

讲道学 (上) 课程内容

I. 课程内容

释经讲道的基本指引包括：以准确的文本释经获得释经的概念，在神学和讲道学的范围内有策略性地使用修辞论证，撰写讲稿（格式和清晰度），最后，证道两次（书信和旧约叙述文各一篇）。每周三小时。

II. 课程目标

课程结束时，学生应该可以：

- A. 指出释经讲道是什么和为何需要。
- B. 编写释经与讲道的大纲。
- C. 解释什么是导入、主体和总结。
- D. 开始建立讲道与演说的信心。
- E. 能够选择和组织有效的实例。
- F. 提出经文文本的相关应用。
- G. 懂得评估讲道需要改善的地方。
- H. 可以有效地以书信和叙述文讲道。
- I. 能够以真实、趣味、清晰和适切来证道（基本目标参阅第 25 页）。

III. 课程要求

- A. **阅读 (10%)**：每一节课都有指定的阅读。按照阅读报告表的计划记录你的阅读进度，并在课程结束时提交给讲师（第 xiii-xiv 页）。报告表连同分数将会分发回到你的信箱。请购买 Ramesh Richard 的《释经讲道七阶》和 Bruce Mawhinney 的《*Preaching with Freshness*》(\$12.00)
- B. **任务 (15%)**：目的是帮助你和其他人更明白讲道的基础。
 - 1. 翻译：把讲道学的投影片翻译到你的母语。下载 50-70 个投影片（<http://BibleStudyDownloads.org/resource/preaching/>）。编辑以后，我将会把它们上载让大家使用。更多详情，请参阅 TBB_Translation_Instructions.doc 文件，第 xix-xxii 页（也可以从 TBB 连接下载此文件）。评分表在第 xxii 页。
 - 2. 教导：使用讲道学 #4-8 的 PPT 或如何研经 #3-6 & 9 的课程教导一组至少五人的少年人或成人，至少五个小时的课程（最好是同样的一组人）。你可以直接使用或编辑这几份 PPT 或是重新制作合适自己的教材。你不需要多加入其它的题材，但如果你愿意多走一里路，当然能够得到更好的分数，而且我也非常乐意将你的教材上载让大家使用。你可以在家、小组、或是主日学的时间教导。在最后的一堂课，让你的学生填写一份课程评估表（第 xxiv 页）。你也必须呈交一份两页的报告，内容包括你的教学内容、你的得着、你的教学对象等等。你也可以以其它语言来进行教导，但你需要交上已翻译的 PPT 和翻译所有学生的评估表。请按照教师评估表（第 xxiii）其中的标准来教导。你可能比翻译的同学需要更长的时间去完成你的教导，我们可以另作安排。

C. **作业 (25%)**: 必须在每份作业上写上你的信箱号码。已评分的作业将会放回你的信箱里。

1. 使用 16-20 页的指引撰写一页的个人见证。用 2-3 分钟的时间围绕一个简单的主题 (第 19 页)。内容包括有一个趣的开头、信主前的挣扎、如何信主 (分享福音)、和成为基督徒后的改变。我将会依照第 20 页的评分表给你打分数, 所以请将这表打印后付加在你的见证篇之上。写作时想象自己在一个或一组非信徒面前分享见证, 所以避免使用宗教术语。
2. 找出马丁路德《坚固保障》中的概念 (主题和补语) (第 6 页)。
3. 完成释经概念练习 (第 35-37 页) 并找出其中的主题和补语。
4. 依照讲道格式中第 1-3 的步骤 (第 27 页) 为哥罗西书 4: 6 设计解经大纲。依照 Z_1+X+Z_2+Y 的格式, 就像诗篇 23 上半部分的格式 (第 46 页; 或参阅 116、152、178、258)。包括你对这处经文的问题与答案。每错失一项解经大纲评估表的要求, 将被扣除 3 分 (第 22 页)。请附上参考目录。
5. 以哥罗西书 4: 6 撰写一页的讲道大纲, 使用完整句子。内容包括一个主题、大纲、概念、导入/引言、主体的重点和次点 (例证)、和总结。可以参考传道书 5 章的信息大纲 (第 51 页) 和讲道评估表 (第 23-24 页)。避免使用“恩典”和“盐”这两个词在你的重点里。连同之前的作业 #4 (解经大纲) 和经过讲师修改后的新解经大纲一同呈交。每错失一项信息大纲评估表的要求, 将被扣除 2 分 (第 23 页)。
6. 使用讲道评估表 (第 25-26 页) 来评估 8 月 18 号 (星期四) Jackson Wu 博士的早会信息。包括实用性的建议, 每一部分的评分, 和整体的一个评分等次。请注意信息的大纲、例证和清晰度。
7. 呈交你被分派的 1-2 节书信经文的解经大纲。确保你的大纲符合作业 #4 的标准。
8. 连同已评分的作业 #7 (解经大纲) 和经过讲师修改后的新解经大纲, 呈交一篇如同哥罗西书 4: 6 的信息大纲 (依照第 23-24 页的指引 - 作业 #5)。确保 Z_1 的解经大纲符合信息大纲。
9. 使用手稿评估表 (第 24 页) 来评估创世纪 3: 1-6 的讲章 (*Biblical Sermons*, 13-30 在手册的第 405-416 页)。
10. 使用讲道评估表来评估六位同学的信息 (第 25-26 页)。按照以下的编排:

书信讲道						Narrative Sermons				
书信经文	讲员	讲员	一	二	三	叙述经文	讲员	一	二	三
	名字	#	评分员				#	评分员		
弗 4:26-27	Bryan	1	4	7	10	创 25:12-18	1	3	6	8
多 3:9	Daniel	2	5	8	11	创 25:19-26	2	4	7	9
太 6:2	Yin Yin	3	6	9	12	创 25:27-34	3	5	8	10
希 3:13	Jinglai	4	7	10	13	创 26:1-11	4	6	9	11
西 3:22	Noah	5	8	11	1	创 26:12-33	5	7	10	12
提前 5:22	Chee Seng	6	9	12	2	创 26:34-28:9	6	8	11	13
彼后 3:3	Charmaine	7	10	13	3	创 28:10-22	7	9	12	1
腓 2:14	Zhong De	8	11	1	4	创 29:1-30	8	10	13	2
弗 4:29	Parkin	9	12	2	5	创 29:31-30:24	9	11	1	3
罗 13:8	Grace	10	13	3	6	创 30:25-43	10	12	2	4
西 2:8-9	Mei Foong	11	1	4	7	创 31	11	13	3	5
雅 3:1	Paul	12	2	5	8	创 32:1-21	12	1	4	6
彼前 3:7	Nam Chan	13	3	6	9	创 32:22-32	13	2	5	7

在课堂上, 讲员可以透过同学和讲师的评估表得到回应。所有表格将会归于讲员, 不是评分者。讲员也会给你的评分打分+, √, 或-。没有给予建议或等级的评分者将无法得到好的分数。尽量诚实,

好让你的同学得着益处。如果你给一个不好的讲道打高分或是对一个好的讲道过度苛刻，你自己的分数也将会被影响。

11-12. 重复使用 #7 和 #8 的作业来预备你第二次的叙述文讲道。

D. **课堂演讲 (50%)**: 如果你无法出席指定的演讲日，你此项作业将会被计算为不及格（没有后补）。把每一次的演讲看待为在教会讲道那么重要（如果你迟到，请联系我 9113-7090）。每一位学生至少有五次的演讲的机会。

1. **自我简介 (0%)**: 在第二堂课分享一个鲜少人知道关于你的事。

2. **个人见证 (5%)**: 使用第 16-20 页的指引，告诉同学你是如何信主的。用 2-3 分钟的时间环绕一个简单的主题（第 19 页）。内容包括有趣的开头、信主前的挣扎、如何信主（分享福音）、和成为基督徒后的改变。我将会使用第 21 页的五个范围为你评分。演讲时不能使用手稿，并将你被批改的和更新的见证篇交上。

