

Homiletics 1 Syllabus

I. Catalogue Description

This course instructs in crafting expository sermons through the expositional process of exegesis, theology, and homiletics. It includes the strategic use of rhetorical argumentation, manuscripts (style and clarity), and preaching two sermons (an epistle and an OT narrative). 3 hours.

II. Course Objectives

By the end of the course, the student should be able to:

- A. Articulate *what* expository preaching is and *why* it is the best style of preaching.
- B. Form *exegetical and homiletical outlines* based upon a text of Scripture.
- C. State the essential elements of an *introduction, body, and conclusion* to a message.
- D. Begin to gain confidence speaking before groups and *preach* biblical passages.
- E. *Teach* the course's primary content in English or prepare for this in one's native language.
- F. Make relevant *applications* from a text of Scripture.
- G. *Evaluate* his/her own and others' sermons and know why they were good or bad to know how to improve them.
- H. Preach effective *epistle and narrative* sermons.
- I. Preach a *true, interesting, clear, relevant* sermon (the basic goal summarized on page 25).

III. Course Requirements

- A. **Readings** (10%) will be assigned for most class periods. Mark your reading in the boxes on the Reading Report and submit it at the end of the course (pp. xii-xiii). I will return it to you with your grade for the semester completed at the top. You are required to *buy* Ramesh Richard's *Preparing Expository Sermons* (formerly *Scripture Sculpture*) and Bruce Mawhinney's *Preaching with Freshness*.
- B. The **Project** (15%) will help you and others better grasp preaching. Indicate *one* of two options at <https://docs.google.com/document/d/157djaMYXj6e4D0KRpuyy1N04acOfpCDvsAdULiAUfz4/edit>:
 1. *Translate* assigned Homiletics PPT or handouts into your native tongue. Download your 50-70 slides or 10-12 pages of handouts at <https://www.BibleStudyDownloads.org/resource/preaching/>. After editing them, I will upload these slides for all to use. For more instructions, read the TBB_Translation_Instructions.doc file on pages xix-xxii (also available for download at the TBB link). Your PPT grade sheet is on page xxii, and the handout grade sheet on page xxv.
 2. *Teach* Homiletics presentations #4-8 or Bible Study (Hermeneutics) sessions #3-6 & 9 in at least five one-hour sessions to a group of 5+ teens or adults (preferably to the same group of adults). You may use or edit the PPT for the course (<https://www.biblestudydownloads.org/resource/bible-study/> or download them [here](#)) or may make your own. You do not need to develop more materials, but those who work hard in this area tend to get better grades on the assignment, and I would love to upload what you design for others to use in the future. Teaching can be at a home Bible study, cell group, Sunday school class, etc. Have your students fill in the attached course evaluation (p. xxiv) on the last class session, but you should also submit to me with these a 2-page report that explains what you did, what you learned, who you taught, etc. You may teach in another language but submit your edited PPT and translate all student evaluation forms for me before submitting them. I will grade you with the Teacher Report Grade Sheet (p. xxiii), so fulfill its requirements. You may need more time than the due date for the translation project above, but we can wait until you finish your teaching for a later due date.

