

Delivery: Three hour lectures
Synchronous sessions: Monday mornings at 9:15am

I. Instructor:



Jonathan I. Griffiths (Ph.D.)
Metropolitan Bible Church
2176 Prince of Wales Dr, Ottawa, ON K2E 0A1, Canada
Preferred mode of communication: email
Contact: execassist@metbiblechurch.ca

II. Teaching Assistant



Adam P. Callaway (M.Div.)
Metropolitan Bible Church
2176 Prince of Wales Dr, Ottawa, ON K2E 0A1, Canada
Email: acallaway@metbiblechurch.ca

III. Other Lecturers:

Ben Jolliffe (MAR, Reformed Theological Seminary)
Pastor, Resurrection Church
Ottawa, St. George School -- 130 Keyworth Ave
Email: Ben@resurrectionchurch.ca

George Sinclair (MA, Pastoral Counseling and Theology)
Lead Pastor, Church of the Messiah
400 King Edward Ave, Ottawa, ON K1N 7M7, Canada
Email: george@messiahchurch.ca

IV. Course Description

A training course designed to equip people with Bible interpretation tools for faithful Bible proclamation. It is designed to develop some of the philosophical and practical skills needed for the complexities of interpreting Scripture alongside the progressive demonstration of faithful biblical preaching. The course content will examine various models of interpretation, articulation of the gospel, and Christ-centred preaching. A significant amount of time and effort will focus on exploring the various genres of Scripture, and the interpretative principles accompanying each of them. Students will also be exposed to various doctrines, Bible books, and more.

This course covers foundational issues of biblical hermeneutics (the art and science of interpretation). It intends to develop competency in biblical interpretation and proclamation for both the personal and public use of the Scripture.

V. Course Objectives

This course will specifically address the following objectives:

Character and Attitude-Based Outcomes

1. Review the importance of preaching and the practice of Bible exposition.
2. Develop an attitude of taking seriously the correct interpretation of the Bible to hear and understand God's message in the Bible, and to learn to proclaim God's gospel from the Bible faithfully.
3. Develop an attitude of serious reflection on the genre in reading and preaching the Bible.
4. Allow the revealed Word of God, thoughtfully interpreted, to shape values, sense of mission, calling, and worldview.

Skills-Based Outcomes

1. Apply and use basic rules for interpreting and preaching a text. This is the basic point of the whole course.
2. Recognize different genres, interpret them, and aim to preach them as unique types of Biblical literature.
3. Develop the process from interpretation to preparation to proclamation in a careful and thoughtful way.

Knowledge-Based Outcomes

1. Learn how parts of the Bible (OT/NT, Genres, Bible Books, and Doctrines) have been interpreted and ought to be interpreted as an Evangelical.
2. Learn and reflect on the nature of the interpreter/reader in coming to the biblical text and gain tools for doing so.
3. Learn about the theology, Biblical evidence for, and current trends in expository preaching.
4. Gain knowledge in the range of thought throughout church history on preaching and interpretation.
5. Develop skills in accessing commentaries, discerning their function, and putting them to use in developing and delivering a sermon

Assessment Methods

1. Class engagement/participation
2. Assigned Readings
3. Reflection Papers
4. Workshop-Style Expositions

VI. Course Texts

Required

Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon* (3rd Edition). Grand Rapids, MI: Baker Academic, 2018.

Dever, Mark. *Nine Marks of a Healthy Church* (3rd Edition). Wheaton, IL: Crossway, 2013.

Gilbert, Greg. *What is the Gospel?* Wheaton, IL: Crossway, 2010.

Grudem, Wayne. *Systematic Theology*. Grand Rapids, MI: Zondervan, 1994.

Helm, David. *Expositional Preaching How We Speak God's Word Today*. Wheaton, IL: Crossway, 2014.

Lawrence, Michael. *Biblical Theology in the Life of the Church*. Wheaton, IL: Crossway, 2010

Tripp, Paul David. *Dangerous Calling*. Wheaton, IL: Crossway, 2012.