3. **说服演说 (5%)**: 利用两分钟时间说服我们去做一些知道却又不做的事，或是不知道也没做的事。试说说运动、灵修、单身、禁枪、新神的生活、宣教、左撇子、事工理念、撒旦是否知道我们的想法、为什么讲道学很重要或是不重要、或其它等等。使用 Borden 饭后短讲的模式（第 7 页），使用你的想象力，让它变得生动有趣。反复练习你的讲词以至不需要用稿（无论如何都是不能用手稿）。

4-5. **证道（共 40%，每次 20%）**: 你在课堂上将会有两次 15 分钟的证道。第一篇只有一至两节的经文：罗 13:8; 14:22-23; 太 6:2; 弗 2:10; 4:26-27; 4:28; 4:29; 腓 2:12-13; 2:14; 西 2:8-9; 提前 2:11-12; 5:22; 多 3:9; 希 3:13; 13:2; 雅 3:1; 彼前 2:2; 3:7; 彼后 3:3. 第二篇是旧约叙述文（不会是戏剧性的读白）。在讲道前向我或其他的同学询问建议。所有的证道必须符合课程的所有要求和标准，请参考第 21 页的演讲评估表：清晰的主题、简洁的导入和总结、以至少两个渐进的层面呈现主体，其中包括例证和实践：重点 (I, II, etc.) 和次点 (A, B, etc.)。只能够使用释经注释书，不能够使用讲道注释书和解经注释书。你必须自修出讲道大纲。

请在演讲前一天的中午一点钟将以下的文件教给你的讲师（若迟交-5%）

(1) 已批的 #7&8 作业或 #11&12。

(2) 将你一页的信息大纲打印给每一位同学和讲师（像哥罗西书 4: 6）。

(3) 将你的信息大纲制作成投影片，好让我能够使用它与同学进行讨论和学习。

(4) 一个完整的手稿（大概 5 页，请参考 82-85; 86-89; 91-92）。

证道当天，请携带 U 碟或记忆卡来储存你的讲道录影。你将会被扣分如果你的证道超时（每一分钟扣一分），没有提供一页的信息大纲（扣 5 分），没有提供手稿（扣 10 分）。此作业将会被评为不及格若在演讲时使用或偷看笔记。请使用证道自我评估表（第 104 页）对自己的讲道进行评估，四天内将此表格放入我的信箱（L2）。先交报告的同学将会先得知分数（迟一天扣 3 分）。没有交上此报告的将会被扣除 10 分。

备注：每一分写作将被扣除 3 分若迟交一天。同时，你的分数将被扣除如果你忘了在你的作业上写上你的姓名和信箱号码、超过指定的页数、文法错误和错别字（尤其是写错我的名字）。

IV. 课程参考书目

* On reserve in the library for this course and/or my other homiletics courses

A. 推荐阅读

Achtemeier, Elizabeth. *Preaching from the Old Testament*. Louisville: Westminster/John Knox, 1989. 187 pp.

Though approaches the OT from a liberal mindset, this contains helpful chapters on the various genre and sees the Bible as “the Community-creating Word.”

*Alter, Robert. *The Art of Biblical Narrative*. London: Basic Books (Division of Harper/Collins Pub.), 1981. xii + 195 pp.

Explains how all OT narrative conveys theology. Haddon Robinson recommends this approach to literature, although Alter believes that OT narrative is fiction. Alter is a Jewish scholar and Professor of Hebrew and Comparative Literature at the University of California at Berkeley. Although liberal he has many good things to say.

*Bennett, Bill. *Thirty Minutes to Raise the Dead*. Nashville: Nelson, 1991.

Practical advice from a Baptist pastor on preaching expository and evangelistic messages to people who have heard their share. The title alone wakes you up!

Chapell, Bryan. *Using Illustrations to Preach With Power*. Grand Rapids: Zondervan, 1992. 223 pp.

Addresses how to use real life situations to make sermons more interesting, as opposed to textbook-type illustrations. Outlines in detail the process preachers should use in constructing and delivering illustrations and includes 34 excellent illustrations. Chapell is professor of practical theology at Covenant Theological Seminary in St. Louis.

*Davis, Ken. *Secrets of Dynamic Communication: Preparing and Delivering Powerful Speeches*. Grand Rapids: Zondervan, 1991. 169 pp.

An excellent resource from a recognized speaker, writer, humorist, and teacher. Deals with areas often missing in preaching books: practical advice on illustrations, humour, body language, audience involvement, evaluating your message—even lighting!

*Erickson, Millard, and Heflin, James L. *Old Wine in New Wineskins: Doctrinal Preaching in a Changing World*. Grand Rapids: Baker, 1997. 269 pp.

Co-authored by a theology and homiletics professor, respectively. Shows how to preach theology to our “how to” generation, addressing both doctrinal content and sermonic form in expository, topical, narrative, and dramatic sermons. Deals with the value and difficulties of doctrinal preaching, including how to express doctrine in universal principles and specific applications. Required for Homiletics II.

Fasol, Al. *A Guide to Self-Improvement in Sermon Delivery*. Grand Rapids: Baker, 1983.

Help in often overlooked issues of delivery: voice projection, speaking mechanics, etc.

*Grant, Reg, and Reed, John. *Telling Stories to Touch the Heart: How to Use Stories to Communicate God's Truth*. Wheaton: Victor, 1990. 131 pp.

The art of storytelling is neglected in our fast, proposition-oriented generation, yet people still love stories! The authors sum up their 68 years of storytelling experience into four practical steps. Five monologues and a helpful bibliography are also included. Very readable and basic.

*_____. *The Power Sermon: Countdown to Quality Messages for Maximum Impact*. Grand Rapids: Baker, 1993. 198 pp. US\$10.99.

“User friendly,” 11-steps for sermon development, including exegesis, proposition, purpose, destination, introductions, body, transitions, conclusions, supporting material (illustrations, etc.),

manuscript, time lines, memory, creativity and theology (Robinson's *Biblical Preaching* does not address these last four areas). The appendices provide a sample sermon and a basic form to use in developing expository sermons. Drs. Grant and Reed teach preaching at Dallas Seminary.

*Greidanus, Sidney. *The Modern Preacher and the Ancient Text*. Grand Rapids: Eerdmans, 1988; Leicester: InterVarsity, 1988. 374 pp.

An in-depth, technical text on preaching various types of biblical literature. Especially helps identify unacceptable methods of applying the text (copied on notes, 142-47).

Hostetler, Michael J. *Illustrating the Sermon*. Grand Rapids: Zondervan, 1989. 87 pp.
Addresses types, styles, qualities, sources, storage, and evaluations of illustrations.

*_____. *Introducing the Sermon: The Art of Compelling Beginnings*. Grand Rapids: Zondervan, 1986. 89 pp. Paper, US\$5.95.

A newer work on a much neglected topic with graphic imagery, including summaries at key points, many positive and negative examples, and how to have good introductions. Unfortunately he illustrates only how to introduce a topic rather than an entire subject.

*Hybels, Bill; Robinson, Haddon; & Briscoe, Stuart. *Mastering Contemporary Preaching*. Mastering Ministry Series, vol. 1. Portland: Multnomah, 1989. 171 pp.

