



Bible Exposition: How to Study & Teach the Bible  
Fall 2019 | Tuesday | 7:00-8:45 AM

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### **Description**

A basic introduction to Bible exposition in a practicum setting with an emphasis on the teaching and preaching of Scripture based on the intended meaning of biblical texts. The course includes an introduction to hermeneutical principles necessary for arriving at the Holy Spirit's intended meaning of a given passage, and then developing that meaning into engaging sermons and Bible lessons. Men and women who are followers of Christ are invited to participate, Should the class fill up, preference is given first to students taking the class for seminary credit, followed by church members of Crosspoint Church.

### **Objectives**

By the end of the course, you should:

- Explain the role of the author, text, and reader in the interpretive process and defend the position of the author as the determiner of meaning.
- Distinguish different genres of biblical literature.
- Display competence in applying basic rules that govern the interpretation of these genres in determining the meaning of a text.
- Develop the main idea of a text and, based on the structure and meaning of the text, develop a sermon/teaching outline.
- Apply theological and philosophical convictions for biblical exposition.
- Apply principles for interpreting biblical passages for faithful exposition.
- Prepare effective messages/studies/sermons for the local church.
- Know some effective models of biblical exposition.
- Value the work of the Holy Spirit and the indispensability of prayer in preaching.
- Know some of the key historical developments in Bible exposition.

## Learning Outcomes

To equip students to serve the church and fulfill the Great Commission, the Southeastern Faculty build curricula and courses, drawing upon the great tradition of Christian orthodoxy and our Baptist heritage, to develop the following core competencies:

- *Spiritual Formation*: Demonstrate the knowledge and skills necessary to pursue an authentically Christian way of life, manifested by trust in God, obedience to Christ's commands, and love of God and neighbor.
- *Biblical Exposition*: Demonstrate the ability to properly and effectively interpret, apply, and communicate the Scriptures.
- *Theological Integration*: Demonstrate the ability to understand and apply the doctrines of Christianity to life and ministry.
- *Ministry Preparation*: Demonstrate the knowledge, skills, and Christian disposition necessary for ministry and leadership in the church and the world.
- *Critical Thinking and Communication*: Demonstrate the ability to think critically, argue persuasively, and communicate clearly. We strive to do all of this while cultivating in students a delight in God, His Word, and His Church.

## Textbooks

### Required

- *Living by the Book: The Art and Science of Reading the Bible* by Howard Hendricks and William Hendricks. Revised (Moody, 2007)
- *40 Questions About Interpreting the Bible* by Robert L. Plummer (Kregel, 2010)
- *Christ-Centered Preaching: Redeeming the Expository Sermon* by Bryan Chapell, Third ed. (Baker Academic, 2018)

### Recommended

- *\*Building a Theological Library* by Danny Akin (2013; digitally available free upon request)
- *\*The Supremacy of God in Preaching* by John Piper, Rev. ed. and expanded (Baker, 2015)
- *\*Preaching for God's Glory* by Alistair Begg (Crossway, 2011)
- *\*Power through Prayer* by E. M. Bounds (available free at [www.ccel.org/ccel/bounds/power.html](http://www.ccel.org/ccel/bounds/power.html))
- *Dictionary of Hermeneutics* by James D. Hernando (Gospel Pub. House, 2005)
- *One to One Bible Reading: A Simple Guide for Every Christian* by David Helm (Matthias Media, 2011)

\* Additional reading required for for-credit students.

## Requirements

Outside work includes reading and written assignments. Participants should be able to consistently apply 4-5 hours per week in addition to class meetings to complete reading and assignments. Due dates and times for all course assignments are indicated on the course schedule. Specific assignments include:

- **READING, REFLECTION & RESPONSE.** Read the course textbooks and reflect on your reading in the respective ways described below:
  - Read the following three textbooks and complete corresponding weekly assignments (quiz or other assignment) according to the course schedule as assigned each week:
    - *Living by the Book*, Revised ed.
    - *Christ-Centered Preaching*, Third ed.
    - *40 Questions About Interpreting the Bible*

Weekly reading assignments are designed to hold you accountable for assigned reading and to help you develop your expositional skills. Your lowest weekly reading assignment grade will be dropped (includes any quizzes you miss due to absences).

