

Syllabus for Effective Bible Teaching (FMT 503)

Front Range Bible Institute

Professor Tim Dane (Spring 2014)

I. Course Description

This course will teach students how to become better teachers of the Bible by doing the following:

- A. It will help students develop a sound methodology in the preparation of their materials.
 - 1. How to study the Bible more effectively with lexical studies, grammatical studies, and contextual analysis
 - 2. How to use line diagramming and block diagramming to recognize and establish outlines for teaching texts
 - 3. How to create teaching outlines that have order and purpose
- B. It will help students think about the differing needs that arise in different teaching settings.
- C. It will help students become more confident in speaking in front of others to help diminish fear of public speaking.

II. Course Objectives

This general objective for this course is to help the student grow in his ability to effectively teach the Bible. This includes the following specific goals.

- A. The goal of learning how to evangelize more effectively.
- B. The goal of learning how to lead small group studies more effectively.
- C. The goal of learning how to teach Sunday School Classes more effectively.
- D. The goal of learning how to preach to larger groups more effectively.

III. Required Course Materials

- A. Effective Bible Teaching Syllabus and Course notes from Professor Dane
- B. *Diagrammatical Analysis* by Lee Kantenwein
- C. *Toward An Exegetical Theology* by Walter Kaiser

- D. *Effective Bible Teaching Class Notes* from the professor
- E. Personal Computer with Microsoft Word (recommended but can be substituted)
- F. Logos Libronix Bible Software (recommended but not required)

IV. Course Requirements

- A. Attend all classes (if you miss a class, you are required to get a DVD to make up that class and make up any work you may have missed).
- B. Reading
 1. All students: Read Walter Kaiser’s book *Toward An Exegetical Theology*.
 2. All students: Read Lee Kantenwein’s *Diagrammatical Analysis*.
 3. All students: Read class notes.
 4. All students: If a class is missed, you must purchase a DVD copy of that class and watch the class.
 5. Master’s level: Read *Interpreting the New Testament Text* by Darrell Bock and Buist Fanning.

C. Projects

1. Create an expository/teaching outline of Psalm 1
2. Create an expository/teaching outline of Isaiah 52:13-53:12
3. Create an expository/teaching outline of John 3:1-15
4. Do a line diagram of Philippians 2:5-8 and then also create an expository/teaching outline of Philippians 2:1-13
5. Take one of the teaching outlines that you did above (your choice), and teach it in at least one home study, small group study, or other context using the ideas you have learned.

V. Course Grading (20% for each of the five projects above)

VI. Course Schedule

	Date	Class Topic (subject to change based on progress)	Personal Studies (reading should be completed by	Projects
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			the end of the class week)	
1	April 3, 10	<p>I. Introduction: The Need for Effective Bible Teaching (Stated, Supported, Justified, Summarized),</p> <p>II. Preparation for Effective Bible Teaching (Getting ready for a most difficult task),</p> <p>III. Teaching Principles for (1) Small Groups, (2) Sunday School, (3) Sermons or Large Groups, (4) Evangelizing, (5) General principles for persuasive communication.</p>	<p>Read Psalm 1 ten times and from your readings do the following: make observations about the message, and flow, and structure of this Psalm and how the author has unfolded his message. Read Kaiser's <i>Toward An Exegetical Theology</i>, pp. 1-68.</p>	<p>Project 1 (due 4-17):</p> <p>Based on your readings of Psalm 1 and your observations about the meaning and flow of the passage, produce your own expository outline of Psalm 1 which includes a very basic introduction, a body with (1) main points and (2) sub-points which reflect the main flow of the text and a conclusion which summarizes the passage and provides some application.</p>
2	April 17, 24	<p>IV. Review Psalm 1 Outlines</p> <p>V. How to build a study library and effectively use Bible study tools:</p> <ol style="list-style-type: none"> (1) The Bible (2) Concordance (3) Bible Dictionaries (4) Bible Encyclopedias (5) Topical Bibles (6) Bible Introduction 	<p>Read Isaiah 52:13-53:12 ten times and from your readings do the following: make observations about the message, and flow, and structure of this text and how</p>	<p>Project 2 (due 5-1):</p> <p>Based on your readings of Isaiah 52:13-53:12 and your observations about the meaning and flow of the passage, produce your</p>

		<p>Resources</p> <p>(7) Expository Commentaries</p> <p>(8) Exegetical Commentaries</p> <p>(9) Theological Dictionaries</p> <p>(10) Interlinears and Interpretive Tools</p> <p>(11) Logos Bible Software</p> <p>VI. Teaching and Illustrating Block Diagramming: (1) Syntactical clues for identifying major units, (2) Looking for structure and flow, (3) Looking for plural noun propositions, (4) Looking for thematic elements, (5) Principalizing the text, (6) Looking for the ethical punch as a central teaching theme, (7) Analysis of Professor Dane's notes on John 4:1-42.</p>	<p>the author has unfolded his message.</p> <p>Read Kaiser's Toward An Exegetical Theology, pp. 69-184.</p>	<p>own expository outline of Isaiah 52:13-53:12 which includes a very basic introduction, a body with (1) main points and (2) sub-points which reflect the main flow of the text and a conclusion which summarizes the passage and provides some application.</p>
3	May 1 (no class on May 8 or May 15)	<p>VII. Review Isaiah 52:13-53:12</p> <p>VIII. Teaching and Illustrating Line Diagramming: (1) The basic sentence in a line diagram, (2) Form vs. function in grammatical terms, (3) Nouns, (4) Verbs, (5) Predicate Nominatives, (6) Predicate Adjectives, (7) Examples</p>	<p>Read John 3:1-15 ten times and from your readings do the following: make observations about the message, and flow, and structure of this text and how the author has unfolded his message.</p> <p>Read Kaiser 185-248</p>	<p>Project 3 (due 5-22):</p> <p>Based on your readings of John 3:1-15 and your observations about the meaning and flow of the passage, produce your own expository outline of John 3:1-15 which includes a very basic</p>

