

# Exposition of Colossians (NTE 704)

## Course Syllabus and Outline

### Professor Tim Dane

#### I. Course Description and Goals

- A. This course is an expositional study of the Book of Colossians from the English text (with translation where necessary).
- B. The background for this study will be based upon prior studies in the Greek text.
- C. Students will have notes from the professor.
- D. The professor will conduct class primarily by a lecture format and the professor will supplement lectures with Power Point visual aids.
- E. The professor encourages students to ask relevant questions that will help the learning process (their own and the whole class).
- F. Questions that do not contribute to the course objectives should be asked privately (if the professor sees a class question as being more suited to a private answer, he will invite students to ask after class).
- G. The primary objectives are to:
  - i. gain a thorough knowledge of the contextual argument of Colossians through a study in the native language. This study will include (1) exposure to important introductory details that influence the exegesis of the text, (2) a section by section, verse by verse study of the text, (3) a special focus on the main flow of Paul's argument and the theological themes which Paul develops, particularly in relation to various doctrinal threats to the Colossian church.
  - ii. equip the student with a grasp of the text so that he might be ready to preach or teach this portion of Scripture
  - iii. give the student a grasp of the major doctrines and theological issues that Paul presents in the letter.

#### II. Student Work Requirements

- A. Students are expected to do the following:
  - i. Be in class promptly every day.
  - ii. Before class begins, read Colossians 10 times in your own language.

- iii. Before class begins, read at least 50 pages worth of introductory materials from quality exegetical commentaries or New Testament Introduction works (as advised by your local moderator).
- iv. Before class begins, create a section by section, verse by verse journal from your preliminary readings. This journal will help you to make note of significant doctrines and themes that you observe from your inductive studies. The student should use these observations to create a list of observations and questions from each section. In class the student can use these observations and questions to ask questions of the professor as the study comes to that particular section. The students are encouraged to ask serious questions for class interaction but to do so in a way that is relevant to productive learning.
- v. Prior to the first day of class, students are to write a two to five page (double spaced and typed) paper on issues of Introduction that were learned from Introduction reading. The paper will discuss the following topics: (a) Author, (b) Original recipients, (c) Critical historical and background factors, (d) Significant theological themes and motifs, (e) The major outline, which includes the major points and major sub points or sub-sub points (This outline may be in part or in whole a reproduction of sources consulted in other commentaries or Bible Introduction books) **(DUE FIRST DAY OF CLASS)**.
- vi. Take class exam
- vii. Complete the course project by preparing an expository sermon according to the general guidelines in this syllabus; teach the sermon; have the sermon evaluated by a peer or professor, turn in the sermon evaluation.

#### B. Project Guidelines: One Expository Message

- i. The student will choose a passage by day two of class.
- ii. No students will have the same text.
- iii. Students will read their chosen text over 20 times in their own language, making observations on a notebook with observations being verse by verse.
- iv. If able, students will translate their text from the original language by parsing each verb and each verbal.
- v. Students will begin to compile a preliminary expository outline based on readings in their own language and translation from the original text.
- vi. Students will do a line diagram of their text (which will help the student to refine the expository outline according to the syntactical structure of the original text).

- vii. Students will consult a minimum of five exegetical resources for their passage and record relevant comments on the entire section in their notes.
  - viii. Students will take these cumulative exegetical observations and form their expository outline. An outline that:
    - a. flows from and reflects the syntactical flow of the original text (but comes in a form that lends itself to good application)
    - b. communicates truth in an orderly flow
    - c. has good flow and symmetry according to the unfolding of the verses in relation to one another
    - d. includes an appropriate amount of lexical detail to give the hearers a good understanding of the text
    - e. includes an appropriate amount of syntactical detail to give the hearers a good understanding of the text
    - f. includes an appropriate amount of theological information (biblical, systematic, historical) to help the readers understand the meaning and significance of the text
    - g. includes an appropriate explanation of the ethical principles that flow from the text for current and personal application
    - h. an introduction that might skillfully introduce the hearers to the main flow and heart of your message
    - i. a conclusion that takes the exposition and powerfully drives home the message
  - ix. The student must teach this message and have someone give a written evaluation of the message (form supplied).
  - x. The message must be taught and the evaluation turned back in to the class moderator within one month.
- B. Along with the evaluation form, the student must turn in a written statement about completion of all work.
- i. Completed reading of Colossians 10 times
  - ii. Completed reading of Bible Introduction
  - iii. Completed reading of five commentaries chosen text
  - iv. Completed and turned in Introduction Summary for Colossians (DUE by FIRST DAY OF CLASS)
  - v. The completed sermon evaluation form (DUE within one month after the end of class)
  - vi. The completed exams (if not already done in class)

### III. Grading Criteria(Grading based on following)

Attendance:	mandatory
Completion of all reading (reading of Col. and intro. material):	20%
Exam:	20%
Completed Bible Introduction Paper:	20%
Completed, Preached and Evaluated Class Project:	40%