Recommended¹

Greidanus, Sidney. *Preaching Christ from the Old Testament*. Grand Rapids, MI: B. Eerdmans Publishing Co., 1999.

Griffiths, Jonathan I. *Preaching in the New Testament*. Downers Grove, IL: IVP, 2017.

Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York, NY: Viking, 2015.

Lloyd-Jones, Martin. *Preaching & Preachers*. Grand Rapids, MI: Zondervan, 2011.

Piper, John. *Expository Exultation: Christian Preaching as Worship*. Wheaton, IL: Crossway, 2018.

Smith, Robert. *Doctrine that Dances: Bringing Doctrinal Preaching and Teaching to Life*. Nashville, TN: B&H, 2008.

VII. Writing Style and Marking Schema

1. Spelling, syntax, and grammar may account for up to 10% of the grade for any written assignment. Note that papers may be submitted to a plagiarism review service.
2. Papers will follow the Turabian method for style and format
Improper use of the required style may result in a grade reduction of up to 5%.
3. See Rubric² for Specific Requirements for Marking

VIII. Confidentiality and Records

1. At times students may elect to speak of personal matters of a confidential nature within the context of a class session. All students within that class are to maintain the confidentiality of such information. Breach of this condition may result in dismissal from the class with resultant failure.
2. Copies of selected samples of student work may be retained for the purposes of institutional assessment. The use of such material will be restricted to documented institutional assessment processes.
3. Any recordings (audio, visual, distance ed) taken or distributed in the class or course are for the sole purpose of the student enrolled in the course, and are not to be distributed or shared in a public or private forum without the express consent of the school.

IX. Course Requirements

ATTENDANCE

1. Required for the sake of every student in the class (considering the workshop format of the course)
 - a. Classes will be Monday mornings from 9:15 a.m. to 12 p.m.
 - b. Instructors may assign additional work to cover lost time and content.
 - c. Instructors may designate special attendance requirements surrounding specific classes within the schedule or outside-of-class activities that form part of an assignment for the course.
 - d. Zoom options will be provided for students in light of COVID-19
2. Coming Late/Leaving Early: Barring unforeseen obstacles, the class will begin on time. Any material covered that is missed due to absence is the responsibility of any individual who arrives late. As a courtesy, students are requested to inform the instructor if they must leave early.

¹ Students will also be asked to interact with other books if they are participating in the Met Internship. Students who read three of these books (one must be Keller) will receive an increase of one-half letter grade at the end of the year.

² Page 6

Use of the Internet during Class Time:

Laptops, tablets, etc., are permitted in the classroom, but only for purposes of the class. This is not a place for multi-tasking. By all means, take advantage of the breaks for these things.

Readings

Each student is expected to complete all assigned readings in their entirety. These readings ought to be used along with Scripture to assist with writing papers.

Assignment Submissions

Due Dates: Papers are due on their respective dates. Please consult the syllabus for the specific dates. Papers will be turned in through electronic submission, by email to the teaching assistant.

X. Course Assignments

1. Reflection Papers

Due Date: By the Final Day of Class
Percentage of overall mark: 25%

Description: Following the prompts given by the instructor at the beginning of the course, choose from the prompts and write four papers that clearly demonstrates that you have prayerfully read and interacted with Scripture and the assigned readings.

2. Exposition 1

Due Date: See your assigned exposition date
Percentage of overall mark: 10% (Pass/Fail)

Description: Each student will be assigned a passage from the book of Titus. Your aim is to give a clear and concise exposition of the passage, for between 6 and 8 minutes. We want you to tell us what the passage means, and to give some indication of its significance for us today

3. Exposition 2: Narrative

Due Date: See your assigned exposition date
Percentage of overall mark: 15% (Pass/Fail)

Description: Expositions for this second round will be 10-15 minutes (not including the reading of the passage), and will be narrative in approach and style with a short introduction, conclusion, and an increased emphasis on application. Big Ideas must clearly be stated in exposition #2 as well.

