



**Emmanuel Bible College**  
**In Alliance with Nazarene Bible College**  
**PAS3033: Christian Preaching I**

**COURSE GENERAL INFORMATION:**

**Dates:** Course Schedule – 15 weeks plus one week of finals

**Credit Hours:** 3

**Prerequisites:** Introduction to the Old Testament and Introduction to the New Testament, Biblical Interpretation, Principles of Public Speaking, and two English composition courses.

**COURSE INSTRUCTOR:**

EBC Faculty

**Instructor:** EBC Faculty

**Address:** Online Curriculum

**Phone:** Home

Office

Cell Provide by Faculty

Fax

**Email:** Provided by Faculty

**COURSE DESCRIPTION:**

An introduction to homiletical principles and the practice of sermon preparation.

**COURSE INTENDED LEARNING OUTCOMES:**

Upon the completion of this course, students will be able to:

1. Prepare and preach sermons that are Biblically Based.
2. Prepare and preach sermons that are Spirit Driven.
3. Prepare and preach sermons that are Outcome Focused.
4. Prepare and preach sermons that are Well Crafted.
5. Prepare and preach sermons that are Communicated Effectively.

The following are competencies for ministry as outlined in the *Sourcebook on Ordination USA* that will be addressed in this course:

1. Ability to exegete a passage of Scripture using contextual, literary, and theological analysis. (CN6)
2. Ability to prepare, and deliver biblically sound sermons using appropriate techniques and skills demonstrating cultural sensitivity. (CP12)
3. Ability to develop sermons in various forms (evangelistic, pastoral care, doctrinal teaching, lectionary, etc.). (CP13)
4. Ability to assess the strengths and weaknesses of current homiletical models in light of enduring theological and contextual perspectives. (CP14)

**COURSE TEXTBOOKS:**

Kinlaw, Dennis F. *Preaching in the Spirit*. Reprint 1985, Francis Asbury Press, 2010.  
ISBN: 9781593175221

Robinson, Haddon, and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Zondervan, 2005. Print – CD Rom  
ISBN: 9780310252481

Stanley, Andy and Lane Jones. *Communicating for a Change: Seven Keys to Irresistible Conversation*. 1<sup>st</sup> ed, Multnomah Publishers, 2006.  
ISBN: 9781590525142

NOTE: Students are responsible to have the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

## **COURSE REQUIREMENTS:**

### **I. Reading**

Students are expected to complete the assigned reading in time that the reading may inform the student's contribution to the class discussion. Students are encouraged to read ahead, as necessary, in order to be prepared for each session's discussion.

### **II. No Session Reading Reflection Required**

In order for you to have more time to actually work on your sermon, a Session Reading Reflection will not be required for this course.

### **III. Comprehension Questions**

Comprehension Questions will be listed in the Schedule. Comprehension Questions are designed to spark dialog and measure comprehension concerning issues covered in a given session. Answers should reflect interaction with the reading, and must include references and, if applicable, short quotations. Please include specific parenthetical references in the body of your paper to show where you read the insight or about the issue and use the correct MLA format. Each assignment must contain 350-500 words. Please include a word count with your assignment. **Note in session six:** there is only one comprehension question, but it is an important one.

### **IV. Competency Projects (Sessions One through Five)**

Students will complete competency projects as assigned in the schedule.

### **V. Student Sermon Assignment**

Throughout this course, the student will be constructing a sermon. If you are not pastoring, you will need to find out if your pastor is open to you preaching in a regular church service. This should be discussed with your pastor in Session One of this course. Along with the preaching date, you must make arrangements for observation or recording of the preaching event.

To assist you in planning ahead, here are your Sermon Assignment Due Dates:

Session One      Submit Selection of Biblical Text

Session Two      Exegesis of Passage with Exegetical Outline

Session Three	Submit your Homiletical Outline
Session Four	First Draft of Sermon Manuscript
Session Five	Sermon Manuscript Completed in time for your instructor to return any notes before you preach; Preach Sermon
Session Six	Sermon Evaluations

NOTE: Your Sermon Outline and Final Draft of the Manuscript must be completed and graded (no exceptions) before you preach the sermon.

Scripture Selections for Sermon Assignment: Each student will select from one of the following Scriptures to work with throughout the course in developing their sermon: Luke 7:36-50; Luke 10:25-37; 2 Cor. 8:1-15; 2 Cor. 9:6-15; or Isaiah 6:1-8. A student who wishes to choose an alternate passage should contact the instructor personally. Important: Your sermon must be theologically correct and consistent. Therefore, if you have NOT had a specific class on the doctrine of holiness, we prefer that you do not compose a sermon on Entire Sanctification as explained in the Manual of the Church of the Nazarene without proper theological background.

Exegetical Outline of the Passage: You will be asked to provide an outline of the text you have selected. The purpose of this assignment will be to demonstrate that you understand the basics of biblical exegesis. As a reminder of the basic steps of biblical exegesis used to prepare an exegetical paper, Dr. Tom King has provided a guide to remind you of the exegetical process taught at NBC which is designed to enable you to employ good exegetical practices. If you cannot properly outline the text, then you cannot correctly compose your sermon.

See the following:

Exegesis to Sermon Short Guide (See below)

Format for Exegetical Outline (See below)

**The Homiletical Outline:** This is the outline of the of the sermon, also referred to as a homily, and thus the term, Homiletical. Homiletics is the discipline of sermon construction. Here at NBC we construct our sermons in a way that answers three important questions:

WHAT? ... What does God have to say in the Biblical text?

SO WHAT? Why this is important to know?

NOW How do you apply what God has said to your life? The

WHAT? proper answer to these questions is the result of good exegesis.

We deliver the sermon by using five distinct communication movements:

ME... Personally connecting with the audience by showing common ground – you too are ministered to by the text

WE... Demonstrating how the text meets a need shared by you and the audience, you are dealing with this together

GOD...	Preaching through the text: Sharing what God has to say about it. Answering the What? and So What? question.
YOU...	Clearly instructing how to apply this to life, with everyone in mind. This is where you answer the Now What? question.
WE...	Wrapping up the message with a short story or “sticky phrase” that helps drive the one main idea of the passage home and gives them a vision of what it would look like if we all obeyed this truth.

We refer to this homiletical method as “Three Questions/Five Movements.” It is the required method of sermon construction for all preaching courses at Nazarene Bible College. Forms are provided for every step of the sermon construction. You will submit your assignments using the forms provided in the syllabus and/or session. In order to pass this course, you must demonstrate that you both understand and have applied this hermeneutical method.

### **Three Question / Five Movements Hermeneutic**

Nazarene Bible College has chosen to use a hermeneutical method that we refer to as “Three Questions / Five Movements.” It is based on combining the three important questions that every good biblical sermon should answer regarding the biblical text: What? – What does God have to say? So What? – Why is this important? and Now What? – What are we supposed to do with what we have just learned from the text? In other words, the conclusion of the sermon should clearly explain how to apply the biblical text to life.

### **A Message from the Pastoral Ministries Director at NBC:**

This is the hermeneutical method you will use to compose and deliver sermons at Nazarene Bible College. The purpose of this method is to preach a relational style well known for connecting with the audience in ways proven to hold their attention from beginning to end. The Three Questions are the three basic questions all biblical sermons must answer. The Five Movements assist in effectively engaging the audience.

We emphasize the biblical text, not our ideas about the text, must drive the sermon. There is one main idea in the passage and it should be the one main idea you want your congregation to take with them and apply to life. This hermeneutic is a return to “one point” or “one main idea” preaching most effective for reaching audiences today.

Our goal with this course is to assist you in composing exegetical sermons that clearly communicate God’s truth to the audience, thus leading them to a transformational decision. We urge you to learn this method and experience the difference it makes in allowing the biblical text to drive the sermon and to more effectively connect to your audience.

Do not try to compose sermons the way you have done in the past and then insert the sermon into the Three Question/Five Movement Hermeneutic. This will not work, and you will not pass the course.

This relational model of preaching is used in today’s fastest growing churches because it is so effective. John Maxwell’s book title says it all: “Everyone Communicates – Few Connect.” We want you to declare the Word of God clearly in a way that connects with the audience and leads them to both hear and obey the transforming message of the Gospel.

## The Sermon Manuscript

1. The manuscript will be on a selected text (topical sermons will not be accepted). The sermon manuscript, including the outline, should be 360-450 lines of text (i.e. 8-10 pages on a word processor) in length.
2. The manuscript will be preceded by an outline page which includes:
  - Title
  - Scripture Text
  - Statement of Main Point or Main Idea
  - Goal for Life Application – clearly state what you want the audience to know and to do regarding the text
  - The Sermon Outline: Including the points and sub-points as well as identifying the three questions and five movements.

The outline identified on the outline page should also appear clearly within the written manuscript. In other words, clearly identify the three questions, give movements and transitions between the movements in the manuscript.

**Note:** To assist you in properly outlining your sermon, please refer to the following: Format for Outlining Your Sermon (See below)

3. The Manuscript (The written content of the sermon)
4. Bibliography: The manuscript should be followed by a bibliography of resources used. At least 5 resources are required. They cannot be all online sources.

Sermons receiving over 80% of manuscript points will reflect that one has engaged in the interpretive method used in this class and follows the particular sermon form discussed in class. A rating sheet distributed mid-point in the class will be used to determine the grade of the finished sermon. Note: It will be assumed that the manuscript is original to this class, not having been turned in as an assignment for any previous class or having been previously preached.