- **CLASS PARTICIPATION.** Class meetings include 22 hours of presentations/discussions led by the instructor or other guests. Up to two excused absences may be allowed for participation in the class. When possible, please communicate in advance with instructors of known conflicts for class.
- **MESSAGE PREPARATION EXERCISES.** Prepare selected aspects of four expositional messages according to the course schedule and the instructions below. Each exercise should be typed (MS Word format) and include a title page. **Assignments are due no later than the beginning of class on the date assigned on the Course Schedule.**
  - **Message/Sermon Summary Sheets** – Complete 2 Message/Sermon Sheets on the following assigned texts (See Appendix 1). Include a bibliography with each Message/Summary Sheet according to the bibliography specifications in the “Interpretive Paper Guidelines” mentioned below (See Appendix 4).
    - #1: Genesis 22:1-19
    - #2: Psalm 1:1-6
  - **Interpretive Paper** – In addition to the two completed for the previous assignment, do an exegesis of Romans 6:1-14 fusing the interpretation process described in class instruction and textbooks. Write a summary of your work—including a

Message/Sermon Summary Sheet and bibliography—using the “Interpretive Paper Guidelines” (See Appendix 2).

- **Message or Sermon Manuscript** – Write a manuscript of a message on Romans 6:1-14 based on your interpretive paper. A message manuscript includes *every* word of the *entire* message exactly how you anticipate saying it. **Clearly label in brackets your M.I.M., each functional element, and transitional sentences.** Based on the feedback you get from your Interpretive Paper, include an updated Message/Sermon Summary Sheet and bibliography with your manuscript. See Appendix 3.

## Evaluation

Assignments		Grading Scale	
Graded Reading Assignments	25%	A	95-100
Interpretive Paper	20%	B	87-94
Message/Sermon Manuscript	20%	C	77-86
Message/Sermon Summary Sheets	15%	D	70-76
Class Participation	20%	F	Below 70

You are expected to...

- Participate in class sessions with a teachable, sincere and enthusiastic attitude.
- Show the highest level of respect and honor to the instructor and fellow classmates.
- Exercise the highest level of integrity and Christ-likeness.
- Attend a minimum of 10 class meetings.

## Class Schedule – Bible Exposition – Fall 2019

WEEK	TOPIC(S)	READ	DO/WATCH
1 Sept 3	<ul style="list-style-type: none"> <li>• Course Introduction</li> <li>• Resources Overview</li> <li>• Developing the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Peruse <i>Building a Theological Library</i></li> <li>• <i>Living by the Book</i>, Intro-7</li> <li>• <i>40 Questions</i>, 1-7</li> </ul>	
2 Sept 10	<ul style="list-style-type: none"> <li>• Spiritual Dynamics in Exposition</li> <li>• C.O.M.A. Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living by the Book</i>, 8-18</li> <li>• <i>40 Questions</i>, 8-13</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
3 Sept 17	<ul style="list-style-type: none"> <li>• Pre-commitments of an Expositor</li> <li>• The Bible: God's Amazing Book</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living by the Book</i>, 19-26</li> <li>• <i>40 Questions</i>, 14-20</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> <li>• <b>SUBMIT</b>: Message Summary #1: Genesis 22:1-19</li> </ul>
4 Sept 24	<ul style="list-style-type: none"> <li>• Analyzing the Text (Pt. 1)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living by the Book</i>, 27-29</li> <li>• <i>40 Questions</i>, 21-27</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
5 Oct 1	<ul style="list-style-type: none"> <li>• Analyzing the Text (Pt. 2)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living by the Book</i>, 30-38</li> <li>• <i>40 Questions</i>, 28-35</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
6 Oct 8	<ul style="list-style-type: none"> <li>• Genres: A Biblical Overview</li> <li>• The Redemptive Storyline of the Bible</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Living by the Book</i>, 39-48</li> <li>• <i>40 Questions</i>, 36-end</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> <li>• <b>SUBMIT</b>: Exegetical Analysis: Romans 6:1-14</li> </ul>
Oct 15	No Class/Unite Conference		
7 Oct 22	<ul style="list-style-type: none"> <li>• Defining the Task of Exposition</li> <li>• Message or Sermon Preparation Overview</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Christ-Centered Preaching (CCP)</i>, 1-4</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
8 Oct 29	<ul style="list-style-type: none"> <li>• Preparation of Exposition</li> </ul>	<ul style="list-style-type: none"> <li>• <i>CCP</i>, 5-6</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> <li>• <b>SUBMIT</b>: Message Summary #2: Psalm 1:1-6</li> </ul>
9 Nov 5	<ul style="list-style-type: none"> <li>• Amplifying</li> </ul>	<ul style="list-style-type: none"> <li>• <i>CCP</i>, 7-8, Appendix 13</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
10 Nov 12	<ul style="list-style-type: none"> <li>• Introducing</li> <li>• Concluding</li> </ul>	<ul style="list-style-type: none"> <li>• <i>CCP</i>, 9</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
11 Nov 19	<ul style="list-style-type: none"> <li>• Redemptive Messages</li> </ul>	<ul style="list-style-type: none"> <li>• <i>CCP</i>, 10-11</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> </ul>
12 Nov 26	<ul style="list-style-type: none"> <li>• Preaching the Word</li> </ul>	<ul style="list-style-type: none"> <li>• <i>CCP</i>, Appendices 1-11</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COMPLETE</b>: Graded Reading Assignment</li> <li>• <b>SUBMIT</b>: Message/Sermon Manuscript: Romans 6:1-14</li> </ul>