Twelve chapters on practical issues preachers face (e.g., preacher's authority, speaking to the secularized mind, giving applications, being interesting, addressing controversial subjects, speaking on sex and money, talking about yourself in the pulpit, etc.).

Koller, Charles W. *How to Preach Without Notes*. Grand Rapids: Baker, 1979. 144 pp.
Shows how to preach expository and other sermons more effectively and naturally without notes. He is president of Northern Baptist Theological Seminary, Chicago.

*Kuhatschek, Jack. *Applying the Bible*. Originally *Taking the Guesswork Out of Applying the Bible*. Downers Grove: IVP, 1990; reprint, Grand Rapids: Zondervan. 163 pp.

Explores how to derive principles and applications from selected biblical passages, with many examples. This is a practical guide on an important but often overlooked area.

*Litfin, A. Duane. *Public Speaking: A Handbook for Christians*. Grand Rapids: Baker, 1981. 352 pp.

An excellent guide similar in method to Robinson's *Biblical Preaching* but broader as it addresses several types of speaking situations. Comprehensive (yet concise), addresses both religious and nonreligious speeches and settings, has an index, and is practical (a "how-to" book with exercises following each of the ten chapters). Litfin taught homiletics at Dallas Seminary for many years but now pastors in Tennessee.

MacArthur, John, Jr. *Rediscovering Expository Preaching*. Edited by Richard Mayhue and Robert L. Thomas. Dallas: Word, 1992. 411 pp.

Nineteen articles by Masters Seminary faculty (seven by MacArthur), addressing the priority of exposition, preparing the expositor, and method. Has chapters unavailable in most homiletics texts: inerrancy, history of exposition, study tools, Bible translations, titles, and the role of prayer, being a man of God, and the Spirit's role in exposition.

McCarty, C. Barry. *Well Said and Worth Saying: A Public Speaking Guide for Church Leaders*. Nashville, TN: Broadman, 1991. 152 pp.

Especially helpful on the dynamics of speech and delivery. Addresses the steps to effective topical preaching, including organizing ideas, supporting them with illustrations, and manuscripting for proper word choice. Out of print.

McKenzie, Alyce M. *Preaching Proverbs: Wisdom for the Pulpit*. Louisville: Westminster John Knox, 1996. 170 pp.

Argues that proverbs are the least preached biblical genre; contains six model sermons on proverbs. She is a preaching consultant to United Methodist Church pastors.

*Robinson, Haddon and Patricia Batten, eds. *Models for Biblical Preaching: Expository Sermons from the Old Testament*. Grand Rapids: Baker, 2014. 208 pp. US\$19.99 hb.

Here's a great book with eleven expository messages from the OT, based on Robinson's classic text, *Biblical Preaching* (see it in the required section below). He taught at Dallas Seminary many years but now teaches at Gordon-Conwell Theological Seminary near Boston, Mass. After each sermon, Robinson comments on the sermon and interviews the preacher, showing how these speakers differ in their preparation and emphases. Batten also teaches homiletics at the same school.

Stott, R. John. *Between Two Worlds: The Art of Preaching in the Twentieth Century*. London: Hodder & Stoughton, and Grand Rapids: Eerdmans, 1982. 351 pp.

Emphasizes the messenger more than the message, the preacher more than the sermon. Begins with a history of great preachers, then explores some contemporary objections to preaching, its theological foundations, and finally (too brief) steps to how to prepare sermons which bridge the cultural gap with sincerity, earnestness, courage, and humility. Unfortunately the book lacks an index which limits it as a reference tool.

Sunukjian, Donald R. *Invitation to Biblical Preaching: Proclaiming Truth with Clarity and Relevance*. Invitation to Theological Studies Series. Grand Rapids: Kregel, 2007. 375 pp. Practical tips to shape a biblical, interesting, clear and relevant sermon, writing for the ear (not the eye), and giving great transitions. Dr. Sunukjian taught Dr. Rick at Dallas Seminary in 1985 but now heads the preaching instruction at Talbot Seminary in California. Presents the sermon preparation process and two sermons in the appendix. He encourages three outlines of a text: passage outline, truth outline and sermon outline. Translated into French, Korean, and Spanish.

Swindoll, Charles R. *Saying It Well: Touching Others With Your Words*. New York, NY: Faithwords (Hachette Book Group), 2012. 268 pp.

Practical preaching advice from probably America's best-loved preacher featured on Insight for Living radio broadcasts since the 1970s. Dr. Swindoll was also the President and Chancellor of Dallas Theological Seminary for many years.

Vines, Jerry. *A Practical Guide to Sermon Preparation*. Chicago: Moody, 1985. 173 pp.

Gives steps to preach expositions, starting with the preacher's own personal integrity, devotional life, study, physical fitness, etc. and ending with preaching without notes.

*Wiersbe, Warren, and Wiersbe, David. *The Elements of Preaching: The Art of Biblical Preaching—Clearly and Simply Presented*. Wheaton: Tyndale, 1986. 109 pp.

Composed of 26 preaching principles and 14 preaching prohibitions—most given in bite-size two page chapters. Excellent to read at many sittings.

B. 指定阅读

*Borden, Richard C. *How to Communicate Ideas*. Fairfield, NJ: The Economics Press, 1935.

Previously published under the title *Public Speaking as Listeners Like It!*

This 20-page booklet will revolutionize your speaking with its four simple steps: (1) Ho hum! (2) Why bring that up? (3) For instance! & (4) So what? It is a classic for public speakers.

*Liefeld, Walter L. *New Testament Exposition: From Text to Sermon*. Grand Rapids: Zondervan, 1984. 180 pp. US\$10.95.

A guide to sermon preparation for the busy pastor; emphasizes literary structure and flow of thought instead of parsing, sentence diagramming, and word studies; addresses how to preach from difficult texts such as parables, miracles, proverbs, obscure passages, passages susceptible to contrary interpretations, and especially apparent discrepancies in the gospel accounts.

*Mawhinney, Bruce. *Preaching with Freshness*. Eugene, OR: Harvest, 1991; reprinted, Grand Rapids: Kregel, 1997. 259 pp.

Written in narrative form (which is fresh itself!). Aids good habits in your weekly schedule to prepare well for preaching as well as get out of the habits that make your sermons all sound the same. You may not feel the need for this one yet, but reach for it after your 100th sermon!

- *Richard, Ramesh P. *Preparing Expository Sermons* (formerly *Scripture Sculpture*): *A Do-It-Yourself Manual for Biblical Preaching*. 2nd. ed. Grand Rapids: Baker, 1995, 2001. 215 pp. US\$10.95 pb.

A very practical seven-step procedure for expository preaching is explained by this professor of homiletics at Dallas Seminary. Dr. Richard (from Delhi) has presented this content to pastors all over the world—a tested method! Eleven appendices too! Our course follows his steps.

- *Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages*. 3rd ed. Grand Rapids: Baker, 1980, 2001, 2014. 256 pp. US\$21.99 hb.

Here's *the* classic book on expository preaching used in Bible colleges and seminaries worldwide, and for good reason (sold 300,000 copies!). Robinson built Dallas Seminary's emphasis on exposition through the 10 simple steps in this book. The book, however, is weak in explaining how to get the exegetical idea and how to make applications for listeners. He teaches at Gordon-Conwell Theological Seminary near Boston, Mass. One of his students noted, "This edition has been expanded with contributions from several of Robinson's students and colleagues, friends and peers. It also incorporates many of the feedback obtained from readers of the past editions. For example, some of the exercises provided have been fine-tuned. Others have been contributed by students and preachers" (Conrad Yap [here](#)).