See below a sample of the completed sermon manuscript: Faith is The Victory

## Preaching the Sermon

### Important Sermon Instructions and Forms

1. Each sermon as delivered is to be 20-25 minutes in length (no more – no less). DO NOT exceed the time limit.
2. Each sermon is to be videotaped as it is being preached to at least 12 adults, preferably preached in a regular church service (Worship service, Wednesday night, Bible Study, Adult SS Class or Small Group Meeting).
3. Forms you will use in this class: (See all below)
  - Format for Outlining Your Sermon – This demonstrates the homiletical method required by NBC.
  - Manuscript Evaluation Form – This enables you to know what the instructor will expect when evaluating your Sermon Manuscript.

- Instructor Sermon Evaluation Form (.docx)(.doc) – This is the evaluation form that the instructor will use to evaluate your sermon delivery.
- Student Evaluation Form – This is the evaluation form that you will use to evaluate the other student/preachers in your class.
- Sermon Assessment Form – Distribute this form to your adult audience when you preach your sermon.

**Instructions for Recording:** Your sermon is to be recorded as it is being preached – preferably as a part of a regular church service. However, if that is not possible, it must be preached in front of at least 12 adults. You are encouraged to solicit an audience representing different age groups. This can occur in a Sunday school class, small group, at your home with a group of friends, at a nursing home, in a church service or other appropriate setting.

Plan ahead and make sure you have the equipment you need. Please do a test recording to check light, sound, and picture before your sermon presentation. Points will be deducted for a poorly presented video. Preview your test video before you preach your sermon.

## **ABOUT THIS COURSE**

Christian Preaching I is about the theory and practice of preaching. Thus, the development, preaching and assessment of the student sermon is central to this course.

Your writing will demonstrate your knowledge of sermon construction and your presentation will demonstrate your ability to deliver the sermon. Sermon construction is critical, but if you cannot effectively deliver the sermon, it will not make much difference that you were able to write it. Remember, the purpose of the sermon is to provide an opportunity for personal spiritual transformation not just information or inspiration.

All of us who are called to preach have a strong desire to “rightly divide the Word of Truth” and to present it in such a way that we clearly communicate the Good News of the Gospel. Our Three-Question / Five-Movement approach to Homiletics will enable you to do both effectively.

### **VI. Chapel Assignment**

Visit Nazarene Bible College web page and view a chapel message. Complete the assignment as required per the Chapel Sermon Assignment format available below. Identify the name of the preacher, the date of the chapel, and the Main Point of the sermon. This assignment will enable you to experience different examples of preaching styles and at the same time share in being a part of the NBC family. While the preacher/speaker may not be familiar with the Three Questions/Five Movements as taught at NBC, listen for those key communication factors. Does the Preacher identify the need and identify with the need? Is there a clear invitation for the audience to “take the journey” with the preacher? Can you sense smooth transitions as he/she moves through the sermon? Are the three questions: What, So What, and Now What adequately answered? How clear were the instructions for life application?

See Below the Format for Chapel Sermon Assignment

### **VII. Session Reflection Assignment**

Submit a 500-word minimum referenced reflection on the key items addressed during the session and how they apply to your education, life, or ministry. The written reflection is to address the following questions:

- What is the most significant thing you learned this session?
- What previous experiences relate to what you read and learned?
- How has what you learned changed your thinking about this session's topic(s)?
- How will you use the knowledge gained this session in your life or ministry?
- [Optional] What additional information would you like concerning this session's topic(s)?

For additional information, see below: Session Reflection Rubric.

To score well, the reflection assignment must:

- Cite references from the session assigned reading for the session's learning experiences.
- Include suggested real-world applications of the course material

## COURSE EVALUATION:

### I. Grading Assignments:

Assignments	
	Points
<b>Session Assignments:</b>	
Session Comprehension Questions	20
Competency Projects (Sessions 1-5)	25
Session Participation	30
Session Reflection	30
TOTAL EACH SESSION	105 (Sessions 1-5) 80 (Session Six)
<b>Course Level Assignments:</b>	
View Chapel Video 1	10
View Chapel Video 2	10
Rough Draft of Sermon Manuscript	10
Complete Sermon Manuscript	15
Sermon Delivery – Video	300
Student Sermon Evaluations	50
TOTAL COURSE ASSIGNMENTS:	395
TOTAL ALL ASSIGNMENTS	1000

### II. Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	E
A 93	B+ 87	C+ 77	D+ 67	F 59 or less
A- 90	B 83	C 73	D 63	

	B- 80	C- 70	D- 60	
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**Note:** Ministerial students who are completing courses in preparation for ordination are expected to demonstrate at least a moderate level of understanding of the course materials. Individual Studies Boards may choose not to accept any class for which a student scores a final grade below a “C.”

NOTE: Christian Preaching I is about the theory and practice of preaching. Thus, the development, preaching and assessment in class of the student sermon is central to this course. Each session the student will be required to submit a portion of the developing sermon culminating in the completed manuscript and video. NO STUDENT WILL PASS CHRISTIAN PREACHING I WITHOUT SUBMITTING THE REQUIRED MANUSCRIPT.

Sermon Grading by the Instructor will be based on the two evaluations forms: Sermon Delivery Evaluation Form; Sermon Manuscript Evaluation Form (See below)

## **COURSE SCHEDULE:**

### **I. Session One – Introduction: Why Preach? What is Preaching?**

This session we will focus on answering two questions together: Why preach? And what is preaching? Our answers to those questions will dramatically affect our approach to preaching.

- Intended Learning Outcome
  - Prepare and preach sermons that are biblically based.
- Reading
  - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 6.
  - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 9-42; 87-117
  - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select and read five articles from Part 1: The High Call of Preaching and five articles from Part 2: The Spiritual Life of the Preacher.
- Sermon Assignment: Selection of the Text
  - Luke 7:36-50 or Luke 10:25-37; 2 Cor. 8:1-15 or 2 Cor. 9:6 – 15; or Isaiah 6:1-8. Note: Even though you are given this list of preferred texts, we encourage you to pray about which text in this list you should choose. Let the Lord guide you toward the text that will not only minister to others, but will minister to you as well. You are not really ready to preach a text until you have had your own personal encounter with the text. We sometimes call this the AHA moment with the text. A good sermon impacts the life of the preacher first.
- Comprehension – 350-500 words
  - Question A: Why do we preach?
  - Question B: What is preaching?
- Session Reflection

### **II. Session Two – Preach the Word: An Exegetical Plan for Sermon Preparation**

This session we will focus on the preacher's first task: exegesis.



- Intended Learning Outcomes
  - Prepare and preach sermons that are biblically based.
  - Prepare and preach well-crafted sermons.
- Reading
  - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 1-2.
  - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 43- 50; 119-131
  - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five (5) articles from Part 4: Interpretation and Application.
- Comprehension Questions – Choose two, write 350-500 words total
  - Question A: What are the benefits of reading a text as if it were the first time reading it?
  - Question B: What guidelines can one have in determining the most accurate translation without the use of Greek or Hebrew?
  - Question C: How can the different types of literature affect interpretation?
  - Question D: What makes a biblical sermon truly biblical?
- Sermon Assignment: Exegesis of the Passage
  - Review “A Student’s Guide to Exegetical Work”  
([https://coursefinder.dcourseweb.com/campus/nbc/\\_resources/Learning\\_Center/Study\\_Helps/Bible\\_Theology/Exegetical\\_Paper/ExegeticalGuide.pdf](https://coursefinder.dcourseweb.com/campus/nbc/_resources/Learning_Center/Study_Helps/Bible_Theology/Exegetical_Paper/ExegeticalGuide.pdf))
  - First Reading of Passage: Read the passage as if you were reading it for the first time. Submit at least 3 comments or questions raised in your first reading of the text. Include questions regarding background, context, and meaning of your passage.
  - Exegetical Research: Read Exegetical Data to Sermon This is a good summary of how exegetical work applies to preparing a sermon. You may want to print this for easy reference. To submit your research, use the Format for Exegetical Outline. Using this form will help you to properly exegete your passage.
  - Personal Discovery/Application: In what way has this passage impacted your own life? How did it minister, challenge, or inspire you? We sometimes call this the Aha Moment with the passage. This discovery often becomes the major motivation for preaching this sermon. In other words, it has ministered to you and you can hardly wait to see how God is going to minister to your congregation!
    - Outline your Assignment Accordingly:
      - First Reading of the Passage
      - Exegetical Research
      - Personal Discovery/Application
      - Exegetical Outline – Outline of the Passage
- Session Reflection

### III. Session Three – What’s the Point? What’s the Goal?

This session we will begin to look at sermon construction. The main issue this session will be creating sermons which clearly communicate a Main Point which is directly applied to the lives of our listeners.