# APPENDIX 1

## MESSAGE/SERMON SUMMARY SHEET

- Text:** (The Bible passage reference)
- Primary Audience:** (A one-word description of the original audience of the text; i.e., *Believers, Unbelievers, or General*)
- M.I.T.:** (A 15-18 word past-tense statement interpreting what the text meant then.)
- Text Outline:** (Two or more words, phrases, or sentences which form the structure of the text's argument)
- Text Title:** (A brief phrase or sentence reflecting the passage's subject)
- F.C.F.** (A brief statement which recognizes the mutual human condition that contemporary believers share with the original author/audience that requires the grace of the passage to manifest God's glory in his people.)
- M.I.M.:** (A 15-18 word present-tense statement presenting what significance the text holds today for a given audience.)
- Message Outline:** (Two or more words, phrases, or sentences which form the major divisions of the message)
- Message Title:** (A brief phrase or sentence reflecting the message/sermon subject)
- Application Points:** (Two or more ways a listener should respond to the message)

## APPENDIX 2

\*Dr. Shaddix uses “C.I.T.” where we use M.I.T., and “Proposition” for our use of “M.I.M.”

### **Interpretive Paper Guidelines**

**Bible Exposition I \* Dr. Jim Shaddix**

Good hermeneutics and exegesis involves the application of interpretive principles. Using a sound historical-theological-grammatical-syntactical-Christological approach, the interpreter can reduce the subjectivity and ‘draw out’ (exegete) the Holy Spirit’s intended meaning. The guidelines below assume you are following the interpretation process presented in class—supplemented by Chapter 4 of Vines and Shaddix’s *Power in the Pulpit*, Plummer’s *40 Questions about Interpreting the Bible* and Hendricks’s *Living by the Book*—to read and interpret your Bible passage. These guidelines will assist you in presenting the *results* of your work in summary form and identifying significant keys to interpreting your passage. While you are only required to turn in a summary of your exegesis instead of every detail of your work, keep in mind that a significant aspect of the evaluation of your work will be its degree of textual integrity.

#### **General**

- Format: typed, double-spaced, twelve-point font, one-inch margins
- Length: minimum of nine (9) pages, maximum of thirteen (13) pages (excluding title page, table of contents, and bibliography)
- Citations: representative citations that help to support your summary (follow the latest edition of *A Manual for Writers of Term Papers, Theses, and Dissertations* by Kate Turabian)

#### **Content**

- Title Page (1 page)  
The title page should clearly state the passage that you have exegeted, as well as the course title, the professor’s name, the date submitted, and your name (see Turabian).
- Table of Contents (1 page)  
The table of contents identify the various major headings of your paper along with corresponding page locations.
- Introduction (1/ 2– 1 page)  
This section should gain the reader’s attention and introduce the Central Idea of your passage (CIT). As per the class discussions, your CIT should be a 15-18 word past tense statement interpreting what the text meant to the original audience.
- Central Idea and Outline (1 page)  
Present a full exegetical outline of your passage. In your outline, show how your CIT unfolds. Keep in mind that the exegetical outline of your passage may or may not be what you end up using as a sermon outline. For each main division of your outline, show in parentheses the corresponding verses from the passage. All of the verses of your passage should be included in the main divisions of your outline.