- *_____, ed. *Biblical Sermons*. Grand Rapids: Baker, 1989. 264 pp. SBC library 252 R6616
Whereas his first book has 10 expository *steps*, this one has 12 expository "*steppers*"—one sermon each from 12 of Robinson's students now in ministries of exposition. The sermons don't practice everything in *Biblical Preaching*, but each is excellent and includes Robinson's commentary on the sermon and an interview with the preacher.

V. Other Matters

- A. Contacting Me: You can contact me at SBC by box L19 or by phone (6559-1513). Also, my home is at 2-302 on the SBC campus, mobile is 9113-7090, and email griffith@sbc.edu.sg. My office hours when I can talk are from 11:00-12:00 on Wednesday and 11:00-1:00 on Thursday and Friday. Most afternoons (except Wednesday) are free as well. Let's have lunch too!
- B. Copying Class Notes: Permission granted until you make a lot of money publishing them.
- C. Commentaries: Ever wondered *which* of the many commentaries to use when you need help with a passage? For example, for your Colossians 4:6 assignment, what does the verse mean by speech "with grace," "seasoned with salt," and watched by "outsiders" (v. 5)? Get my study of what I think are the best 5-12 commentaries on each book of the Bible and the best reference books (470 books surveyed). It's called *Reference Books and Commentaries You Should Buy* and is available for only \$5.00 in my office. This will help you choose which sources to look up for assignments in this course. It may also save you money to buy books long-term.

VI. 阅读报告 姓名_____

分数_____

信箱_____

若准时完成阅读,请在空格内打“X”。若延迟,请打“T”(每项扣1分)。若只阅读了一部分,请打“P”(每项扣2分)。若没读,让空格留白(每项扣3分)。

课堂	日期(星期)	学习内容	作业	
1	13/7 (三 1)	课程内容&个人见证	没作业	
2	13/7 (三 2)	你不为人知的过去 (1 分钟)	演讲 #1; 手册, 16-20	
3	14/7 (四 1)	如何成为一位有趣的讲员 (例, 如何传递你的想法)	Borden, 1-20 阅读课程内容(第 v-xii 页) 作业 #1 (书写个人见证, 讲员 7-13, 最迟星期四, 16/7, 3 PM)	
4	20/7 (三 1)	什么是释经讲道? 为什么释经讲道那么重要? (手册, 1-2)?	作业 #1 (书写个人见证, 讲员 1-6); Robinson, <i>Biblical Preaching</i> , 手册 17-32, 389-97	
5	20/7 (三 2)	释经讲道的好处与目的 释经讲道的难处与关切性	Richard, 9-29 (纵览)	
6	21/7 (四 1)	个人见证分享 (2-3 分钟)	演讲 #2: 讲员 7-13	
7	27/7 (三 1)	个人见证分享 (2-3 分钟)	演讲 #2: 讲员 1-6 Richard, 33-52 (自修)	
8	27/7 (三 2)	释经中心意义: 基本形式 (手册, 30-31)	Richard, 53-64, 153-54 (格式/释经大纲) 作业 #2 (路得的中心意义)	
9	28/7 (四 1)	释经格式: Z ₁ +X+Z ₂ +Y	Richard, 65-76 (释经大纲); 手册, 22 任务截止	
10	3/8 (三 1)	发掘问题	Robinson, 101-113 (发掘问题) 笔记 398-404 作业 #3 (释经构思作业)	
11	3/8 (三 2)	中心意义 (讲道大纲; 手册 28-29)	Richard, 85-93 (讲道大纲), 145-52 (精神/语言)	
12	4/8 (四 1)	大众读经技巧	手册 10-15 (大众演讲的文章)	
13	10/8 (三 1)	讲道的目的 讲道的构思 (手册 43-46)	Richard, 77-83 (建立桥梁) 作业 #4 (西 4:6 释经大纲)	
14	10/8 (三 2)	说服演讲 (2 分钟)	演讲 #3: 讲员 7-13	
15	11/8 (四 1)	架构: Structure: 演绎法/归纳法 (手册 48-50, 59-67)	手册 43-50	
17/8 (三)		特别讲座		
16	18/8 (四 1)	编写大纲	Richard, 95-111 (骨干), 184-85 (大纲); 手册 23, 61-63 作业 #5 (西 4:6 讲道大纲)	
17	24/8 (三 1)	说服演讲 (2 分钟)	演讲 #3: 讲员 1-6 作业 #6 (早会信息)	
18	24/8 (三 2)	例证 (手册 56-58)	Richard, 121-26 (例证) 作业 #7 (书信释经大纲, 讲员 1-6)	
19	25/8 (四 1)	清晰度	Richard, 111-15 (转接词/应用)	
20	31/8 (三 1)	应用	Richard, 115-21, 172-79 (应用)	

			作业 #7 (书信释经大纲, 讲员 7-13) 作业 #8 (书信讲道大纲, 讲员 1-6)	
21	31/8 (三 2)	引言和结论	Richard, 186-92 (简单的引言), 127-28 (结论)	
22	1/9 (四 1)	手稿 & 用词 射击的规则	Richard, 129-36; 手册 93-94 作业 #9 (手册里的讲道篇 405-416)	
7-8/9 (三-四) 期中假				
23	14/9 (三 1)	传送信息	Mawhinney, 6-77, 245-58 Richard, 136-40 (传送信息), 193-97 (评估)	
24	14/9 (三 2)	叙述文讲道 (上)	“传讲圣经叙述文” (手册 120-134, 140-53)	
25	15/9 (四 1)	叙述文讲道 (下)	Richard, 160-71 作业 #8 (书信讲道大纲, 讲员 7-13)	
26	21/9 (三 1)	书信讲道 课堂证道/录影	演讲 #4: 讲员 1-2 预备作业#10 (在接下来的几周为 6 个讲员评分)	
27	21/9 (三 2)	书信讲道	演讲 #4: 讲员 3-4 作业 #11 (叙述文释经大纲, 讲员 1-6)	
28	22/9 (四 1)	书信讲道	演讲 #4: 讲员 5-6 作业 #11 (叙述文释经大纲, 讲员 7-13)	
29	28/9 (三 1)	书信讲道	演讲 #4: 讲员 7-8 Richard, 180-83 (听众)	
30	28/9 (三 2)	书信讲道	演讲 #4: 讲员 9-11 PPT 贴士 (手册 xvi-xix) 作业 #12 (作业 #11 (叙述文讲道大纲, 讲员 1-2))	
31	29/9 (四 1)	书信讲道	演讲 #4: 讲员 12-13 作业 #12 (作业 #11 (叙述文讲道大纲, 讲员 3-6))	
5/10 (三) 祷告日				
32	6/10 (四 1)	如何演讲有争议性的主题	Mawhinney, 78-116 Hybels, 79-112	
33	12/10 (三 1)	叙述文讲道	演讲 #5: 讲员 1-2 作业 #12 (作业 #11 (叙述文讲道大纲, 讲员 7-13))	
34	12/10 (三 2)	叙述文讲道	演讲 #5: 讲员 3-4 Mawhinney, 117-72	
35	13/10 (四 1)	如何演讲有争议性的主题	演讲 #5: 讲员 5-6	
36	19/10 (三 1)	叙述文讲道	演讲 #5: 讲员 7-8 Mawhinney, 173-212	
37	19/10 (三 2)	叙述文讲道	演讲 #5: 讲员 9-11 Mawhinney, 213-58 (再读一遍 245-58)	
38	20/10 (四 1)	叙述文讲道	演讲 #5: 讲员 12-13	
24-28/10 因假日取消的课			学习周的阅读	