- Intended Learning Outcomes
  - Prepare and preach sermons that are spirit driven.
  - Prepare and preach well-crafted sermons.
  - Prepare and preach sermons that are communicated effectively.
- Reading
  - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 3.
  - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 51-67; 133-167
  - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five articles from Part 8: Preparation.
- Comprehension Questions – Write 350-500 words total
  - Question A: Explain in your own words what Stanley means by Internalize the Message, and why this is so important.
  - Question B: Clarifying the Main Point or the Main Idea of the passage is critical to good biblical preaching. Once this is done, it is imperative that this be the focus, or purpose of the sermon so that you engage the audience with the text. Explain what it means to "engage the audience with the text" and why this is so important.
- Sermon Assignment: Discovery/clarification of Main Point and Goal for sermon
  - This next step is outlining the sermon. (We refer to this as the homiletical outline, because the word homily means a sermon following the reading of the Scripture. In some churches when the priest or preacher is preaching it is referred to as the homily.) See the Format for Outlining Your Sermon on page 16. The outline is critical. If you do this well it makes writing the manuscript much easier.
  - Note: To ensure that you get into the practice of writing your Introduction and Conclusion first, you are required to submit your Introduction and Conclusion in completed form with your homiletical outline. Composing the Introduction and Conclusion first will help you to stay within the bounds of the passage as you clarify the one main idea and create your movements (ME WE GOD YOU WE). It will also help to ensure that you will correctly answer the homiletical questions (What? So What? Now What?) according to the text. Remember, to be very specific in how the audience is to respond to the text in order to achieve true transformation. Finally, work at creating a good sticky statement. Often a good sticky statement helps us to compose a good sermon title.
- Session Reflection

#### **IV. Session Four – How do I Say It? Writing the Sermon: structure and construction**

This session we are going to discuss “how you say it”

- Intended Learning Outcome
  - Prepare and preach sermons that are communicated effectively.
- Reading
  - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 4.
  - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 69-81; 169-181

- Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five articles from Part 9: Delivery.
- Comprehension Questions – Choose two, 350-500 words total
  - Question A: We have combined the three main questions: What? Now What? and So What? with the five movements or transitions taught in *Communicating for a Change* by Stanley. Explain how the movements (Me We God You We) help you to take the audience on the journey from beginning to end, while at the same time, keeping you in the text.
  - Question B: Instead of understanding your sermon as "points" we want you to see the one main point of the sermon (which is derived by the one main point or idea of the passage/text) and how the transitions and key questions answer the one main point of the passage. Explain what is meant by the sermon has one main point or one main idea.
  - Question C: Why should you compose the Introduction and Conclusion of your sermon BEFORE you compose your main content? Why are they so important?
- Sermon Assignment: Write the sermon
- Submit Rough Draft of Sermon Manuscript

## V. Session Five – Starting well and Ending Well: Introductions, conclusions, and illustrations

This session we will discuss different approaches to beginning and ending sermons.

- Intended Learning Outcome
  - Prepare and preach sermons that are communicated effectively.
- Reading
  - Dennis F. Kinlaw. *Preaching in the Spirit*. Chapter 5.
  - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 83-86; 183-192
  - Haddon Robinson and Craig Brian Larson. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Select five articles from Part 11: Evaluation.

A good goal is to make sure you submit your final manuscript at least two days before it is preached.

- Comprehension Questions – 350-500 words total
  - Question A: Select an illustration from this session's reading (text or lecture) and tell what type of illustration it is and when and how it might be useful.
  - Question B: Stanley suggests that for a sermon to have clarity, it must answer four questions. (Another way to look at What? So What? Now What?)
    - What do they need to know? (Information)
    - Why do they need to know it? (Motivation)
    - What do they need to do? (Application)
    - Why do they need to do it? (Inspiration) (Stanley, Chapter 17)
    - Explain in your own words what Stanley means by these questions and what they intend to communicate.
  - Question C: Different authors have different views on how much written material a preacher should take to the pulpit. Explain how you will determine when you will and will not take a full manuscript to the pulpit. If you are not going to take a

full manuscript with you, explain what you will take and why. Note: NBC strongly suggests that you preach from a full manuscript for the first few years of your preaching, or at least write a manuscript so that you clearly refine your thoughts. Do you plan to follow that suggestion and use or write a manuscript? If so, why? If not, why not?

- Session Reflections
- Sermon Manuscript: A good goal is to make sure you submit your final manuscript at least two days before it is preached.

## **VI. Session Six – Preaching is an Event: Delivering the sermon**

Review sermons.

- Intended Learning Outcomes
  - Prepare and preach well-crafted sermons.
  - Prepare and preach sermons that are communicated effectively.
- Reading
  - Andy Stanley and Lane Jones. *Communicating for a Change*. Pages: 193-197
- Comprehension Questions
  - In the book *The Witness of Preaching* (not one of your reading texts), author Thomas G. Long states: “Congregations have ritual expectations about the range of time a sermon should last. These expectations are the products of many forces.” It makes sense that one size does not fit all when it comes to this expectation. This is an exercise in exegeting the congregation. In other words, you are attempting to understand the unique culture of your congregation as it impacts the length of a sermon.
    - Think about the congregation where you preach or attend. What are the forces that impact your congregation’s expectations regarding the length of sermon delivery? You may even want to ask two or three well respected lay persons their opinion. This is designed to be an important learning experience for you, as no preacher can afford to ignore this principle and communicate effectively in his/her context.
  - NOTE: There is no specific word count on this question but it should be answered thoroughly enough to impact your own thinking and provide important input for the class.
- Sermon Assignment: Review/discuss student sermons
  - Submit a thoroughly completed sermon evaluation form (on page 23) for each of the other members of your preaching group. In order for the evaluations to be helpful, we ask each of you to consider how your comments will assist your fellow student in becoming a better preacher.

## **COURSE POLICIES:**

### **Student Learning Information**

- **Accessibility**

As applicable to student requests

- **Academic Honesty:**

Honesty in all academic endeavors is vital as an expression of the Christian life. It is expected that *your school here's* students will not participate in cheating, fraud, plagiarism\*, or other forms of academic dishonesty, nor encourage or condone such behavior by permitting it and/or allowing it to go unreported. \*(Plagiarism is presenting another's words or ideas as one's own without properly crediting the original source.)

Academic dishonesty is a serious violation of moral and academic integrity. The minimum penalty for academic dishonesty will be a failing grade for the respective assignment. More stringent measures may include failure of the course, disciplinary probation, or disciplinary suspension, depending on the severity of the offense.

- **Time Expectations:**

As discussed during first class meeting

- **Attendance:**

Students are expected to attend each session. Excused absences are at the discretion of the instructor. Every two sessions of unexcused absence will result in a one letter grade reduction in the student's final earned grade.

- **Change of Enrollment:**

Add/drop period will be explained during the first class session

- **MLA/APA Style:**

Students are expected to follow the MLA style for written works.

- **School Information:**

Student information as provided through the student's academic portal at [ebcministry.edu](http://ebcministry.edu)

## EXEGETICAL DATA TO SERMON

### Step One: Focus

1. Focus on aim of biblical preaching
  - a. Message will come from scripture passage.
  - b. Seek the intersection between the message of the text and contemporary need.
2. Centrality of message
  - a. Exegetical work provides in-depth knowledge of the passage and all its implications.
  - b. For the sermon, one must extract the central message of the text and develop it appropriately.

### Step Two: Orientation to Text

1. Reflection and prayer
  - a. This step should actually be done at start, middle, and finish of all your exegetical work.
  - b. Read, pray, and meditate on passage.
2. Initial acquaintance with text
  - a. Become familiar with larger context of passage.
  - b. Analyze structure/outline of passage (identify flow of argument; storyline; organization).
  - c. Determine the “Big Idea”, the main message/theme.

### Step Three: Understand Content of Passage

1. Note any textual concerns (grammatical, variant readings) which you feel must be clarified in order for your congregation to properly understand the passage.
2. Do mini word studies as needed (words that need clarification for the sermon).

### Step Four: Understand Context of Passage

1. Authorship and date of composition  
Pursue these issues to the extent in which they clarify understanding of the message.
2. Historical and social issues (“people aspects”)  
Pursue historical and social background information that is important for understanding the message.
3. Investigate literary context
  - a. Know the genre/form of the passage (interpret the passage according to the rules of interpretation for its particular genre).
  - b. How does passage relate to material around it?
  - c. Understand outline/structure of the passage (how thought of passage is developed).

### Step Five: Consult Secondary Literature

1. Investigate articles, commentaries, Bible dictionaries/encyclopedias, etc.
2. Investigate how others interpret/understand the passage.

### Step Six: Clarify Biblical-Theological Context

1. Cross-references: how is your passage related to/informed by other scriptures?
2. To what theological doctrines does your passage relate/inform?

### Step Seven: Formulate Appropriate Application

1. Establish understanding of the original application intended by the author in the original setting.
2. Move to contemporary application in light of modern circumstances and needs.

# FORMAT FOR EXEGETICAL OUTLINE OF YOUR PASSAGE FOR NAZARENE BIBLE COLLEGE PREACHING COURSES I, II, AND III

By Dr. James R. Russom

Student Name:

Course:

Instructor:

**Scripture: Passage/Text:** (Include the reference to the total passage to be read, (Scriptural Context) including which Bible version you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the scripture as the text.

## **Important Instructions:**

Remember, 80% of the information you discover in your research will stay with you. This outline is for the proper interpretation of the text. You are not writing an exegetical paper, but placing in the outline only those things directly related to the development of the sermon.

**Outline your exegetical notes using the seven elements from the short exegetical guide (I – VII).** Important – This assignment is about gathering textual information that assists you in two ways:

1. It helps you to better achieve an understanding of the original meaning of the text.
2. It helps to assure that you will preach a contextually correct sermon. That is, you will not try to make the text say something that it does not say or address issues that it does not address.

Remember you are gathering textual information, mostly for yourself. Only bring to the sermon what is necessary for the audience to have a better understanding of the text, especially as it impacts life application. As a rule, you would normally use 20% of the exegetical information you gather in the sermon. Therefore, if this assignment is done correctly, you will have a lot more notes in your research than you will actually use in the sermon.