- **Context (1– 2 pages)**  
This part consists of two sections. First, include a brief discussion of the historical-cultural context of the book. What do your readers need to know about the biblical author, the original audience, and their world in order to grasp the meaning of the passage? Second, discuss the literary context of your passage. How does your text relate to the author's flow of thought in the Bible book, including the passages before and after it? Where does your passage fit into the larger historical-redemptive context of the Bible. How does the particular literary genre inform a correct understanding of the passage.
- **Content (5– 8 pages)**  
This section represents the body of your paper and the heart of your exegetical work. You should let the main points of your exegetical outline function as subheadings. Include under each subheading a detailed explanation of your passage. Explain what the text says and what it means in context. Be sure to include significant elements that you discovered as you observed the text and studied the passage's historical-cultural context. Also, explain the meaning of critical words and concepts. Synthesize your own observations with those of the commentaries. Speaking of commentaries, you must *consult* a minimum of three technical, three pastoral and one devotional commentary, and you must *cite* at least four of these sources in your paper. Allow these commentaries to assist you, but be careful not to let them dictate what you conclude about the passage. Be critical of your sources and do not be afraid to disagree with commentators. Keep in mind that the goal of this section is to explain the meaning of the text in context. Discuss the details of the text, but be sure to move beyond mere description of details to show how they come together to convey meaning. Be sure to provide some evidence of how you reduced the subjectivity in the interpretation process in arriving at God's intended message in the text.
- **Theological Significance (1 page)**  
Discuss several theological implications and timeless truths of this passage.
- **Selected Bibliography (1 page)**  
Present a formal bibliography of the sources you consulted in your paper, not just the ones you cited. Follow Turabian form and minimally reflect your consultation of seven credible commentaries (3 technical, 3 pastoral and 1 devotional), two word study/language tools, one testament survey, one Bible dictionary, and one Bible encyclopedia. Use the *Building A Theological Library* pamphlet on Moodle and [bestcommentaries.com](http://bestcommentaries.com) as guides, especially with regards to distinguishing different kinds of commentaries. Distinguish between each kind in your bibliography.



## Checklist

- I have double-spaced the paper with a twelve-point font and one-inch margins.
- The paper has a title page and table of contents.
- The paper is between nine and thirteen pages long (excluding pre- and post-matter).
- I have cited sources in accordance with the preferred style manual.
- My Central Idea summarizes the entire passage in one sentence.
- All verses in the passage are included in my outline.
- My introduction gains the reader's attention and introduces the main idea.
- I discuss both the historical-cultural and literary contexts.
- The main points of my outline serve as subheadings in the body of my paper.
- I explain the meaning of critical words in my passage.
- I have cited at least four reputable sources.
- I discuss several theological implications relevant for a contemporary audience.
- I include a bibliography of sources consulted in the paper.
- I have proofread the paper.

## Grading

Grading will be based on the following:

- Form and style (typing, spelling, grammar, pre-matter, etc.) – 10%
- Research (use of sources; bibliography) – 10%
- Central idea and outline - 15%
- Context – 20%
- Content – 30 %
- Theological Implications – 15 %

## APPENDIX 3

### MESSAGE/SERMON PREPARATION GUIDE

The items below relate to the specific grading of your message/sermon manuscripts. They are designed to call attention to major areas of importance, and hopefully to aid you in the improvement of future sermons. They are meant to be positive.

Guideline
<ul style="list-style-type: none"><li>• Prepare an updated Message/Sermon Summary Sheet.</li><li>• The Primary Audience, M.I.T., F.C.F., M.I.M., Outline, and Title are to be closely related and all tightly knit to the M.I.T.</li><li>• As to the M.I.T. and M.I.M., remember:<ul style="list-style-type: none"><li><input type="checkbox"/> The M.I.T. is to be stated in the past tense...what the passage taught then.</li><li><input type="checkbox"/> The M.I.M. is the same as the M.I.T. except that it is to be stated in the present tense...what the passage teaches now.</li><li><input type="checkbox"/> Keep your M.I.T. and M.I.M. as trim and concise as possible.</li><li><input type="checkbox"/> The M.I.T. needs to interpret the text, rather than restate it.</li></ul></li><li>• Clearly identify the parts of the message/sermon: <b>Introduction, Exposition (including major divisions), Summation, and Invitation.</b></li><li>• Include your preliminary items (M.I.T., F.C.F., M.I.M., Title and Text) in your Introduction and <u>clearly identify each.</u></li><li>• Set your major divisions apart clearly and distinctly in your exposition with the basic Scripture reference.</li><li>• Establish a clear, parallel line of direction with your major divisions.</li><li>• Clearly “capsulize” and label your M.I.M. in the Summation.</li><li>• Provide clear and specific instructions in the Invitation.</li><li>• Proof your paper well, correcting all errors.</li></ul>
<ul style="list-style-type: none"><li>• Label each paragraph <u>in the exposition part of your message</u> by functional element: <b>Explanation, Argumentation, Application, Illustration.</b></li></ul>

## APPENDIX 4

### SAMPLE BIBLIOGRAPHY FORMATTING – Chicago Style Manual

#### Works Cited

- Best, Ernest. *A Critical and Exegetical Commentary on Ephesians*. International Critical Commentary. New York: T & T Clark, 1998.
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- O'Brien, Peter. *The Letter to the Ephesians*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 1999.
- Snodgrass, Klyne. *Ephesians*. The NIV Application Commentary. Grand Rapids: Zondervan, 1996.
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- Wallace, Daniel B. "Ὅτι ἐσθε in Ephesians 4:26: Command or Condition?" *Criswell Theological Review* 3 (1989): 353–72.