				<p>introduction, a body with (1) main points and (2) sub-points which reflect the main flow of the text and a conclusion which summarizes the passage and provides some application.</p>
4	May 22, 29	<p>IX. Review John 3:1-15</p> <p>X. Teaching and Illustrating Line Diagramming: (1) The basic sentence in a line diagram, (2) Subjects, (3) Direct objects, (4) Indirect objects, (5) Examples</p> <p>XI. Teaching and Illustrating Line Diagramming: (1) The basic sentence in a line diagram, (2) Active verbs, (3) Passive verbs, (4) Participles, (5) Infinitives, (6) Prepositional clauses, (7) Subject clauses, (8) Object clauses, (9) Relative clauses</p>	<p>Read Philippians 2:1-13 ten times and from your readings do the following: make observations about the message, and flow, and structure of this text and how the author has unfolded his message.</p> <p>Before Sep. 1, read Kantenwein in full.</p>	<p>Project 4 (due 6-5):</p> <p>Do a line diagram of Philippians 2:5-8 to be turned in on September 1.</p> <p>Take your observations from Philippians and the diagram that had been done on Philippians and use it to produce an expository outline on the whole section from 2:1-13.</p>
5	June 5	<p>XII. Review Philippians diagram and outline</p> <p>XIII. Remember the goals:</p> <p>XIV. Teaching and Illustrating Sermon or Note Preparation: (1) Making a general outline with Introduction, Body,</p>	<p>Be working on expanding and refining your notes to teach outside of class</p>	<p>Project 5 (due 6-12):</p> <p>Take the work that has already been done in Philippians 2:1-13 (reading, observations, your line diagram, your</p>

		<p>and Conclusion, (2) The Place of the Introduction, (3) Breaking down your points, (4) Sub points, (5) The place of word studies, (6) The place of grammatical observations, (7) The place of historical background, (8) The place for cross referencing, (9) The place for biblical and systematic theology, (10) The place for church history, (11) The place of illustrations, (12) The place for citing outside authorities and quotations, (13) The place for application, (14) Summaries and closing statements</p>		<p>analysis of the structure and flow, and your expository outline), and teach it in some kind of outside context and have someone use the evaluation sheet to critique your message. This teaching can come from any kind of outside context (pulpit, home Bible study, fellowship group, family devotions, nursing home, etc.).</p>
6	June 12	<p>XV. The Task of Exposition: The Steps from Exegesis to the Sermon: (1) Readings, (2) Observations, (3) Introductory readings, (4) General book and preliminary text outlines, (5) Personal translations, (6) Lexical exegesis, (7) Syntactical exegesis, (8) Identify and solve problems, (9) Form homiletical outline from all observations</p> <p>XVI. Building a Homiletical Outline: (1) Identify the major flow and idea of a textual unit, (2) Build your homiletical outline around a theme that</p>		<p>1 Turn in reading report that tells me you have completed all reading (or how much % you have completed).</p> <p>2 Turn in any unfinished work</p> <p>3 Turn in your evaluation sheet from your outside teaching project</p>

	<p>represents the ethical thrust and principles that come out of the passage, (3) Utilize a structure that helps out accurately breakdown the major points and sub points of the text, (4) Create an introduction, (5) Create a summary, (6) Create a Title that Reflects the Real Thrust of the Message</p> <p>XVII. Homiletical Examples (from the professor)</p> <p>XIV. Conclusion</p>		
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TABLE OF CONTENTS

1. INTRODUCTION: THE NEED FOR EFFECTIVE BIBLE TEACHING	2
2. PREPARATION FOR EFFECTIVE BIBLE TEACHING.....	3
3. TEACHING PRINCIPLES: THE MULTIVARIED USES AND STYLES OF EFFECTIVE BIBLE TEACHING	4
4. HOW TO BUILD A STUDY LIBRARY AND EFFECTIVELY USE BIBLE STUDY TOOLS.....	6
5. TEACHING AND ILLUSTRATING BLOCK DIAGRAMMING.....	12
6. TEACHING AND ILLUSTRATING LINE DIAGRAMMING	13
7. TEACHING AND ILLUSTRATING LINE DIAGRAMMING, CONT.: NOUNS, PRONOUNS, ADJECTIVES, PARTICIPLES.....	13
8. TEACHING AND ILLUSTRATING LINE DIAGRAMMING, CONT.: VERBS, ADVERBS, INFINITIVES, PREPOSITIONS, SUBJECT AND OBJECT CLAUSES, RELATIVE CLAUSES, CONDITIONAL CLAUSES, PURPOSE CLAUSES, RESULT CLAUSES	14
9. REMEMBER THE GOALS.	14
10. TEACHING AND ILLUSTRATING SERMON OR NOTE PREPARATION.....	15
11. SAMPLE EXPOSITORY OUTLINE FROM 1 THESS. 4:13-18.....	17
12. THE TASK OF EXPOSITION: HOW TO GO FROM EXEGESIS TO THE SERMON	24
13. BUILDING A HOMILETICAL OUTLINE	25
14. HOMILETICAL EXAMPLES.....	26
15. EXEGESIS NOTES FROM GREEK EXEGESIS NTL 601-603.....	29
16. FULL TEXT EXPOSITORY NOTES FROM JOHN 4	51
17. SERMON EVALUATION SHEET.....	79
Appendix	
1. SAMPLE RESEARCH PAPER FOR FRONT RANGE BIBLE INSTITUTE	80
2. STUDY TOOLS FOR BIBLE STUDY AND EXPOSITION.....	121