While pastors are often fascinated by every piece of information you discover, most laymen are more concerned about what difference does it make, and how do I apply this to my everyday life as I follow Jesus.

Again, this assignment is NOT about how to outline your sermon, but how to outline your research notes.

## **I. Focus of Text:**

Focus on finding the one main point or idea of the text that will drive the message through the reading of the text. Succinctly state the one main idea or point of the passage.

## **II. Orientation to Text: (Reflection and Prayer)**

- a. Explain the larger context of the passage
- b. Analyze structure/outline of passage (identify flow of argument; storyline; organization).
- c. Confirm the one main idea or point of the passage/message,
- d. State the Title of the Sermon (Keep it clearly connected to the one main idea.)

### **III. Content of Passage:**

1. Note any textual concerns (grammatical, variant readings) which you feel must be clarified in order for your congregation to properly understand the passage.
2. Do mini word studies as needed (words that need clarification for the sermon)

### **IV. Context of Passage:**

1. Authorship and Date of composition.  
Pursue these issues to the extent in which they clarify understanding of the message.
2. Historical and Social issues ("people aspects").  
Pursue historical and social background information which is important for understanding the message.
3. Investigate literary context
  - a. Know the genre/form of the passage (interpret the passage according to the rules of interpretation for its particular genre).
  - b. How does passage relate to material around it?
  - c. Understand outline/structure of the passage (how thought of passage is developed).

### **V. Secondary Literature: Information relevant to the message**

1. Investigate Articles, commentaries, bible dictionaries/encyclopedias, etc.
2. Investigate how others interpret/understand the passage

### **VI. Clarify Biblical-Theological Context:**

1. Cross-references: how is your passage related to/informed by other scriptures?
2. To what theological doctrines does your passage relate/inform?  
Note: Be careful, only bring in other passages where needed to explain the text.  
Avoid proof-texting. Keep the main text prominent in the message.

### **VII. Formulate Life Application:**

1. Establish understanding of the original application intended by the author in the original setting.
2. Move to contemporary application in light of modern circumstances and needs.
3. Keep in mind exactly what the text is asking the listener to do

### **The above data should assist you in answering the three questions:**

What? – What is God saying?

So What? – Why is it important to know this?

Now What? – How do you apply this passage to life?

### **VIII. Submit your Verse by Verse Exegetical Outline Here:**

This is where you break each verse down into simple statements. Your interpretation of each verse should be influenced by the exegetical information gathered as you worked your way through I – VII. From these simple statements you should be able to identify and/or confirm the one main point of the passage. (Does this match the one main point you originally identified?)

## **BRIEF EXEGETICAL OUTLINE**

**Text:** \_\_\_\_\_

**Vs Statement**

**Vs. Statement**

**etc.**

**One Main Idea**



## THREE QUESTIONS – FIVE MOVEMENTS

James R. Russom, D.Min.

In **Christian Preaching One** you will learn two important aspects of biblical preaching that help lead people to a transformational decision in response to the text. We refer to this as “Three Questions – Five Movements.” The “Three Questions” have to do with properly communicating the main idea of the text. The “Five Movements” are principles of communication that help us identify with the audience as a speaker and then enable them to easily follow us as we move through the sermon from Introduction to Conclusion with emphasis on applying the text to life.

When you put these together they provide the format for how we want you to compose your sermon outline and manuscript.

**Student Name:**

**Course:**

**Instructor:**

**Sermon Title:** (You may be creative, but don't be so “creative” that is hard to connect the title to the text.)

**Scripture: Passage/Text** (Include the reference to the total passage to be read, (Scriptural Context) including which Bible you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the Scripture as the text.

**One Main Idea of the Sermon:** (Reduce your sermon to one complete sentence.)

**Goal for Life Application:** (Briefly explain the transformation goal of the message.)

**INTRODUCTION** (You are to compose your introduction completely)

**ME** (Identifying with the audience and the need. Whatever you place here should be motivated by your own discovery with the text.)

**WE** (Connecting with the audience – the common shared need. Link your comments to the text.)

**Transition Statement:** (Moving from Introduction to body of sermon – GOD. Remember you are moving to the text.)

**GOD** (For the Outline you will list comments verse by verse. That is explaining what the text is saying, not dividing the sermon into points.)

**What?** (What does God have to say about this? – Exegeting the passage)

**So What?** (Why we need to know this – connecting passage with need. The motivation for applying the text.)

**Transition Statement:** (Moving from the Passage to Life Application)

**CONCLUSION** (You are to compose your conclusion completely) Note: Avoid the temptation to “repreach” what you shared in the God movement.

**Now What?** (What are we supposed to do in light of this text?)

There are two important “movements” you will employ while answering the “Now What?” question.  
**YOU** (Clarifying the Response for the individual/congregation. Here is where you help people to know how to pray, and to apply the text to life.)

Place prayer or however you wish the congregation to respond here.

**WE** (Inspirational statement, “sticky statement” – a dismissal statement that helps the congregation remember the main focus of the message.)

**NOTE:** This format is designed to assist you in combining the five communication movements with the three important question that every sermon must answer/

**IMPORTANT:** Remember the best way to insure that you properly “map” your message and stay within the text is to compose the Introduction and Conclusion first, before you compose the main content of the sermon.

Your manuscript should clearly follow the above outline.

**IMPORTANT:** Dr. Alan Duce has written a lecture titled: What? So what? and Now what? This is an excellent explanation of how to go about answering these three questions and why they are so important. Answering these three question will enable you to properly handle the text and identify the main idea of the text.

In the lecture, the three questions are sandwiched between the Introduction and Conclusion. This is not a different method; it is just that the lecture does not cover the five movements. The purpose of the lecture is to remind you of the importance of the three questions and how they help you to properly exegete and apply the text to life.

### **HERE IS HOW THEY FIT TOGETHER:**

**INTRODUCTION:** Identifying with the audience  
**ME/WE MOVEMENTS**

**THE TEXT:** Life Application – Transformation  
**THE GOD MOVEMENT**

**QUESTION 1 = WHAT?** – What does God’s Word say? What is the main idea of the passage?

**QUESTION 2 = SO WHAT?** – Why is it so important that we know this?

**CONCLUSION:** Life Application – Transformation  
**QUESTION 3 = NOW WHAT?**  
**YOU/WE MOVEMENTS**

By combining these two methods we attempt to connect and communicate with our audience so that they not only understand the biblical text, but know how to apply the text to life. The purpose of biblical preaching is transformation; therefore, we must enable them to know how to respond to the text.

Dr. Duce’s Lecture will focus on the three questions that a good biblical sermon must answer. In the process you will also see some important helps on the entire sermon process including the introduction and conclusion.

The lecture will call your attention to the importance of clearly thinking through the conclusion. It is tied to the “purpose” of “function” of the sermon, which is another way of stating the main idea and how to respond to the text. From this point forward, you will refer to this as the “One Main Idea” of the sermon.

**VERY IMPORTANT:**

The best way to insure that you communicate with your audience when you are ready to write the sermon is to compose the Introduction and Conclusion **FIRST!**

Too often preachers spend all of their creative energy on the exegesis of the passage, and run out of steam when composing the introduction and conclusion. The truth is, if you do your exegetical work properly, you discover that God has already written your sermon for you. Your job is to clearly present the text with its original meaning and its relevance to life. Do not fall into the trap of thinking about what you want to say about the text. **Just let the text drive the sermon.** The most important thing we as preachers have to say to our people is, “Thus says the Lord!”

Our second most important responsibility is connecting with the audience. As John Maxwell puts it, “Everyone Communicates – A few connect.” This is actually the title of the book, but it is rather pointed in its meaning. In other words, it is possible to preach but not truly communicate the message if you do not connect with the congregation.

Remember this. The first five minutes are critical. If you do not do well with the introduction you may lose them before you ever get a chance to engage them with the text.

Presenting the text does carry with it important information. However, it is not just providing information that is the goal. It is leading them to understand the text and explaining to them how to apply it to life. The purpose of a biblical sermon is to transform lives. This is why the conclusion, where you answer the “Now What?” question is so critical.

If you fail to really think through the conclusion, you may not enable them to apply the text to life. The conclusion should be very specific in how to respond to the text. You must not end the sermon with “Let us pray.” You need to let them know how they are to pray. What would you say to a person who was sitting across the dining room table asking; “How do I apply this life?” Your conclusion should contain that kind of instruction regarding life application and how to pray about it.

Composing a sermon is very much like drawing a map. The idea is to help the hearer know where to start and how to get to the intended destination. The way you get there is referred to as the “sermon map” (Stanley p. 119).

The shortest distance between these two points is a straight line. By following the “The Five Movements” and answering the “Three Questions” properly, you are more likely to take the hearer all the way from beginning to the end without going on “rabbit trails” that distract the hearer. In other words, it will help you to know what you should and should not include in the God Movement or the main body of the sermon.

As Dr. Duce says in his lecture:

“The body of the sermon – the “What? and So What?” – is now the focus of our attention.

The challenge in filling the “What” section/move is not in having too much to say, but in trying not to say too much. It is always a temptation to bring all the results of the hours of homework devoted to the exegetical process of sermon development into the pulpit and unload it on the congregation.

The reality is that about 80% of the information learned in the preacher’s study needs to stay in the study. The remaining 20% (or so) that is included in the “What” section of the sermon must be that which is essential to making the “Main Point” and fulfilling the “Purpose” of the sermon.”