39	27/10 (四)	专题讲道	Mawhinney, 173-212 Richard, 198-203 (专题讲道)	
40	27/10 (四)	独白	手册 160-88	
41	27/10 (四)	布道, 婚礼, 丧礼讲道	依据圣经的讲道, 201-19	
42	27/10(四)	讲台日历 & 讲道的“禁忌”	Richard, 153-54 Hybels, 45-53 Wiersbe, 71-109 完成后交上这报告	

你不必征求允许翻译这课程额外的 PPT, 但若你已翻译, 请寄我一份, 好让我能上载到网站上, 使他人受益 (<http://biblestudydownloads.org/resource/preaching/>) 本课程所有的文件已被翻译成中文、印尼文和越南文。还有一部分的缅文、宿务文, 德文, 日文, 罗他文(Lotha), 马来文, 蒙古文, 他加禄文, 唐库文(Tangkhul), 藤意迭文(Tenyidie), 泰语和崙斐文(Vaiphei)。

My Biographical Sketch



Rick & Susan Griffith

Kurt & Cara (29), John (23), Rick, Susan, Stephen & Katie (26)

Background

“Never say ‘never.’” Rick and Susan Griffith both learned this age-old tip the hard way.

Rick recalls sitting in his elementary school classes thinking, “If there’s one thing I’ll *never* become it’s a *teacher*. Imagine saying the same stuff over and over, year after year!”

Yet after trusting Christ in junior high and beginning to teach the Word of God, Rick’s attitude began to change. After his business degree at California State University, Hayward, and Master of Theology degree (Pastoral Ministries) and the Doctor of Philosophy degree (Bible Exposition) from Dallas Theological Seminary in Texas, Dr. Griffith soon found himself on the other end of the classroom—and loving it!

Susan, from Yucaipa, California, also learned not to say “never.” As she earned her Bachelor of Arts degree in piano at Biola University, several friends married and worked to put their husbands through three more years of seminary training. “I’ll *never* do that!” she exclaimed. Soon afterwards she invested three years (1981-1983) singing together with her future husband in the Crossroads, Campus Crusade’s traveling music team in Asia. This nine member Philippines-based group shared Christ in the Philippines, China, Hong Kong, Korea, Japan, Macau, Thailand, Malaysia, Indonesia, and Singapore.

In December 1983 Susan’s “never” became a reality. She and Rick were married and like Jacob and Rachel of old, Susan also worked for her mate. During these seven seminary years Rick served as a pastor, corporate chaplain, and International Students church consultant. Susan taught women’s Bible studies and often ministered by singing. Their primary church in Texas is Christ Chapel Bible Church in Fort Worth.

The Griffithshave three sons: Kurt is an IT guy in Chicago (29 yrs.) with his wife Cara, Stephen is a pilot (26 yrs.) with his wife Katie in Boise, and John a graphic design student at Biola in the LA area (23 yrs.).

Ministry

However, since 1991 the Griffith home has been Singapore where Rick serves as Doctor of Ministry Director with 30 other full-time faculty at Singapore Bible College. SBC has about 500 full-time students from 23 countries and 25 denominations, as well as many professionals in the certificate-level Centre for Continuing Theological Education (CCTE). During his first term he taught a variety of courses: Old

Testament Survey, New Testament Survey, New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. For many years he also taught Pentateuch, World of the OT & NT, Gospels, Eschatology (theology of the future), Ecclesiology (theology of the church), and Pneumatology (theology of the Holy Spirit). Now he teaches mostly Bible Exposition classes, including Homiletics and OT & NT Survey. He has also written three Advanced Studies in the Old and New Testament courses at the Internet Biblical Seminary (www.internetseminary.org).

Dr. Griffith loves the variety and strategic nature of his teaching. He invests his life into Anglicans from Sri Lanka, Lutherans from Singapore, Presbyterians from Korea, Conservative Baptists from the Philippines, and missionaries from Campus Crusade, OMF, and Operation Mobilisation—sometimes all in one class! One class had 17 of the 20 students training for ministry outside of Singapore. Nearly all SBC graduates enter pastoral or missionary ministries due to Asia's shortage of trained leaders.

Ministry opportunities abound. Rick and Susan have conducted premarital counseling for students and their home has an open door to students and guests traveling through Singapore. They have sung in evangelistic thrusts and in 1992 also participated in founding International Community School, an expatriate Christian primary and secondary school in Singapore now with 480 students. The Griffiths are missionaries with WorldVenture and Rick serves as the Singapore field leader.

Dr Griffith also enjoys several other partnerships. He also serves as Asia Translation Coordinator for "The Bible... Basically International" seminars; web author & editor, Internet Biblical Seminary; and itinerate professor for 53 trips throughout Asia in places such as Lanka Bible College (Sri Lanka), Myanmar Evangelical Graduate School of Theology, Union Bible Training Center (Mongolia), Jordan Evangelical Theological Seminary, and Biblical Education by Extension training in three restricted access countries.

In 2006 the Griffiths also helped begin Crossroads International Church, Singapore. Here "Dr. Rick" is "Pastor Rick" in his role as pastor-teacher and elder. The church meets at 4 PM on Sundays at the Upper Room of the Metropolitan YMCA at 60 Stevens Road. See cicfamily.com for details.

In 2009 Dr. Rick began BibleStudyDownloads.org to offer his courses for free download. It has 8000 pages of course and preaching notes in Word and pdf, 600 PowerPoint files in English, and hundreds of translations by his students into 43 languages. Current languages include Ao, Arabic, Burmese, Cebuano (Bisaya), Chin, Chinese, Chiru, Dutch, English, French, German, Gujarati, Hindi, Indonesian, Japanese, Kachin, Karen, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Nepali, Nias, Paite, Portuguese, Rangpuri (Bangla), Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

Field

Singapore Bible College is strategically located at the "ministry hub" of Southeast Asia, the Republic of Singapore. A small island of only 14 by 26 miles, Singapore is a city-nation located on the tip of the Malayan Peninsula in Southeast Asia. The population of this multi-cultural society is 75 percent Chinese, 15 percent Malay and 8 percent Indian. Other groups include Filipinos, Thais, Japanese, Americans, and Europeans. This beautiful island nation, with dynamic growth in churches and missionary force, has been called the "Antioch of Asia." The Singaporean cross-cultural missionary force is increasingly contributing to God's work in overseas ministries.

Passion

Rick's passion is for God's leaders to preach and live the Word of God, doing the following:

- Teaching obedience to Christ's teaching is key to our commission to make disciples (Matt. 28:20)
- The priority of the apostles was teaching and prayer (Acts 6:1-16)
- Paul's legacy to Timothy focused on exposition: "Preach the Word" (2 Tim. 4:2-3)

However, recent trends include the following:

- Church people are biblically illiterate—Amos lamented that his day of prosperity had a "famine for hearing the words of the Lord" (Amos 8:11)
- Pastors are doing too many things so they have too little time to feed the flock
- Preachers give empty and simplistic sermons
- Attempting to be "relevant," pastors preach what people want to hear—not what they need

PowerPoint Tips

5th Edition; Updated 10 December 2012

Dr. Rick Griffith, Singapore Bible College

Introduction

Microsoft PowerPoint has become more popular in worship leading, teaching, and preaching. But audiences are also becoming more demanding that PPT be done well. How can you improve the quality of your presentations?