4. Exposition 3: Full Sermon

Due Date: See your assigned exposition date
Percentage of overall mark: 25% (Pass/Fail)

Description: Expositions for the full sermon will be 17-20 mins (including the reading of the passage), and will be complete with sermonic introductions and conclusions, illustrations, and clear applications.

5. Reading

Due Date: Every four weeks from the start of the course, except for *Systematic Theology*. See the schedule for specific dates.
Percentage of overall mark: 25%

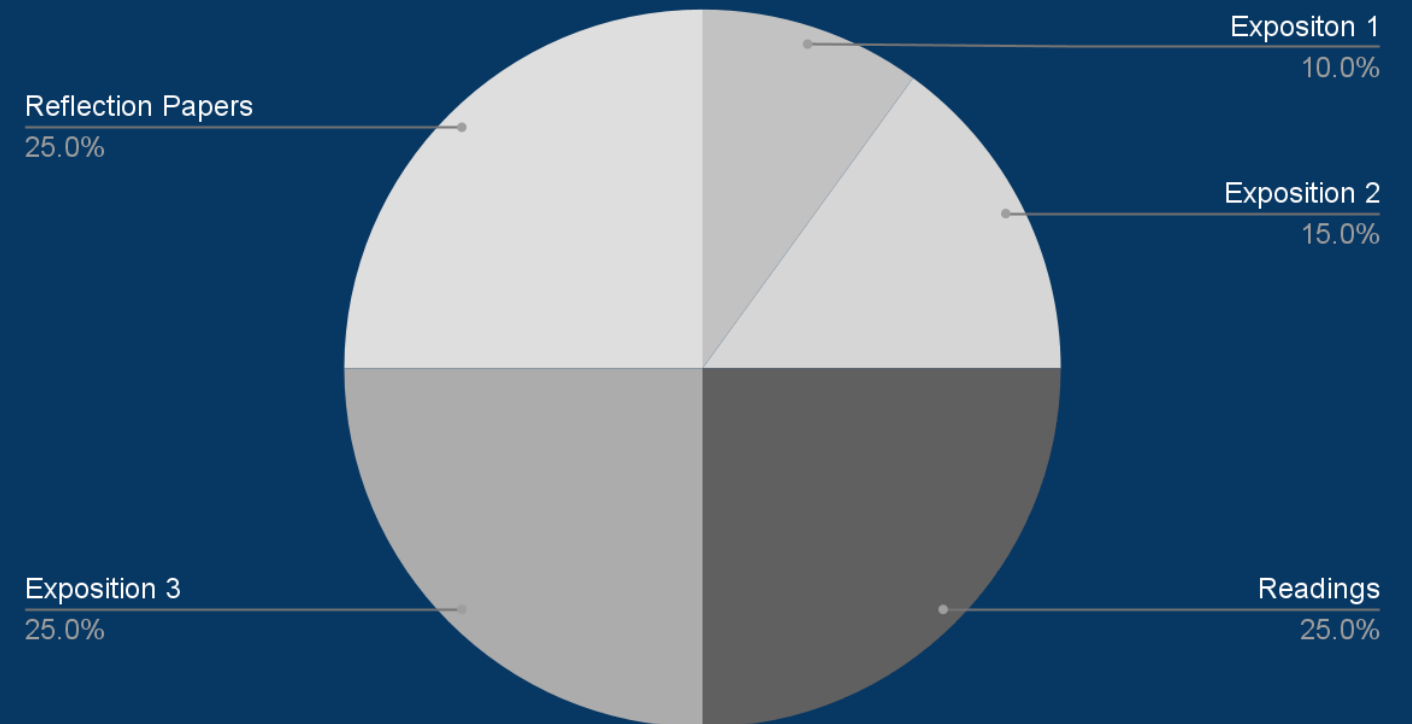
Description: Course readings must be completed in full according to the instructor’s prompt at the beginning of every month. Each student will meet with the instructor to review the material interacted with in the book. The student will be asked to state whether they have completed the reading required simply.

XI. Anticipated Workload

The expected workload for a course is approximately 2 hrs outside of every in-class assigned hour.