So, keep in mind the lecture by Dr. Duce is concentrating on the important three questions, which you must answer if you are going to enable people to experience the transformational moment when they by faith, apply the text to life.

#### SOURCES

Duce, Alan. *What? So what? Now What?* – A lecture in Christian Preaching II, Nazarene Bible College, Session One.

Stanley, Andy and Jones, Lane. *Communicating for a Change*. Multnomah Books, Colorado Springs, CO. 2006.

**FORMAT FOR OUTLINING YOUR SERMONS FOR NAZARENE BIBLE COLLEGE  
PREACHING COURSES I, II, AND III**

**By Dr. James R. Russom**

Student Name:

Course:

Instructor:

**Sermon Title:** (You may be creative, but don't be so "creative" that it is hard to connect the title to the text.)

**Scripture: Passage/Text** (Include the reference to the total passage to be read, (Scriptural Context) including which Bible you are using. Identify the text. (The verse or verses upon which the sermon is based) If the passage and text are the same, just list the Scripture as the text.

**Exegetical Outline of Passage**  
(Including Research Sources)

**One Main Idea of the Sermon** (Reduce your sermon to one complete sentence.)

**Goal for Life Application:** (Briefly explain the transformation goal of the message.)

**INTRODUCTION** (You are to compose your introduction completely)

**ME** (Identifying with the audience and the need)

**WE** (Connecting with the audience – the common shared need)

**Transition Statement:** (Moving from the Introduction to body of sermon - GOD)

**GOD** (For the Outline you will list main points and sub-points)

**What?** (What does God have to say about this? – Exegeting the passage)

**So What?** (Why we need to know this – connecting passage with need)

**Transition Statement:** (Moving from the Passage to Life Application)

**CONCLUSION** (You are to compose your conclusion completely)

**Now What?** (What are we supposed to do in light of this text?)

**YOU** (Clarifying the Response for the individual/congregation)

**Invitation:** (Explain how to respond: Alter call, prayer, raise hands, etc.)

**WE** (Inspirational statement, "sticky statement" – a dismissal statement that helps the congregation remember the main focus of the message. [Benediction.]

**Research Sources Page**

**NOTE:** This format is designed to assist you in combining the five communication movements (Stanley) with the three important questions that every sermon must answer. Thus, the above instructions include explanations of each aspect of the hermeneutic as a reminder of its purpose. Those instructions do not need to be included in your assignment, just the elements of the outline. (See below)

**IMPORTANT:** Remember the best way to insure that you properly “map” your message and stay within the text is to compose the Introduction and Conclusion first, before you compose the main content of the sermon.

**IMPORTANT!** Your manuscript should clearly follow this outline. The manuscript is to include all the elements of the Hermeneutic. (The three questions, five movements and transitions, plus a Sticky Statement) This will be required in all of the Preaching Courses at NBC.

If you will copy the Outline format found below and make it a template, it will assist you in correctly completing your assignments.

**Student Name:**

**Course:**

**Instructor:**

**Sermon Title:**

**Scripture: Passage/Text**

**Exegetical Outline of Passage**  
(Including Research Sources)

**One Main Idea of the Sermon**

**Goal for Life Application**

**INTRODUCTION**

**ME**

**WE**

**Transition Statement:**

**GOD**

**What?**

**So What?**

**Transition Statement:**

**CONCLUSION**

**Now What?**

**YOU**

**Invitation:**

**WE**

**Research Sources Page**

# FAITH IS THE VICTORY

**TEXT: JUDGES 7: Gideon defeats the Midianites**

**MAIN IDEA: THOSE WHO PUT THEIR FAITH IN THE LORD LIVE VICTORIOUSLY**

## **INTRODUCTION:**

### **ME:**

I have always been intrigued by this statement: "The just shall by faith." It is easy to take this for granted, but it means that there should be at the core of our being an unshakeable trust in Almighty God to save us, keep us, and empower us for holy living and faithful service.

**FAITH: IS AN ACTION WORD – "BELIEVING GOD AND ACTING ACCORDINGLY"**

If there is anything I have learned in these 55 years of knowing Jesus as my Savior, it is this: I have never lost a battle when I have trusted and obeyed the Lord. Unfortunately, the opposite is also true... I have never won a battle when I operated in my own strength.

### **WE**

I am confident that what I have just shared is not only true of me, but is also true of you. Has it not been so with you? When you trusted and obeyed, you won... and when you fought the battle in your own strength... you lost. (Habit, Fear, Life Challenge, Loss)

I also believe in the heart of every born again Christian is a desire to be like Jesus and all of those men and women listed in the Hall of Faith in Hebrews Chapter 11. One thing they had in common.... By trusting God implicitly and obeying His commands they were able to:

**SEE THE INVISIBLE – God's perspective – believe it then see it**

**CHOOSE THE IMPERISHABLE – choose godly over worldly values**

**ACHIEVE THE IMPOSSIBLE – do all things through Christ who strengthens me**

Does that work for you and me? It does if we know Jesus as our personal Lord and Savior:

**1 John 5:3-5 (NIV)**

<sup>3</sup>This is love for God: to obey his commands. And his commands are not burdensome,

<sup>4</sup>for everyone born of God overcomes the world. This is the victory that has overcome the world, even our faith.

<sup>5</sup>Who is it that overcomes the world? Only he who believes that Jesus is the Son of God.

Paul said it this way: **Philippians 4:13 (NIV)**

<sup>13</sup> I can do everything through him (Christ) who gives me strength.

**Transition:** I believe that we would all like to live that way! And in the story of Gideon's defeat of the Midianites in Judges Chapter 7 – we learn what we need to do to live victoriously.

**GOD** – (What does God have to say about it?)

Please stand as we learn from God's Word together...

**READ TEXT: Judges 7: 1 – 25 This is a story of faith in action!**

**Judges 7:1-25 (NIV)**

<sup>1</sup> Early in the morning, Jerub-Baal (that is, Gideon) and all his men camped at the spring of Harod. The camp of Midian was north of them in the valley near the hill of Moreh.

<sup>2</sup> The LORD said to Gideon, "You have too many men for me to deliver Midian into their hands. In order that Israel may not boast against me that her own strength has saved her,

<sup>3</sup> announce now to the people, 'Anyone who trembles with fear may turn back and leave Mount Gilead.'" So twenty-two thousand men left, while ten thousand remained.

<sup>4</sup> But the LORD said to Gideon, "There are still too many men. Take them down to the water, and I will sift them for you there. If I say, 'This one shall go with you,' he shall go; but if I say, 'This one shall not go with you,' he shall not go."

<sup>5</sup> So Gideon took the men down to the water. There the LORD told him, "Separate those who lap the water with their tongues like a dog from those who kneel down to drink."

<sup>6</sup> Three hundred men lapped with their hands to their mouths. All the rest got down on their knees to drink.

<sup>7</sup> The LORD said to Gideon, "With the three hundred men that lapped I will save you and give the Midianites into your hands. Let all the other men go, each to his own place."

<sup>8</sup> So Gideon sent the rest of the Israelites to their tents but kept the three hundred, who took over the provisions and trumpets of the others. Now the camp of Midian lay below him in the valley.

<sup>9</sup> During that night the LORD said to Gideon, "Get up, go down against the camp, because I am going to give it into your hands.

<sup>10</sup> If you are afraid to attack, go down to the camp with your servant Purah

<sup>11</sup> and listen to what they are saying. Afterward, you will be encouraged to attack the camp." So he and Purah his servant went down to the outposts of the camp.

<sup>12</sup> The Midianites, the Amalekites and all the other eastern peoples had settled in the valley, thick as locusts. Their camels could no more be counted than the sand on the seashore.

<sup>13</sup> Gideon arrived just as a man was telling a friend his dream. "I had a dream," he was saying. "A round loaf of barley bread came tumbling into the Midianite camp. It struck the tent with such force that the tent overturned and collapsed."

<sup>14</sup> His friend responded, "This can be nothing other than the sword of Gideon son of Joash, the Israelite. God has given the Midianites and the whole camp into his hands."

<sup>15</sup> When Gideon heard the dream and its interpretation, he worshiped God. He returned to the camp of Israel and called out, "Get up! The LORD has given the Midianite camp into your hands."

<sup>16</sup> Dividing the three hundred men into three companies, he placed trumpets and empty jars in the hands of all of them, with torches inside.

<sup>17</sup> "Watch me," he told them. "Follow my lead. When I get to the edge of the camp, do exactly as I do.

<sup>18</sup> When I and all who are with me blow our trumpets, then from all around the camp blow yours and shout, 'For the LORD and for Gideon.'"

<sup>19</sup> Gideon and the hundred men with him reached the edge of the camp at the beginning of the middle watch, just after they had changed the guard. They blew their trumpets and broke the jars that were in their hands.

<sup>20</sup> The three companies blew the trumpets and smashed the jars. Grasping the torches in their left hands and



holding in their right hands the trumpets they were to blow, they shouted, "A sword for the LORD and for Gideon!"

<sup>21</sup> While each man held his position around the camp, all the Midianites ran, crying out as they fled.

<sup>22</sup> When the three hundred trumpets sounded, the LORD caused the men throughout the camp to turn on each other with their swords. The army fled to Beth Shittah toward Zererah as far as the border of Abel Meholah near Tabbath.