Tips

I. Layout (Slide Design)

- A. Put your name and presentation title on the first slide.
- B. Design the overall presentation by typing the basic flow into the outline on the left side column when in the normal view mode. This will create a slide that has the slide title repeated on the slide itself. Having these titles in the left column makes it easier to see the presentation as a whole and will help you easily switch the slide order when editing. It also makes it easier to change the look of every slide title simply by changing the master (rather than manually changing every title).
- C. Vary the types of layouts by using the built-in layout design templates. This means don't have each slide give a title and bulleted text, but sometimes put the title at the bottom of the slide instead of the top, etc. Change where your image appears on the slide too—sometimes on the right, sometimes on the left, etc. Sometimes use columns that contrast one column with the next. The key is to make sure each slide doesn't look like all the others.
- D. Many PPT presentations use the slide master to make every slide background match the others, but I've always wondered why each slide must look like the others. I personally prefer variety in my presentations, so I vary the background to try to keep the viewers guessing as to what the next slide will look like. Sometimes it has a dark background, sometimes it is light or white, etc.
- E. Be sure to use the spelling and grammar checker on your Office software to avoid silly typos. Your credibility in presenting your material will decrease if you have several misspelled words.

II. Pictures

- A. Use **BIG** and **BOLD** images that fill the slide. Remember that PPT is a visual medium more than a written medium of instruction. You should have an image on every slide or nearly every slide. For example, rather than describe a location, show it visually on a map. Instead of describing a process verbally or as text, design it in a spatial way as a diagram with arrows going to the next step.
- B. Don't include a lot of text that people must copy down—include this in a handout instead. If you have fill-in blanks on your handout, highlight the fill-in words on the slide in an easier-to-read color (not harder to read!). For example, often slides have the most important word in red on black background, which is nearly impossible to see from the back of the room. Instead, use white text and then highlight the most important word in bright yellow.
- C. Remember that colors and pictures look better on your computer screen than when projected, so get as high quality images as you can (though blurry ones are OK for a dark

background with text in front). Normally 300 x 400 pixel resolution is fine. You don't need 1200 x 1500 images as they are so detailed that they take up a lot of memory and make your presentation size too large.

- D. Import images from google.com.sg by clicking the image link, then clicking on "advanced image search" link. Type in your search data and click for "medium" images. This way you will get only high-resolution images (about 300 x 400 pixels) that can be enlarged. When you enlarge them they will not be blurry on the screen. Be sure to copy these only in full-image mode. Do not save them in a larger size than is needed, though, as this hogs memory.
- E. Animation on slides is interesting unless it is repetitive. Avoid using icons that continually blink or flash, as these will distract more than add to your presentation. Also, don't use animation sounds that distract listeners from your message.

III. Fonts

A. Types

1. Avoid using many types of fonts in the presentation, as this requires others who use your presentation in the future to find these odd fonts to show on their computers. Instead, stay with the basic fonts such as **Arial** and **Geneva**.
2. Typically sans serif fonts appear best (**Arial, Geneva, Helvetica, Futura, Monaco, Tahoma, Verdana**, etc.). These are clear fonts without "feet" on the bottom such as in **Times, Times Roman, Courier, Garamond**, etc.
3. If Greek, Hebrew, or other special fonts are needed to view your presentation, attach these on your CD of the presentation so the viewer can add them to his own presentation computer. I use the BibleWorks® fonts myself available at <http://www.bibleworks.com/fonts.html>.

B. Size

1. Never use smaller than 24-point fonts on a slide. Each word should be visible from the back of the classroom. It is far better to have five separate slides than to have viewers straining to see everything on a single slide. Extra slides are free!
2. Use of larger fonts will keep you from the temptation to put too many words on a slide. Never put more than 50 words on a single slide.
3. The smallest fonts (24-point) should be only for the source of your information that you put in the lower right corner. (Always cite sources!)

IV. Transitions

- A. Insert a transition slide when going to the next section of your presentation. This is a simple word title or phrase across the screen with an appropriate picture or graphic.
- B. When moving to the next slide, do not have the slide start completely blank so you must click to bring up the first image or text. Use as few clicks as possible per slide.
- C. Vary the type of transition to the next slide.
- D. If the slide correlates to the class notes, put the page number of the class notes in 24-point bold **Arial** font in the upper right corner of the slide. This will keep you from having to announce which page you are presenting each time you change slides.

V. Colour

- A. Give as much contrast between fonts and backgrounds as possible. Never put red on a purple or black background, gray on a white background, etc. The best way to test how easy the font is to read is to simply squint your eyes while looking at your computer screen. If it's tough to read, then get more contrast between the font color and the background color.
- B. Use the glow or shadow feature of PPT to put a dark shadow on the words. This enables them to be seen over pictures that vary between light and dark backgrounds.
- C. Make some of your slides black and white only. This eases the eyestrain of the viewers and provides variety in the presentation by bringing a viewer's attention to the speaker rather than always looking at the screen.

VI. Giving the Presentation

- A. Project as large an image as possible onto the screen or wall. Bigger is better.
- B. When you want to give the audience a visual break, plan this in advance by inserting a black slide. If you decide to make the screen black over an existing visible slide then hit "B" on the keyboard when in "Slide Show" mode in the lower left corner of the screen. Hit "B" again to see the slide and continue the presentation.
- C. Do not feel that because you are presenting with PowerPoint that you must do all the talking. Class participation can be enhanced with a small group discussion question put on a slide and left there for groups to discuss or individuals to apply.
- D. Use the PowerPoint "Show Presenter View" feature under the Slide Show menu so you can see the next slides on your computer while the audience sees only the active slide. This enables you to skip slides to keep to your time limit, or to present them in a different order that looks seamless to the class, as they cannot see you skipping slides from their perspective of seeing only the main screen.
- E. Study the PowerPoint Grade Sheet on the next page to see other issues not noted on this study—especially since this is the actual grade sheet used for presentations in my classes. This sheet will help especially in the content area as this present study focuses more on presentation than it does the actual content.



“The Bible... Basically” Translation Project at Singapore Bible College

Instructions by Dr. Rick Griffith (Updated 12 February 2015)

Singapore Bible College students have translated TBB since 2003. This was in lieu of research papers in both bachelors and masters courses: Old Testament Backgrounds, Old Testament Survey, New Testament Backgrounds and New Testament Survey. Translations of the entire seminar are now complete in Chinese, English, Hindi, Indonesian, Malay, Mongolian, Russian, Spanish and Korean. In addition, 31 other languages are now in process as well.

Each language requires translation of three parts of Dr. John Fryman’s seminar:

1. The PowerPoint comprises 15 presentation files of 945 PPT slides to provide visuals for the audience to see. This is the heart of the seminar, so this was the priority for translation.
2. The Student Handbook is composed of two parts: The Quick Chronology narrates the biblical story to supplement the seminar after it is over and the Study Helps appendix provides fill-in outlines to use during the seminar itself. This handbook comprises 100 pages of material.
3. The Teacher Script is the leader’s word-by-word guide as to what to say with each of the 945 PPT slides. This 424-page book is so huge that we have only two translations of it.