Class lectures:	24 hours (semester 1)
	34 hours (semester 2)
Preaching Workshops:	12 hours (semester 1)
	17 hours (semester 2)
Reading:	1 book per month (except for <i>Systematic Theology</i>)
Papers:	4 reflection papers

Workload



XII. Class Schedule

Semester 1

CLASS DATE	Instructor	TOPIC	READING ASSIGNMENTS	DUE DATE
30-Oct-23	JG	Introduction to expository preaching	<i>Reading Assignment: Dangerous Calling</i>	27-Nov-23
6-Nov-23	GS	Preaching to the Culture 1		
13-Nov-23	JG	Tools for Expository Preaching 1		
20-Nov-23	AC	Text Interrogation		
27-Nov-23	JG	Tools for Expository Preaching 2	Reading assignment: <i>What is the Gospel?</i>	18-Dec-23
4-Dec-23	JG	Tools for Expository Preaching 3		
11-Dec-23	AC	Preaching Christ from the OT 1		
18-Dec-23	AC	Preaching Christ from the OT 2		Paper 1 DUE TODAY

Instructor Legend:

JG	Jonathan Griffiths
AC	Adam Callaway
BJ	Ben Jolliffe
GS	George Sinclair

Semester 2

8-Jan-24	AC	Preaching Narrative 1	Reading Assignment: <i>Biblical Theology</i>	5-Feb-24
15-Jan-24	AC	Preaching Narrative 2		
22-Jan-24	AC	Preaching Poetry and Prophecy 1		
29-Jan-24	AC	Preaching Poetry and Prophecy 2		
5-Feb-24	AC	Preaching Poetry and Prophecy 3	Reading Assignment: <i>Christ Centered Preaching</i>	18-Mar-24
12-Feb-24	AC	Sermon Preparation Tools 1		Paper 2 DUE TODAY
19-Feb-24		Class Cancelled – Family Day		
26-Feb-24	AC	Sermon Preparation Tools 2		
4-Mar-24	JG	Preaching Epistles 1		
11-Mar-24		Class Cancelled – March Break		
18-Mar-24	JG	Preaching Epistles 2	Reading Assignment: <i>Systematic Theology</i>	13-May-24
25-Mar-24	AC	Preaching the Gospel		
1-Apr-24		Class Cancelled – Easter Monday		
8-Apr-24	GS	Preaching to the Culture 2		Paper 3 DUE TODAY
15-Apr-24	BJ	Sermon Delivery Tools 1 – Preaching to the Affections		
22-Apr-24	BJ	Sermon Delivery Tools 2 – Preaching to the Affections		
29-Apr-24	JG	Preaching Gospels 1	Reading Assignment: <i>Expositional Preaching & Nine Marks</i>	31-May-24
6-May-24	JG	Preaching Gospels 2		
13-May-24	JG	Preaching Apocalyptic/Expository Recap		
20-May-24		Class Cancelled		
30-May-24		Class Cancelled		Paper 4 DUE TODAY

Exposition #1 Guidelines and Schedule

We will be using the *English Standard Version* of the Bible for the Monday Workshops. It will be a great help if you can prepare from this version

The morning workshops are a vital part of the Timothy Course. Don't be daunted by them; people often find this the most helpful part in building confidence in rightly handling the Bible. We do ask you to prepare carefully for these workshops and to do some serious study beforehand, but we don't want you to feel intimidated, and we don't expect you to come with all the answers sorted! We do not want to sit in judgement on one another, but rather to help and encourage one another in this demanding work, sharpening one another with gentle clarity.

These are sometimes called "Gobbet Groups." A Gobbet is "a part, portion, piece, fragment of anything which is divided, cut or broken" (Oxford English Dictionary). This is meant to be a short portion of Scripture. You will be emailed a copy of your gobbet dates before the start of the course.

The format of the Workshops

Each Workshop will be led by Pastor Jonathan and/or Adam. In each Workshop, we shall study one short passage of scripture. We shall begin by asking the designated person to briefly expose the passage, for **between 6 and 8 minutes each**. The Workshop leader will then chair a discussion of the text and these presentations, offering instruction, constructive criticism and principles to guide us all.