<sup>23</sup> Israelites from Naphtali, Asher and all Manasseh were called out, and they pursued the Midianites.

<sup>24</sup> Gideon sent messengers throughout the hill country of Ephraim, saying, "Come down against the Midianites and seize the waters of the Jordan ahead of them as far as Beth Barah." So all the men of Ephraim were called out and they took the waters of the Jordan as far as Beth Barah.

<sup>25</sup> They also captured two of the Midianite leaders, Oreb and Zeeb. They killed Oreb at the rock of Oreb, and Zeeb at the winepress of Zeeb. They pursued the Midianites and brought the heads of Oreb and Zeeb to Gideon, who was by the Jordan.

**v. 1 – 7a      God Determines the Resources We Need to Do Things His way!**

How many? How much? What Kind?

It was not that Gideon had a bad plan, but God had a better plan... God's plan always brings Him the glory and empowers us to do things God's way

**v. 7 b - 15      God Determines the Battle Plan – based on His Power and Provision**

7b – Just use the men who lapped the water but stayed ready and armed

8 --- Gideon obeyed

9 – 14 God said, "Go spy the camp and learn what I am doing"  
Gideon obeyed and learned God was already at work

15 – Gideon worshipped, was filled with confidence, shared God's plan and instructed and encouraged others to follow the plan of the Lord

**v. 16 – 25      Faith is believing God and Acting Accordingly**

16 - Gideon obeyed and did just as God said....

17 - "Watch me" "Follow my lead" (Can we say follow me?)

18 – 25 – They experienced victory through faith, trust, and obedience to God's Plan

**SO WHAT** (Why is this important to know?)

***BEFORE GIDEON COULD FIGHT THE BATTLE BY FAITH,  
HIS FAITH HAD TO BE TESTED FOR THE ABILITY TO WIN THE BATTLE***

- A faith that cannot be tested cannot be trusted!
- Faith must be personal – I cannot rely on someone else’s faith  
J.G. Stipe said: “Faith is like a toothbrush; Everybody should have one and use it regularly, but it isn’t safe to use somebody else’s.” I must put MY trust in the Lord.
- It is not good enough to sing “Faith of our Fathers” we must exercise the faith of our fathers.
- We can watch and follow the faith of others, but we cannot be saved or win the battles of life until it is OUR faith which puts complete trust in God and His Word.

### **WHY DOES GOD TEST OUR FAITH?**

- **to show us whether or faith is real or counterfeit** (Not some warm fuzzy feeling... but our unshakeable confidence in the character, word and the power of God) “Faith comes by hearing, and hearing by the Word of God.” **Rom.10:17**
- **to strengthen our faith for the task ahead** - Paul prayed that we would have this strength **Ephesians 1:18-20 (NIV)**  
<sup>18</sup> I pray also that the eyes of your heart may be enlightened in order that you may know the hope to which he has called you, the riches of his glorious inheritance in the saints,  
<sup>19</sup> and his incomparably great power for us who believe. That power is like the working of his mighty strength, <sup>20</sup> which he exerted in Christ when he raised him from the dead and seated him at his right hand in the heavenly realms,
- **to teach us to rely on Him and not ourselves Psalm 20:7-8 (NIV)**  
<sup>7</sup> Some trust in chariots and some in horses, but we trust in the name of the LORD our God. <sup>8</sup> They are brought to their knees and fall, but we rise up and stand firm.

**Transition:** So let us see how God tested Gideon’s faith, and in the process we will learn what we too must do to pass the test, that is... become the kind for warrior that God would choose to fight battles the way God wants them to be fought!

### **RELY ON GOD’S PROVISION NOT YOUR OWN RESOURCES**

#### **Judges 7:2 (NIV)**

<sup>2</sup> The LORD said to Gideon, "You have too many men for me to deliver Midian into their hands. In order that Israel may not boast against me that her own strength has saved her,

- Faith says – less of me and more of God = more power! (32,000 – 300 = 99% reduction)
- Gideon did not argue, he simply obeyed – put his trust in the Savior not the soldiers
- Faith sees things from God’s perspective, even when it is not at all the way we would do things!  
Faith says: Believing is Seeing!
- Gideon was a man of faith... the 300 followed him, they all obeyed him!  
**Faith and Fear are both contagious.... What will others catch from you?**

### **REPLACE FEAR WITH FAITH Judges 7:3**

**Judges 7:3 (NIV)** <sup>3</sup> announce now to the people, 'Anyone who trembles with fear may turn back and leave Mount Gilead.'" So twenty-two thousand men left, while ten thousand remained.

“Fear Not – I am the Lord Your God” – was part of Gideon’s call to battle (Judges 6)

### **Psalm 27:1 (NIV)**

<sup>1</sup> The LORD is my light and my salvation-- whom shall I fear? The LORD is the stronghold of my life-- of whom shall I be afraid?

### **Romans 8:28, 31, 32 (NIV)**

<sup>28</sup> And we know that in all things God works for the good of those who love him, who have been called according to his purpose.

<sup>31</sup> What, then, shall we say in response to this? If God is for us, who can be against us?

<sup>32</sup> He who did not spare his own Son, but gave him up for us all--how will he not also, along with him, graciously give us all things?

### **REFUSE TO BE DISTRACTED Judges 7:4 – 8 (Remain Alert!)**

#### **Judges 7:4-8 (NIV)**

<sup>4</sup> But the LORD said to Gideon, "There are still too many men. Take them down to the water, and I will sift them for you there. If I say, 'This one shall go with you,' he shall go; but if I say, 'This one shall not go with you,' he shall not go."

<sup>5</sup> So Gideon took the men down to the water. There the LORD told him, "Separate those who lap the water with their tongues like a dog from those who kneel down to drink."

<sup>6</sup> Three hundred men lapped with their hands to their mouths. All the rest got down on their knees to drink.

<sup>7</sup> The LORD said to Gideon, "With the three hundred men that lapped I will save you and give the Midianites into your hands. Let all the other men go, each to his own place."

<sup>8</sup> So Gideon sent the rest of the Israelites to their tents but kept the three hundred, who took over the provisions and trumpets of the others. Now the camp of Midian lay below him in the valley.

- We never know when God may be testing us in some ordinary experience of life. JC Penny – prospective mgr. took to dinner – season food before tasting – NO
- Keep the ones who lap like a dog - Did you ever watch a dog or animals drink? They do not put their heads under water, they lap it up while looking around
- Jesus taught his disciples to live this way: Matthew 13:31 faith = big results

### **NOW WHAT?**

#### **YOU:**

God did not record this story just so we could say, "Wow look what God did for Gideon." No, it is in His Word so we can see what happens if we dare to be obedient and do things God's way, in God's power and in God's time.

### **So... What do you need to trust God for today?**

Are you trusting in God's power and provision for this need or are you trying to take care of it on your own?

Are you trusting in your own wisdom and ability, or in what God can do?

Are you struggling to wait on God's timing for victory? Here is a good question... When will God act on my situation? – Answer at the right time!

Are you willing to surrender the way you would do it and dare to ask God how He wants it done? You see, faith says, "God's way in God's time is always the best way and the best time!" Gideon discovered God was already at work before the battle ever started... and it is true for you and me as well!

Do you trust God enough to fight with trumpets, jars and torches, when you would normally use arrows, swords and shields?

So here it is... I do not know exactly what you are facing. It may be a spiritual, emotional, financial, or physical need that just seems overwhelming to you.

You may be captive to fear, worry, or doubt this very day... remember this:

In Judges Chapters 1 – 4 we read how the people kept losing faith in God, living in fear and defeat... but God in His mercy would raise up a new Judge who was a person of faith. And when they exercised faith through obedience to God, they would defeat their enemies.

In Judges 6 – the people had drifted away from God again and were constantly being harassed by the Midianites. They lived in fear instead of faith for seven years. Then in Chapter 7 as we read today; God raised up Gideon – a man of faith. Once again they followed a person of faith. They trusted, and obeyed God and experienced great victory.

Now in fairness... you and I really have no excuse for acting like the Israelites, for God has given us His Holy Spirit to live in us and empower us.... But we still have to make a choice... live by faith and do things God's way or live by sight and do things in our own strength or do things the way the world would do it.

This choice is yours, but the right choice is simple: “The just shall live by faith” (Rom 1:17)

The just... those who are in right relationship to God... they live by faith and not by sight... faith is based on who we love, know and rely upon, sight means we cannot see any farther than our own situation and resources.

So where are you today?

We have someone greater than Gideon to follow. He has already won the battle! Will you trust Jesus with whatever your need may be?

Spiritual – Jesus will heal your heart, remove your doubt, and deliver you from whatever is defeating you

Emotional – Are you in turmoil? Are you plagued by worry? Let Jesus speak peace into your heart and mind this very day!

Physical – do you still believe that Jesus is the Great Physician? Will you let Him heal you in His way and in His time?

Financial – Are you willing to believe God to provide all of your needs as you seek to follow Him? He promised that He would!

Come and join me at the altar today. Let Jesus be the champion of your battle... let's experience winning God's way... let's trust God for the victory... come now and join me in prayer as we kneel together....