The following chart summarizes how much of each language at SBC has been translated to date:

Asian Language	Speakers Worldwide*	PPT Files	Quick Chron.	Study Helps	Teacher Script	Estimated Attendance
Ao (Manipur, India)		6%				
Arabic (Middle East/N. Africa)	170 million	0%				
Bangla/Bengali (Bangladesh)		30%				
Bisaya (Philippines)		6%				
Burmese (Myanmar)		100%	50%	100%	50%	200
Chin (Burma)		40%				
Chiru (Manipur, India)		10%				
Chinese (Mandarin)	1.2 billion	100%	100%	100%	100%	500
Dutch (Netherlands, Indonesia)		15%				
French (Mauritius, Ghana)	220 million	60%				
German		0%				
Hindi (India national language)	700 million	100%	100%	100%	100%	
Indonesian (Indonesia)	250 million	100%	100%	100%	100%	2000
Japanese (Japan)	120 million	67%				
Kachin (Myanmar)		6%				
Khmer (Cambodia)		100%				
Kiswahili (Kenya)		80%				
Korean (Korea)	60 million	100%	100%	100%	100%	100
Lotha (Nagaland in NE India)		10%				
Malay (Malaysia)	160 million	100%	100%	100%	100%	1000
Malayalam (India)	30 million	85%				
Mao (Nagaland, NE India)		40%				
Mizo (Nagaland, NE India)		10%				
Mongolian (Mongolia)	7 million	100%	100%	100%	100%	3000
Nepali (Nepal)		30%				
Nias (Sumatra Is. in Indonesia)		13%				
Paite (Manipur in NE India)		13%				
Rongmei (Manipur in NE India)		6%				
Russian (Russia, Mongolia, etc.)	270 million	100%	100%	100%	100%	
Sinhala (Sri Lanka)		13%				
Spanish (Americas/Spain)	280 million	100%	100%	100%	100%	
Sumi (Manipur, India)		13%				
Tagalog (Philippines)	50 million	100%		100%	30%	
Tamil (Sri Lanka/India)		100%		100%	80%	
Tangkul (Manipur in NE India)		100%	50%	100%		
Tenyidie (Nagaland, India)		85%				
Thai (Thailand)	50 million	47%				
Vaipei (Manipur in NE India)		47%				
Vietnamese (Vietnam)	60 million	100%	50%	100%		
40 Languages						

*The Cambridge Factfinder, 1993 (www.davidpbrown.co.uk/help/foreign-language-speakers.html)

Translation Instructions

1. **Assignment:** Do not have *any* doubt as to *exactly* what you must translate. This is especially true if you have a TBB presentation number. If that presentation PowerPoint has not been translated, then you will work off the English edition. However, if you are to translate the *script*, then first download its corresponding PPT presentation in your language. The script should make sense of the slide in your language. Download the English TBB at The Bible...Basically link at <http://biblestudydownloads.org>.
2. **Completeness:** Make sure you translate *everything* on each slide. This includes the word “Handbook” on many slides. Also, do not change the order of the slides—nor should you change the background.
3. **Edition:** Often numbers on TBB files and slides say “7.5” or “8.0” or “9.6.” These all refer to the edition of the original English that the slide was based upon. The presentation number and the slide number typically follow this. Thus, 9.6.01.04 refers to edition 9.6, presentation 01, and slide 4.
4. **Title Slides:** A blank format for the title slide in 01.01 appears in the file called “Translation Title Slides Editable.” See at the above TBB English link the file called “Translation Title Slides Editable.ppt” under the TRANSLATION FILES section. If you are starting to translate a new language, use the format slide near the end on the slides on this document. While each of these title slides may look the same throughout the seminar, you will still need to change the small number in the lower right corner of each slide to match the presentation and slide number. It is best to copy the entire slide into a new location, and then change the lower right numbers after that.
5. **Paraphrasing & Bible Translations:** Your role is NOT to produce an exact, literal word-for-word translation. Make your translation sound so natural in your language that your listeners will not realize that the original was in English. This especially refers to stories, pictures, expressions, and memory aids. For example, much of the OT is summarized with the memory aid ARC: Anarchy, Royalty, & Captivity. This appears with the arc graphic, which is fine in English but nearly impossible to translate. So think up a new memory aid in your language with three letters or else abbreviates something in three letters. Then feel free to substitute the arc picture with a new visual aid on the slide. Chinese should always be simplified script and preferably CNV. Typically you should use the easiest to understand translation in your language, unless it is not accepted by most of your people. Please put the translation used after each Scripture quotation.
6. **Animations:** Do NOT change the order of the animations on any slide. To translate some words, you may have to move them to the side of the slide to see them, but don’t put them on top of other words as these must appear in the same order, no matter what language is being taught.
7. **Masters:** Sometimes you cannot change the text on a slide. This is either because it is an image that cannot be changed (so put a text box over it instead) or because it is on the master slide. The master slide format needs translation only once and then it will appear throughout the presentation. To use it, select View > Master > Slide Master, make the change only once, and then close the slide master to get back to the regular slideshow.
8. **Course PPT Additions:** We are not adding additional slides to “The Bible...Basically” seminar. However, some students have a project to update one of my course files (e.g., NTS) that has already been translated. This generally means that I have expanded the English version so the translated version needs to be updated. You can tell how many slides are in both versions on the Excel sheet by looking at the numbers at the top of the page. For example, the NTS link under Philemon says the Chinese has 51 slides (also indicated on its file name that reads “18-腓利门书-51.ppt”); however, the English version now has 56 slides (also noted on its file name). Please download both versions and open them up in PowerPoint, putting them in separate windows side by side. Click on “slide sorter” in the lower left corner so you can see the slides in rows, making sure that the slides of both files are viewed in the same size. Compare the two versions and copy the extra slides of the English version over to the translation *at their correct spots* (please!), then translate these. In some partially translated presentations, I have *already* added the English slides to your file to translate. These are in hidden text so you can easily find them. Translate them and leave them in hidden text. Make sure you rename your

new file with the correct number of slides in the *translated* file name. If more than one student is editing a file, one of them (the editor) should copy the slides over and keep track of how many you copy. For example, this editor should translate the first 100 still in English (perhaps slides 1-156 if 56 were already translated), the next student translates an assigned 100 (e.g., slides 157-300 which has 100 of them needing translation), etc. Once all of the students finish their translations, give them to the editor, who can add them to his final portion of the project. Then this editor should submit only one file to me on behalf of all of the translators. The editor should also give me a note or email that shows which students translated which slides. I will then give a grade to each student a grade, make any final touches, and upload the file up to my website.