Apart from the passage you are preparing to present, you will also be asked to give some thought to the other passages, so that you can contribute constructive comments on those who have done their presentations on them as well.

Your Presentation

Your aim is to give a clear and concise exposition of the passage, for between 6 and 8 minutes. We want you to tell us what the passage says and means, and to give some indication of its significance for us today.

In particular:

- **Don't give a "talk" on the passage.** We do not want structured points, illustrations, introductions, conclusions, exhortations etc. In this exercise, we are – as it were – still in the study preparing and not yet near actually giving the talk or leading the Bible study. Focus on the passage's content, rather than how you might teach it.
- **Don't be exhaustive (and exhausting!).** Don't try to tell us everything there is to say about the passage, including a detailed treatment of the meanings of Greek or Hebrew words, scholarly background, views of different commentators... **You need to keep your 5 minutes sharply focused on expounding the central thrust of the passage.**
- **Don't give us a running commentary** on your studies, struggles, wonderings and wanderings, people whose advice you have asked, books you may have read...as you have prepared. Just tell us your conclusions clearly with the reasoning to support them.
- **Don't waffle!** Unless you are unusually good at concise and accurate speaking from notes, you will need to have your Gobbet presentation written out in full.

In your presentation, please give us the following four ingredients.

1. **The Big Idea.**³ Begin by telling us in your own words your central conclusion about the main thing the text says. State it carefully as a "**Theme Sentence**" with a **maximum of twelve words**.

This will not be the first thing you discover in your preparation, but tell it to us first in your presentation. Then we will know at the start what you think the passage is centrally about.

As you prepare, ask yourself, "What is the Big Idea in this passage? What is the central truth the writer seeks to convey to his hearers?" There may be many other wonderful and valuable things in the passage, links with other passages, etc., but keep your eye out for the main idea or theme in this passage. This will be the one truth you are determined, come what may, to get across when it comes to giving a talk or leading a study, even if you get nothing else across. Stating it in at most twelve words will help you focus on what you really think is the most important thing the passage says.

After stating the Big Idea, most of the rest of your time is devoted to telling us why you think this is the Big Idea. You do this by looking at the Context and Content of the passage.

2. **The Context.** You will need to look at the context in which the text lies, because this is often the key to understanding it alright, and grasping the big idea. The 'Gobbets' are short but are parts of a larger whole.

So ask questions like⁴

- What does *this* passage mean *here* in *this* book?
- What comes before it? What follows it?
- What is the book as a whole about? Do we know to whom it was written, and when and why?
- So, why does the writer say this to these people at this point in his book?

A word of warning: beware spending too long explaining the context to us. You may have had a fascinating time exploring the wider contexts, but prune what you tell us; give us only the context we need to understand the passage itself. Make sure you spend most of your time on the passage itself.

Really **only the first presenter or two needs to update us on authorship, date, setting, etc.**

3. **The Content.** Take us through the passage and explain to us simply how the text teaches us the Big Idea. Look carefully at what the passage actually says. It is surprisingly easy to fail to do this.

Some useful questions to ask in our preparation are:

- Does the passage have a clear structure?
- Are there logic words (e.g. 'because', 'therefore') in it?
- What kind of literature is it - is it poetry, doctrinal statement, narrative, command, promise...?

³ For more on developing The Big Idea, see *Saving Eutychus*, chapter 4.

⁴ It will be helpful to ask these six text interrogation questions as well: What is this text functionally (a warning/a prayer/a greeting, etc.)? Without this question, the communication of the text will be a result of your personality...

What is the subject of the text?

What is the text saying about that subject? Write down as much as you can about what the text is saying about a particular subject
What response might the Holy Spirit want from those who hear this text? 2 Parts: What did the Holy Spirit intend for the original hearers? What is He saying to my hearers? (This shouldn't be too radically different)

How does this text elicit that response?

How does the text contribute to the larger picture, the drama of redemption?