(Soft music plays.. pastor leads people in prayer at the altar)

**WE**

**Now let us sing a song of victory: Sing together “Mighty Is Our God”**

**God’s Way, God’s Time, God’s Provision – that is the source of our  
victory... Say this with me: (on screen)**

**God’s Way... God’s Time... God’s Power...  
My Victory!**

**Dismissal: Heavenly Father let us now Go in faith and live in victory!**

**REMEMBER**

**God’s Way... God’s Time... God’s Power...  
My Victory!**

**CHRISTIAN PREACHING I – PAS3033  
SERMON MANUSCRIPT EVALUATION FORM**

Preaching: \_\_\_\_\_ Date: \_\_\_\_\_

Text: \_\_\_\_\_ Title: \_\_\_\_\_

**What is the One Main Point or theme of the sermon?**

---

**Rate each sub-point on a scale of “0” to “12” with “12” being the highest number of points possible.**

**I. BIBLICALLY BASED Answers the “What” Question: What does God have to say?**

**A. Exegetically accurate** \_\_\_\_\_

1. Does it appear that the text has been studied sufficiently?
2. Is the main point of the message clearly founded on the sermon’s text?

**B. Theologically sound** \_\_\_\_\_

1. Does the message appropriately draw its theology from the sermon’s text?
2. Is the sermon consistent with Wesleyan-Holiness theology?

**C. Personal Impact** \_\_\_\_\_

1. Does the sermon’s application flow from the main point of the passage?
2. Are the text’s sub-points accurately interpreted and appropriately applied?

**Comments:**

**II. SPIRIT DRIVEN - This is where the passion for the message originates**

**A. Flows from a relationship with God** \_\_\_\_\_

1. Is the sermon a “word from God?”
2. Has the messenger been changed by the message?

**B. Prayerfully inspired** \_\_\_\_\_

1. Is the sermon spiritually insightful and motivating?
2. Is there a sense this message has been “immersed” in prayer?

**C. Vehicle of God’s grace** \_\_\_\_\_

1. Does the sermon inspire?
2. Did God speak to you through this sermon?

**Comments:**

### III. OUTCOME FOCUSED: Answers the So What? and Now What? Questions

#### A. Biblical message meets with contemporary human need \_\_\_\_\_

1. Does the sermon address a relevant need of the listeners?
2. Does the message convey truth that relates to the need being addressed?

#### B. Specific challenge to be conformed to the biblical message \_\_\_\_\_

1. Does the sermon clearly show the listeners how to respond to the message?
2. Is the listener urged to incorporate the truth learned into their life?

#### C. Discernible effect \_\_\_\_\_

1. Does the sermon encourage life-changes of the listeners?
2. Is there an appropriate call to respond to the point of the message?

Comments:

### IV. CRAFTED WELL

#### A. Effective flow of thought (The ME movements) \_\_\_\_\_

1. Does the introduction establish – and smoothly lead into – the sermon’s theme?
2. Does the speaker personally connect/identify with the need or main idea?  
Does the introduction immediately grab the audience?

#### B. Contextually relevant (The WE movement) \_\_\_\_\_

1. Does the sermon fit the congregation?
2. Is the theme/point of the message easily recognized by the listeners?  
Does the introduction connect the audience with the need or main idea?

#### C. Created for effective oral communication –

##### language, grammar, transitional statements \_\_\_\_\_

1. Is correct grammar, word usage and sentence structure evident?
2. Does the choice of words add to the effectiveness of the sermon?
3. Are the good transitional statements that help you follow the flow or map of the sermon?
4. (The YOU/WE movements)
  - a. Does the conclusion help the audience to understand how to apply the text to life? Does it tell them clearly how to respond?
  - b. Is there an inspirational or “sticky statement” the challenges the congregation to remember the point and apply it to their lives?

Comments:

TOTAL POINTS \_\_\_\_\_



**INSTRUCTOR SERMON DELIVERY EVALUATION FORM**

**CHRISTIAN PREACHING I – PAS3033**

Preaching: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Text: \_\_\_\_\_

Sections I, II, IV, and V are worth 50 points each. Section III is worth 100 points  
Total Points = 300

**I. SPIRIT DRIVEN / A TRULY BIBLICAL SERMON / GOOD NEWS – It flows from a Relationship with God and the passage was internalized. (10 pts. Each)**

1. Is the sermon a “word from God” clearly based on the text? \_\_\_\_\_
2. Did you sense that the preacher internalized the text? \_\_\_\_\_
3. Is the sermon spiritually insightful and motivating? \_\_\_\_\_
4. Is the sermon exegetically correct? \_\_\_\_\_
5. Is the sermon theologically sound? \_\_\_\_\_

**Total Possible Points 50. Points Awarded \_\_\_\_\_**

**II. OUTCOME FOCUSED – Biblical message meets with contemporary human need. There was a specific challenge to be conformed to the biblical message with a discernible effect: (10 pts. Ea.)**

1. Does the sermon address a relevant need of the listeners? \_\_\_\_\_
2. Does the sermon clearly show the listeners how to respond? \_\_\_\_\_
3. Is the listener urged to incorporate the truth learned into their life? \_\_\_\_\_
4. Does the sermon encourage life-changes of the listeners? \_\_\_\_\_
5. Is there an **appropriate** call to respond to the point of the message? \_\_\_\_\_

**Total Possible Points 50 Points Awarded \_\_\_\_\_**

**III. CRAFTED WELL – Contextually relevant / Effective flow of thought (10 pts. Ea.)**

**1. One Main Point:**

Was the Main Point or the Theme of the sermon clearly articulated? \_\_\_\_\_

2. Did the speaker personally identify with the perceived need in the “**ME**” movement? \_\_\_\_\_

**3. Three Important Questions:**

Clearly answered What? So What? And Now What? \_\_\_\_\_

**4. Transitions:**

Were the transitions from one movement to the other clearly made? \_\_\_\_\_

5. Did the preacher refer consistently to the text in the “**God**” movement? \_\_\_\_\_

6. **Now what?** Were the instructions regarding how to respond/apply the text clearly presented so that the listener understood how to respond to the message? \_\_\_\_\_

7. Did the preacher offer any specific ways to appropriate the text to life in the “**You**” movement that made it easier for people to connect to the message to their own need? \_\_\_\_\_

8. Did the “**We**” movement challenge or cast a vision as to what it would look like if the congregation as a whole applied the text to life? \_\_\_\_\_

9. Was there a “Sticky Statement” that made the one main point easy to remember? \_\_\_\_\_

10. Overall, was there a sense of continuity and flow in the presentation? \_\_\_\_\_

**Total Possible Points 100. Points Awarded:** \_\_\_\_\_

**IV. EFFECTIVELY COMMUNICATED**

**Preaching / Vocal Quality / Platform Presence / Rehearsed and Refined**

1. Was the sermon passionately presented? \_\_\_\_\_

2. Did the oral reading of the passage indicate the preacher was prepared? \_\_\_\_\_

3. Did the volume, pitch and pace of the delivery seem appropriate? \_\_\_\_\_

4. Was there good body language and eye contact? \_\_\_\_\_

5. Did the preacher appear confident, familiar with the content, and well prepared? \_\_\_\_\_

**Total Possible Points 50. Points Awarded:** \_\_\_\_\_

**V. OVERALL COMMENTS: What is your overall impression of the sermon? (10 pts. Ea.)**

1. The sermon was truly a proclamation and not a speech or lesson. \_\_\_\_\_
2. The preacher connected with the audience in a way that captured and held their attention. \_\_\_\_\_
3. The main idea of the passage drove the sermon.  
It was obvious from the Introduction to the Conclusion. \_\_\_\_\_
4. The preacher demonstrated proper preparation of the "Now What" section of the sermon. It was much more than just a general call to prayer. \_\_\_\_\_
5. The oral presentation of the sermon demonstrated that the preacher was inspired, prepared and enthusiastic about the sermon. \_\_\_\_\_

**Total Possible Points 50. Points Awarded:** \_\_\_\_\_

**Any additional comments:**

**FINAL SCORE:**

**TOTAL POSSIBLE POINTS: 300.**

**TOTAL POINTS AWARDED:** \_\_\_\_\_

**STUDENT SERMON EVALUATION FORM**  
**Christian Preaching I PAS3033**

Preacher: \_\_\_\_\_

Date: \_\_\_\_\_

Student evaluator: \_\_\_\_\_

One Main Point or Theme of the sermon: \_\_\_\_\_

Identify the key challenge to the listener: \_\_\_\_\_

Rate each sub-point on a scale of "0" to "5" with "5" being the highest number of points possible. 1 = Poor 2 = Fair 3 = Good 4 = Very Good 5 = Excellent

Total Maximum Points for the Sermon: 50

**I. SPIRIT DRIVEN**

**A. Flows from a relationship with God** (5 Points Possible) \_\_\_\_\_

1. Is the sermon a "word from God?"
2. Has the messenger been changed by the message?

**B. Prayerfully inspired** (5 Points Possible) \_\_\_\_\_

1. Is the sermon spiritually insightful and motivating?
2. Is there a sense this message has been "bathed" in prayer?

**C. Vehicle of God's grace** (5 Points Possible) \_\_\_\_\_

1. Does the sermon inspire?
2. Did God speak to you through this sermon?

**COMMENTS:**

**II. BIBLICALLY BASED: Answers: What? (What does God have to say?)**

**A. Exegetically accurate** (5 Points Possible) \_\_\_\_\_

1. Is the main point of the message clearly drawn from the sermon's text?
2. Is the sermon's text accurately interpreted and appropriately applied?

**B. Theologically Sound** (5 Points Possible) \_\_\_\_\_

1. Does the message draw its theology from the sermon's text?
2. Is the sermon consistent with Wesleyan-Holiness theology?