9. Copying Slides: Can you copy slides translated by other students? Yes, I actually *prefer* that you do this. This assignment does not have the same requirements against plagiarism that a regular research paper has. For example, if in your translation you see a slide that refers to another book of Scripture, feel free to look up the translated edition of that book's PPT, copy the same slide found there, and paste it into your presentation. This applies to using "The Bible...Basically" slides in my own course PPT. Just look in the lower right corner to see which presentation it comes from, including its slide number. Cross-referenced slides also are common in NTS books with similar themes, such as Matthew and 1-2 Thessalonians slides in Revelation and vice versa, or Galatians and Romans with repeated slides. Also, sometimes slides in a NT PPT book come from the OT or vice versa. Just look up that book and paste the already translated slide into your presentation.
10. Formatting Slides: Often when slides are pasted from one presentation into another, the formatting changes background, fonts and colors in the presentation that receives the new slide. This is because that file has automatic formatting that differs from the other file. To remedy this, just before (PCs) or just after (Macs) pasting the file, make sure you click the little icon at the right corner of the slide to say that you want to keep the original or source formatting. So if you paste some slides into your presentation and see that the background changes, simply click on the little pop-up clipboard box next to them and select "keep source formatting." This will apply the original background to the slide in the new presentation.
11. Slides That Can't Be Edited: Sometimes slides have English words, diagrams, or pictures that can't be edited since text is embedded in the picture. In such cases, put a text box over the English words. Always use the most updated versions of the PPT on the website as I am updating these daily. Many of my edits replace old slides that could not be edited with editable slides.
12. Naming Presentations: Many file names of translated presentations on the website are in English, but I am switching all file names to translated names. Therefore, please submit your assignment file with this threefold order: presentation number—translated book name—number of slides in that presentation. Omit the name of the language and the translator's name. Thus, instead of "11-1 Kings-Chinese-Lee Wan Yee-82.ppt" the file should read "11-列王纪上-82.ppt." This gives each file name a cleaner look. If I save files as .ppt instead of .pptx, then please save them as .pptx files as it saves space by making the files smaller. If this doesn't make sense and you want to read more about this, click my troubleshooting link [here](#).
13. Submitting Assignments: If you are translating scripts, please email them to me at griffith@sbc.edu.sg. However, most PPT files are too large to send as an email attachment—generally Gmail does not send files larger than 20 MB. If you can't use Google Drive then send it to me in one of these ways:
 - a. Give it to me on a CD or DVD in class or in my mailbox L19.
 - b. Save it on a thumb drive and transfer it to me at the break time (we're too rushed before or after class).
 - c. Sign up for a free 30-day trial at YouSendIt.com, then upload your translated file(s) there and email me to say it is uploaded. I will then download the file from the site with your email link. It's easy.
 - d. Sign up for Dropbox.com and upload your file to your account. Then link to my account at griffith@sbc.edu.sg and email me a note to say that I can now download it.
14. Grading: I will use the grade sheet on the next page for your grade, so use it as a checklist.

PowerPoint Translation Grade Sheet

Student _____ Mailbox _____ Date _____
 Bible Book or Presentation Translated _____ Language _____

1 2 3 4 5
 Poor Minimal Average Good Excellent

Translation

Overall content translated accurately ☐ ☐ ☐ ☐ ☐
No English on any slide (design new memory aids) ☐ ☐ ☐ ☐ ☐
 --For example, replace "A Judge Must Judge" or "ARC" with a mnemonic in your language

Fonts

Notes page # in Arial bold 24 point upper right screen ☐ ☐ ☐ ☐ ☐
Generic fonts or popular language fonts (e.g., unicode) ☐ ☐ ☐ ☐ ☐
Sans-serif fonts used that lack "feet" (e.g., Arial) ☐ ☐ ☐ ☐ ☐

Text

Text **does not overlap** other text, image, or page edge ☐ ☐ ☐ ☐ ☐
 Text **shadow** not seen prior to animation appears ☐ ☐ ☐ ☐ ☐
 Text **did not need to be enlarged** (should fill the slide) ☐ ☐ ☐ ☐ ☐
 Text has **good contrast** with background ☐ ☐ ☐ ☐ ☐
 Text **fits text boxes** correctly with extra space on sides ☐ ☐ ☐ ☐ ☐
 Text box **colors match** surroundings w/o perimeter lines ☐ ☐ ☐ ☐ ☐

Images

Images **do not overlap** text or edge of page ☐ ☐ ☐ ☐ ☐
 Embedded text in **English covered** with translation ☐ ☐ ☐ ☐ ☐

Miscellaneous

Format of fonts & background colors same as English ☐ ☐ ☐ ☐ ☐
Animations don't need correction; in PPT, not Keynote ☐ ☐ ☐ ☐ ☐
Slide order remains the same as the English version ☐ ☐ ☐ ☐ ☐
Done right the first time (no email trail with me!) ☐ ☐ ☐ ☐ ☐
File name translated with dash & number of slides at end ☐ ☐ ☐ ☐ ☐
Easy transfer by CD or Memory Key or Email ☐ ☐ ☐ ☐ ☐
Sent as one PowerPoint file (not separate ones or a pdf) ☐ ☐ ☐ ☐ ☐

Summary

Number of ticks per column _____
 Multiplied by point values of the column **x 1** **x 2** **x 3** **x 4** **x 5**
 Equals the total point value for each column _____

Net points _____ minus 3 points per day late (_____ points) equals % grade of _____%

Comments:

Revised 5 May 2014

Teaching Report Grade Sheet

Student _____ Mailbox _____ Date _____
 Presentation Taught _____ Language _____

For students teaching instead of translating Homiletics presentations, this page assesses mostly the *content* of your report (70% of the grade). The Format grade (the other 30%) addresses English grammar, clarity of writing and presentation, etc.

	1 Poor	2 Minimal	3 Average	4 Good	5 Excellent
<u>Introduction</u>					
Class (whom did you teach and in what language?)	☐	☐	☐	☐	☐
Scope (what did you teach in each session?)	☐	☐	☐	☐	☐
Procedure (how did you conduct the sessions?)	☐	☐	☐	☐	☐
<u>Body</u>					
Specifics given rather than general observations	☐	☐	☐	☐	☐
Challenges faced in teaching addressed adequately	☐	☐	☐	☐	☐
Improvements suggested in content	☐	☐	☐	☐	☐
<u>Application</u>					
Action Points given to improve next time teaching	☐	☐	☐	☐	☐
Personal and transparent (self critical is good)	☐	☐	☐	☐	☐
<u>Conclusion</u>					
Main points or lessons reviewed and/or restated	☐	☐	☐	☐	☐
Length (2-4 pages, w/o unnecessary info.)	☐	☐	☐	☐	☐
<u>Miscellaneous</u>					
Handouts (student's own material included)	☐	☐	☐	☐	☐
Creativity (pictures of class, video clips, quizzes)	☐	☐	☐	☐	☐
Course Evaluations included & responses totaled	☐	☐	☐	☐	☐
<u>Form</u>					
Format (typed, title page, length, pages numbered)	☐	☐	☐	☐	☐
Submitted in printed form (not emailed to professor)	☐	☐	☐	☐	☐
Spelling and typos fixed, punctuation good, 12 pt. font	☐	☐	☐	☐	☐
Grammar (agreement of subject/verb and tenses)	☐	☐	☐	☐	☐
Footnotes (not endnotes, if used; biblio. of resources)	☐	☐	☐	☐	☐
Arranged logically (not a collection of thoughts)	☐	☐	☐	☐	☐

Summary

Number of ticks per column	_____	_____	_____	_____	_____
Multiplied by point values of the column	x 1	x 2	x 3	x 4	x 5
Equals the total point value for each column	_____	_____	_____	_____	_____

Net points _____ minus 3 points per day late (_____ points) for Teaching Report grade: %

Comments:

Revised 3 July 2012

SINGAPORE BIBLE COLLEGE

“HOW TO STUDY & TEACH THE BIBLE”

COURSE EVALUATION

(for SBC students to have their students complete on the last day of class)

YOUR NAME (OPTIONAL):..... CLASS SIZE:

SBC STUDENT TEACHER:..... DATE:.....

Please summarize how you feel about each question and give this to your teacher.

KEY: SD = Strongly Disagree; D = Disagree; U = Uncertain; A = Agree; SA – Strongly Agree.

	SD	D	U	A	SA
The course objectives were clearly explained.					
The course objectives were achieved.					
The teacher was well prepared for each class.					
The course material was effectively presented.					
The teacher responded well to students' questions.					
The teacher encouraged students to think for themselves and to express their ideas.					
The teacher was accessible to students outside classes.					
TOTAL					

GENERAL COMMENTS:

1. In what ways did you find this course helpful for your personal spiritual growth?

2. In what ways did you consider this course to be helpful for your ministry?

3. In what ways did you think this course could be improved for future students?

4. Further comments