- What is its tone and feel?
- Are there surprises in the passage, things we would have said differently, things that don't quite seem to fit with what we might have expected?

4. **The Implication.** This is the ‘so what for us?’ question. At the end of your presentation, indicate how you think this passage now bears on us today. You will not have time to do more than give brief pointers to this; but it is important because we always need to be asking how God calls us to respond to his word. All bible teaching moves through the mind to touch the heart and bend the will to bow to the Lordship of Christ. Try to crystallise this last point in an “**Aim Sentence**”, (again, keep this to **a maximum of twelve words**) which expresses what you will pray that God will do through this passage in your hearers.

Reflection Paper Rubric

Student Learning Outcome	Novice - 1	Intermediate - 2	Proficient - 3	Distinguished - 4
Personal Reflection Students should provide a thorough and comprehensive response to the prompt(s) provided in the assignment.	Response does not address the prompt. Questions are left unanswered or instructions are otherwise not followed.	Response is generally appropriate for the prompt, but lacks sufficient depth of thought and analysis. Some questions or instructions are addressed only superficially.	Response addresses the prompt and provides suitable thought and analysis.	Response reflects thorough and comprehensive engagement with all questions and instructions of the prompt.
Source Interaction Students should interact with the assigned reading in ways which demonstrate an understanding of the author's arguments and conclusions. Student should properly cite all sources referenced.	Interaction with the assigned reading is missing; interaction demonstrates major misunderstanding or misrepresentation of the content; OR documentation and attribution of sources is unethically done or missing.	Interaction with the assigned reading is present, but lacks depth or shows significant misunderstanding of the content; OR documentation and attribution of sources is insufficient or improperly done.	Interaction with the assigned reading demonstrates an accurate understanding of the arguments and conclusions. Attribution and documentation of sources is acceptable.	Interaction with the assigned reading demonstrates a thorough and nuanced understanding of the content. Attribution of sources follows the principles of attribution. Sources are documented thoroughly, properly, and ethically.
Bible & Theological Engagement Students should engage with the Bible's teaching in evaluating and reflecting on assigned reading. Relevant biblical passages and Bible doctrines should be identified and Scripture references should be cited.	Engagement with biblical passages and Bible doctrines is largely lacking. Scripture references or citations are not provided.	Some biblical passages or Bible doctrines are engaged in evaluating and reflecting on the assigned reading, but relevance is not always clear.	Relevant biblical passages and Bible doctrines are identified and engaged in evaluating and reflecting on the assigned reading.	Multiple relevant biblical passages and Bible doctrines are identified and engaged with precision and depth to evaluate and reflect on the assigned reading.
Style & Organization Students should organize their paper and write in a way that is helpful to the reader and in a voice that is appropriate to the assignment. They should prize concision by skillfully communicating meaning to readers with clarity and fluency.	The language employed in the paper sometimes impedes meaning because of cumbersome sentence structure or inappropriate voice. AND/OR The paper lacks an overall structure and organizing principle, making it difficult to follow the progression of thought.	The language generally conveys meaning to readers with clarity, although some sentences are cumbersome. AND/OR The paper is organized to allow the reader to follow the progression of thought, but formal structure is lacking.	The language is straightforward and generally conveys meaning well to readers, though with an occasional minor error. The paper is organized with a clear progression of thought and uses headings and/or subheadings to provide formal structure.	The language is graceful and skillfully communicates meaning to readers with clarity and fluency. The paper is well-organized with a complementary formal structure. The reader is served by the straightforward progression of thought highlighted by appropriate headings and subheadings.
Grammar & Mechanics Students should write with correct grammar and mechanics.	> 4 mistakes per page, avg.	3 mistakes per page, avg.	2 mistakes per page, avg.	fewer than 2 mistakes per page, avg.
Format Students should format the paper according to the Turabian method for formatting.	The page settings and citations are largely inconsistent with the Style Guide.	The page settings and citations are generally inconsistent with the Style Guide, with many errors.	The page settings and citations are somewhat consistent with the Style Guide, with periodic errors.	The page settings and citations are consistent with the Style Guide, with very few errors.