Grand Rapids: Wm. B. Eerdmans Publishing Co., 1982, reprinted in 2000.

Recommended Texts:

At the beginning of this course, Dr. Stott asks his students to read three books during their work in the course. Students are encouraged to supplement the lectures with the following additional recommended texts:

1. Marshall McLuhan and the Cybernetic Revolution (select one)

McLuhan, Marshall. *The Gutenberg Galaxy: The Making of Typographic Man*. University of Toronto Press, 1962.

McLuhan, Marshall and Quentin Fiore. *The Medium is the Massage: An Inventory of Effects*. Bantam Books/Random House, 1967. Published by Gingko Press in 2000.

McLuhan, Marshall. *Understanding Media: The Extensions of Man*. McGraw-Hill, 1964. Critical edition published by Gingko Press in 2003.

2. Older Classics (select one)¹

Baxtor, Richard. *The Reformed Pastor*. London: The Religious Tract Society, 1862.

Brooks, Phillips. *Lectures on Preaching: Delivered Before the Divinity School of Yale College in January and February, 1877*. E. P. Dutton & Company, 1877.

Forsyth, P.T. *Positive Preaching and the Modern Mind*. The Lyman Beecher Lecture on Preaching, Yale University, 1907.

3. Modern Work

Lloyd-Jones, Martyn. *Preaching and Preachers*. Grand Rapids: Zondervan, 1972.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

¹ These classic works have been republished by multiple publishers and in some cases are available free online.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student’s growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** The student is required to listen carefully to the twenty lectures of recorded material by Dr. Stott. It is recommended that the student listen to the lectures at a desk or computer where he/she can look up important biblical passages, stop the lectures to reflect, and take time to answer the reflection questions found in the Study Guide.
3. **Reading:** The student is required to read the required course textbook as he/she listens to the lectures. There are eight chapters, which may be read at any time during the course.

NOTE: At the end of the course, the student will record what percentage of the required listening and reading he/she completed. This will be turned in to the student's online professor.

4. **Study Questions:** The questions that accompany each lecture in the Study Guide are vital to the learning process. *Do not skip over them.* They will guide you in interacting with the material and formulating the concepts in your mind in a way that you can communicate to others and more readily apply to your life. There are two types of questions:

a. **Preparation:** Before each lecture outline there are a few questions that are intended to prepare you to interact with the content of the lecture. They require you to begin thinking about the concepts of the lecture in order to identify your current views or practices. Having considered these ahead of time, you will be able to evaluate them in light of the lecture content.

b. **Reflection:** After each lecture outline there are a few more questions that are intended to ensure your understanding of the main concepts and guide you in applying them to your life.

With all of these questions, it is recommended that you take the time to compose your answers as best you can. The process of formulating answers (even incomplete ones) from original thought is vital for learning, and your answer will serve as a valuable journal or record of your development through the series.

5. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:
Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?
Step 2: What portion(s) of the course brought this theme/principle/concept to light?
Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?
Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?
- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 1. Someone with whom you have a reasonably close relationship.
 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 3. Someone who is not your grader or a family member.
 4. Someone who values the spiritual formation process.
 5. Someone who is familiar with and values the subject of the course.
 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?

- In light of the course content, are the conclusions you made appropriate? Why or why not?
- What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
- Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor's comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person's name, occupation, and the length of the interview.
- Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your "Personal Reflection and Evaluation", how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor's insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

- 6. Two Sermon Outlines:** Using Dr. Stott's approach and adapting it to your context, write two sermon outlines that you could actually use in a preaching ministry. The outlines should only include headings that show the flow of thought (not written manuscripts). Make sure to apply the principles of expository preaching, biblical interpretation, and sermon preparation discussed in the lectures. You can use the illustrations given in lectures 18-19 to guide your work.
- 7. One Sermon Manuscript:** Again, using Dr. Stott's approach and adapting it to your context, write one full sermon, as you would deliver it to your congregation. Make sure to apply the principles of expository preaching, biblical interpretation, and sermon preparation discussed in the lectures and to start with a full sermon outline (feel free to use one of the outlines from the above assignment). Pay special attention to your introduction, conclusion and transitions from point to point so that the flow of the sermon is easy to follow and engaging for listeners. Look for ways to enhance your sermon by appealing to other modes of learning (see lecture 2). If you are in a preaching role, preach the sermon as soon as possible and seek input from trusted friends.

Above all, perhaps the most important feature of this course is not part of the course at all—it is your *posture of prayer and meditation in openness to the Spirit of God as He speaks to you and moves you to respond to his leading*. It is recommended that before and after each lesson you spend time in prayer (either alone or with others), listening for the voice of God and aligning your heart with His purposes.

Course Grading

Your grade for the course will be determined as follows:

Listening and Reading	15% of Course Grade
Study Questions	30% of Course Grade
Spiritual Formation Project	15% of Course Grade
Sermon Outlines	20% of Course Grade (10% ea.)
Sermon Manuscript	20% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Optional Resource

If you suffer from public speaking or performance anxiety, CUGN recommends the following course from P3clubs.com: *Master Your Public Speaking Fear*, a highly interactive and engaging course designed specifically for anyone with public speaking or performance anxiety. The course is especially valuable for those wanting to enter ministry, but who have a fear of speaking in public or in groups. The course content is based on latest research in neuroscience and cognitive-behavioral psychology.

What You'll Learn:

- How to manage public speaking or performance anxiety
- The mechanics of fear and how to control your nervous system
- What causes your anxiety to escalate and how to control it

To purchase the course, visit the following link: <http://www.p3clubs.com/a/product/master-your-public-speaking-fear/>

Please note: *Master Your Public Speaking Fear* is an optional, supplemental course and is not free of charge.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.