#### IV. Tentative Schedule (subject to daily change)

<u>Day</u>	<u>Discussion</u>	<u>Requirements</u>
1	Intro through 1:2	Reading done, attend, turn in Intro paper
2	1:3-12	Attend class, participate
3	1:13-23	Attend class and participate
4	1:24-29	Attend class and participate
5	2:1-5	Attend class and participate
6	2:6-19	Attend class and participate
7.	2:20-3:4	Attend class and participate
8.	3:5-15	Attend class and participate
9.	3:16-21	Attend class and participate
10.	3:22-4:1	Attend class and participate
11.	4:2-6	Attend class and participate
12.	4:7-4:18	<p><b>All assignments due:</b></p> <p>(1) written statement that all reading was completed</p> <p>(2) Completed and turned in paper on Bible Introduction (DUE FIRST DAY OF CLASS)</p> <p>(3) Completed, preached and evaluated sermon (due one month after class)</p>

## V. Student Projects

Student	Text
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____
9 _____	_____
10 _____	_____
11 _____	_____
12 _____	_____
13 _____	_____
14 _____	_____
15 _____	_____
16 _____	_____
17 _____	_____
18 _____	_____
19 _____	_____
20 _____	_____

## VI. Selected Bibliography (very limited & English works only)

Bruce, F. F. *The New International Commentary on the New Testament: The Epistles to the Colossians, to Philemon, and to the Ephesians*. Grand Rapids: Eerdmans, 1984.

Dunn, James D. G. *The New International Greek Testament Commentary: The Epistles to the Colossians and to Philemon*. Grand Rapids: Eerdmans, 1996.

Eadie, John. *Colossians*. U.S.A.: Klock & Klock, 1980.

Harris, Murray J. *Colossians and Philemon*. Grand Rapids: Eerdmans, 1991.

Lenski, R. C. H. *The Interpretation of St. Paul's Epistles to the Colossians, to the Thessalonians, to Timothy, to Titus and to Philemon*. Columbus: Wartburg, 1946.

MacArthur, John, Jr. *The MacArthur New Testament Commentary: Colossians and Philemon*. Chicago: Moody, 1992.

Vaughan, Curtis. "Colossian" in *The Expositors Bible Commentary*, vol. 11, gen. ed. Frank E. Gaebelin. Grand Rapids: Zondervan, 1978.

# VII. Sermon Evaluation Form

I. Sermon Evaluation Sheet (Grade with 0 to 2 on each non-bold point)....Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

A. Arrangement.....Arrangement sub grade (max 58) \_\_\_\_\_

i. Introduction.....

- a. Gets attention.....
- b. Secures interest.....
- c. Indicates purpose of sermon.....
- d. Oriented to text/subject.....
- e. Connection made with previous message in series.....
- f. Good transition to proposition.....
- g. Proposition stated clearly.....
- h. Proposition repeated.....
- i. Right length.....

ii. Body.....

a. Skeleton.....

- 1 Major points clear.....
- 2 Major points incorporating the proposition.....
- 3 Subordinate structure related to the main point.....
- 4 Transition between points smooth.....
- 5 Structure repeated effectively.....
- 6 Organization oriented to text throughout.....

b. Flesh and Muscles.....

- 1 Lexical description effective.....
- 2 Syntactical/Grammatical description effective.....
- 3 Theological description effective.....
- 4 Theological corroboration persuasive.....
- 5 Attention directed to words of text/cross references.....

c. Vital Organs.....

- 1 Illustrations appropriate and effective.....
- 2 Application pointed and forceful.....
- 3 Dialogue/argumentation clear, cogent.....

iii. Conclusion.....

- a. Good transition to conclusion.....
- b. Subtle synopsis of major burden structure of text.....
- c. Closing appeal clear, forceful (encouraging, exhorting).....
- d. Purpose of the sermon fulfilled.....
- e. Appeal to unbelievers incorporated.....
- f. Right length.....

B. Delivery.....Delivery sub grade (max 42) \_\_\_\_\_

i. Oral presentation.....

- a. Varied intensity.....
- b. Varied pitch.....
- c. Varied rate.....
- d. Appropriate pauses (w.o. audible pauses).....

ii. Physical presentation.....

- a. Body animation.....
- b. Appropriate facial expressions.....
- c. Appropriate gestures.....
- d. Varied eye contact.....
- e. Distracting mannerisms.....

iii. Rational presentation.....

- a. Progression of message adequate.....
- b. Familiarity with content of message obvious.....
- c. Inconspicuous handling of notes.....

iv. Pathos.....

- a. Passion (a message through the head and heart).....
- b. Enthusiasm over the message.....
- c. Tone appropriate to content.....

v. Language.....

- a. Concrete specific language.....
- b. Interesting expression, sense appeal.....
- c. Direct address.....
- d. Appropriate vocabulary.....
- e. Correct grammar.....
- f. Correct pronunciation.....

C. Final Evaluation.....Final Grade \_\_\_\_\_