**C. Personally impacting** (5 Points Possible) \_\_\_\_\_

1. Has the sermon's text spoken to the preacher?
2. Does the sermon's application flow from the point of the passage?

**COMMENTS:**

**III. OUTCOME FOCUSED**

**A. Biblical message meets with contemporary human need (5 Points Possible) \_\_\_\_\_**

**Answers the question: So What?**

1. Does the sermon address a relevant need of the listeners?
2. Does the message convey truth that relates to the need being addressed?

**B. Specific challenge to be conformed to the Biblical (5 Points Possible) \_\_\_\_\_**

**Message: Answers the question: Now What?**

1. Does the sermon clearly show the listeners how to respond to the message?
2. Is the listener urged to incorporate the truth learned into their life?
3. Does the choice of words add to the effectiveness of the sermon?

**COMMENTS:**

**IV. EFFECTIVELY COMMUNICATED**

**A. Platform presence of the speaker / Oral communication (5 Points Possible) \_\_\_\_\_**

1. Was there adequate and appropriate eye contact between preacher and listeners?
2. How well did preacher's posture and body language complement the message?
3. Was the preacher confident, familiar with content, well-rehearsed and prepared?
4. How well did the preacher follow the Me-We-God-You-We movements?
5. Were the transitions through the movements clear and easy to follow?

**B. Over-all impression and impact of the sermon. (5 Points Possible) \_\_\_\_\_**

1. The preacher had personally experienced an "aha" or "transformational" moment
2. The sermon was passionately presented
3. I too was impacted and inspired by the message
4. I clearly understood the challenge of the message and how to respond
5. The sermon was "good news" from the Lord!

**TOTAL POINTS AWARDED \_\_\_\_\_**

**OVER-ALL COMMENTS ON THE SERMON AND PRESENTATION:**

**AREAS WHERE YOU WERE STRONG:**

**AREAS THAT NEED IMPROVEMENT:**

**RECOMMENDATIONS:**

## SERMON ASSESSMENT FORM

<h1>Sermon Assessment</h1>	
Preacher:	Scripture Text:
Assessed by:	Date:
1. What do you think was the main theme/or one main idea of the text and sermon?	(What did God want you to know and to do according to the text?)
2. Did the preacher preach with passion as if the text had ministered first to the preacher?	___ Yes ___ No Was something said to make you think so? Comment:
3. Did you sense that you were invited to journey through the text together? Comment:	(The preacher connected to a common need with the audience.)
4. Was the sermon easy to follow? (Made smooth transitions throughout)	___ Yes ___ No Comment:
5. Complete this statement addressed to the preacher:	When you said _____ I felt ...
6. How did the delivery (style, tone, manner) match the theme/aim of the sermon?	Comment:
7. How would you rate the use of the Bible? (Did the text seem to be the main point of what the sermon was all about?)	(The preacher kept us engaged with the biblical text.) (low) 1 2 3 4 5 6 (high) Comment:
8. How would you rate the use of stories/illustrations/visual aids?	(low) 1 2 3 4 5 6 (high) What options might the preacher consider in the future?
9. How would you rate the delivery?	Audibility (low) 1 2 3 4 5 6 (high) Eye Contact (low) 1 2 3 4 5 6 (high) Gestures (low) 1 2 3 4 5 6 (high) Pace (low) 1 2 3 4 5 6 (high)
10. Were there any distracting mannerisms? If so, please comment.	Comment: When you...
11. Did the preacher clearly state how the text should be applied to everyday life? Were you invited to respond?	Comment:

## FORMAT FOR CHAPEL SERMON ASSIGNMENT

**Name of Preacher:**

**Date of Service:**

**Title of Sermon:**

**Main Point of Sermon:**

**Key communication factors:** (Answer the question with a brief comment or explanation, not just yes or no)

- Did the preacher identify the common need addressed in the passage?
- Did the preacher personally identify with this need?
- Did you sense that you were invited to “come along on the journey”? (That is, the preacher is “sharing with you”, not “preaching at you.”)
- Were the transitions easy to follow as the preacher moved through the sermon?
- Did the preacher answer the questions: What? So What? and Now What?
- Were the instructions for life application clearly presented?
- Was there an opportunity for people to respond and experience a transformational encounter with God?

**Overall comments:**

Note: While there is no specific word count for this assignment, your answers should reflect a meaningful analysis of the sermon.

**SESSION REFLECTION SCORING GUIDE**  
Carefully Review

Session Reflection Rubric		
Grade	Criteria	Explanation
<b>A</b> <b>Earns up to 100% of the points possible</b>	Assignment is clear, specific, thoughtful, complete, and demonstrates integration of the session's learning experiences.	The reflection clearly indicates that the student has fully participated in the session's learning experiences. It includes clear, detailed, outstanding answers to the assigned questions. Integrates at least two quotes or direct references from other course material. Includes pertinent personal examples, views, and/or thoughts.
<b>B</b> <b>Earns up to 90% of the points possible</b>	Assignment is clear, thoughtful, and complete, but lacking substantive details and connections with the session's learning experiences.	The reflection clearly indicates that the student has participated in the session's learning experiences. It includes clear, above average answers to the assigned questions. Integrates at least one quote or direct references to text other course material. Includes connected personal examples, views, and/or thoughts.
<b>C</b> <b>Earns up to 80% of the points possible</b>	Assignment is complete, includes personal thoughts, but lacking in detail and connections with the session's learning experiences.	The reflection indicates that the student participated in some of the session's learning experiences. It includes average answers to the assigned questions. Refers to other course material, though doesn't identify the source. Includes personal examples, views, and/or thoughts.
<b>D</b> <b>Earns up to 70% of the points possible</b>	Assignment is incomplete or very vague, includes mainly personal thoughts, and few connections with the session's learning experiences.	The reflection indicates the student participated little in the session's learning experiences. It includes vague answers to some of the assigned questions. Weak references to other course material, with no sources cited. Includes mostly personal examples, views, and/or thoughts.
<b>F</b> <b>Earns no more than 60% of the points possible</b>	Assignment clearly indicates the student did not attempt to complete, nor integrate, the session's learning experiences into the reflection.	The reflection indicates the student did not participate in the session's learning assignments. The answers to the assigned questions are based solely on personal opinion or have no convincing references to other course material. Short on word count.



## APPENDIX ONE

### A Student's Guide to the Student Academic Portfolio (for those interested in NBC transfer credit)

The *Student Academic Portfolio* program at Nazarene Bible College is a way by which a student may be granted college credit for learning completed at an Alliance District Training Center. This guide sheet will define the *Student Academic Portfolio* and explain the process for compiling and submitting a portfolio for academic credit.

- The *Student Academic Portfolio* is a well-organized compilation of course materials (exams, papers, projects, class notes, etc.) that demonstrates academic work was college level quality and the content and extent of learning was enough to be acceptable as college credit.
- The purpose of the *Student Academic Portfolio* is to persuade college officials to grant college credit for the work you completed and the learning you gained.
- Students who enroll in and successfully complete at least one 3-credit-hour course at NBC will be eligible to submit a portfolio for evaluation.

Getting started is easy! Set up a binder at the beginning of each class and build your *Portfolio* as you go! Your instructors are available to offer help and advice, and the following check list will guide you through the process.

#### HOW TO BUILD A PORTFOLIO

- Purchase binder large enough to hold all course materials.
- Set up the following 5 sections/tabs:
  - 1. **FINAL GRADE**  
The instructor will give you a grade sheet at the end of class that verifies your final grade and number of course credits
  - 2. **COURSE SYLLABUS** (which must provide the following)
    - a. Instructor qualifications
    - b. The course title and description
    - c. The course purpose and objectives
    - d. A list of textbooks and other curricular material used in appropriate bibliographical form
    - e. The course requirements and some idea of the instructor's criteria for assigning grades
    - f. Seat time – the number of periods the class met and the length of each period
  - 3. **ASSIGNMENTS**  
Research papers, reports, projects, etc. (appropriately titled and dated) produced by the student (original and graded). Arrange in chronological order according to the class schedule in the syllabus.
  - 4. **EXAMS/TESTS/QUIZZES** – original and graded
  - 5. **CLASS NOTES** – the student's class notes and any handouts received in class
- Include a contents page at the beginning of the binder

***Remember, the more complete your Portfolio, the more likely it is that you will receive the credit. It should be organized in a neat and professional manner. This will help convince the evaluator that the contents are valuable and worth attention.***

#### HOW TO SUBMIT A PORTFOLIO

- Become an NBC student. To get started, complete an Admission Application Form at [www.nbc.edu](http://www.nbc.edu).
- Enroll in and successfully complete (with a grade of "C" or higher) at least one 3-credit-hour course online.
- After successfully completing the course, submit your *Student Academic Portfolio* to the address below. It is strongly suggested that you send it by a delivery method that can be tracked (FedEx, UPS, etc.).  
Mrs. Cheryl Graves  
Nazarene Bible College  
Alliance for Ministry Education  
17001 Prairie Star Parkway Suite 300  
Lenexa, KS 66220
- Include a cover letter asking that your portfolio be evaluated for the granting of college credit.
- Include payment of the \$40 evaluation fee for each *Portfolio* submitted.
- Your Portfolio will be evaluated by an NBC professor, and you will be advised of the result of that evaluation.
- If accepted for college credit, send the \$20 posting fee and credit will be placed on an official NBC transcript with a notation that credit was granted by "portfolio evaluation." All credit granted through this process will be honored toward a degree at NBC.