- C. **Assignments** (25%) must all be typed with your *mailbox* number. Upload to Moodle all graded papers rather than emailing them.
- Use the testimony study (pp. 16-20) to write on one page how you trusted Christ. Make it 2-3 minutes around a simple, main idea (p. 19). Include an interesting start, specific struggles before conversion, how you trusted Christ (share what the gospel is), and results of becoming a Christian. I'll grade you based on the top of page 20, so attach this on top. Write it as if you are presenting it to a non-Christian audience or individual, so avoid religious jargon.
 - State a big idea (subject-complement) for Luther's hymn, *A Mighty Fortress* (p. 6).
 - State subject-complement statements on the Exegetical Idea Exercises (pp. 35-37).
 - On the Sermon Format document, follow steps 1-3 (p. 27) to design an exegetical outline (EO) for Colossians 4:6 in Z_1+X+Z_2+Y form like the *top only* of the Psalm 23 sermon (p. 46; cf. 116, 152, 178, 258). Give your questions and answers and EO like pages 34a-c. I subtract 3% for each point missed on the Exegetical Outlining Checklist (p. 22). Include your sources.
 - Write a single page, full-sentence, sermon outline (HO) on Colossians 4:6. Include a title, the structure, big idea, introduction, main points, and sub-points (with where ILLS go) in the body and conclusion. Use the Eccles. 5 sermon outline (p. 51) as a sample and the sermon checklists (pp. 23-24). Do not put "grace" or "salt" in your main points. Include your graded Assignment #4 (EO1) and a new exegetical outline (EO2) with changes suggested by the professor. I subtract 2% for each point missed on the Homiletical Outlining Checklist (p. 23).
 - Evaluate with the Sermon Evaluation Form (pp. 25-26) Thursday's 25 Feb chapel sermon by Rev Michael Teh on "Fan the Flame on the Gift of God for Mission and Ministry." Include practical tips for improvement, a grade for each quadrant, and an overall letter grade. Look especially for the message *outline, illustrations, and clarity*.
 - Submit an exegetical outline for the 1-2 verses that you will preach for Sermon #1. Make sure it fulfills the same requirements as Assign. #4.
 - Hand in your graded assignment #7 (EO1) that includes a new exegetical outline (EO2) which makes changes suggested by the professor, and a corresponding homiletical outline (HO1) like the Colossians 4:6 one which follows the guidelines of pages 23-24 (Assign. #5). Make sure the Z_1 statements of the EO match those of the HO
 - Grade the Genesis 3:1-6 sermon (*Biblical Sermons*, 13-30 in notes 405-16) on the Manuscript Grade Sheet (p. 24).
 - Evaluate six students' sermons using the Sermon Evaluation Form (pp. 25-26). We will follow this schedule of speakers and evaluators:

Wednesday	Speaker	Epistle Sermons				Narrative Sermons				
Epistle Passages		Speaker #	1st Eval	2nd Eval	3rd Eval	2 Kings Passages	Speaker #	1st Eval	2nd Eval	3rd Eval
1 John 1:9	Lia	1	4	10	7	2 Kings 1	1	6	12	9
Gal 6:1-2	Asrielle	2	5	11	8	2 Kings 2	2	7	1	10
Rom 8:38-39	Howard	3	6	12	9	2 Kings 3	3	8	2	11
1 Cor 6:19-20	Jun Yew	4	7	1	10	2 Kings 4:1-37	4	9	3	12
2 Cor 1:21-22	Kok Guan	5	8	2	11	2 Kings 4:38-44	5	10	4	1
Eph 4:28	Allison	6	9	3	12	2 Kings 6:1-23	6	11	5	2
Phil 4:8	Odyuo	7	10	4	1	2 Kings 6:24-7:20	7	12	6	3
Col 2:16-17	Nano	8	11	5	2	2 Kings 8:1-15	8	1	7	4
1 Thess 5:14	Wendy	9	12	6	3	2 Kings 8:16-24	9	2	8	5
2 Thess 3:6	Jin Wee	10	1	7	4	2 Kings 8:25-9:29	10	3	9	6
1 Tim 2:1-2	Shanyo	11	2	8	5	2 Kings 9:30-10:36	11	4	10	7
2 Tim 2:3-4	Ye Peng	12	3	9	6	2 Kings 11	12	5	11	8

Thursday	Speaker	Epistle Sermons				Narrative Sermons						
		Epistle Passages	Speaker #	1st Eval	2nd Eval	3rd Eval	1 Kings Passages	Speaker #	1st Eval	2nd Eval	3rd Eval	
		Eph. 4:26-27	Amos	1	4	10	7	1 Kings 1	1	6	1	9
		Tit. 3:9	Jennet	2	5	11	8	1 Kings 2	2	7	2	10
		James 3:1	James	3	6	12	9	1 Kings 3	3	8	3	11
		Heb. 3:13	Daniel	4	7	1	10	1 Kings 9	4	9	4	12
		Col. 3:22	Kristina	5	8	2	11	1 Kings 10	5	10	5	1
		1 Tim. 5:22	Matt	6	9	3	12	1 Kings 11:1-8	6	11	6	2
		2 Pet. 3:3	Fon	7	10	4	1	1 Kings 11:9-43	7	12	7	3
		Phil 2:14	Poudi	8	11	5	2	1 Kings 12:1-24	8	1	8	4
		Eph. 4:29	Tiffany	9	12	6	3	1 Kings 12:25-33	9	2	9	5
		Rom 13:8	Peter	10	1	7	4	1 Kings 13	10	3	10	6
		Col. 2:8-9	Danny	11	2	8	5	1 Kings 14:1-20	11	4	11	7
		2 Tim 2:22	John	12	3	9	6	1 Kings 14:21-31	12	5	12	8

Each speaker will get input from fellow students *and* the professor via the Sermon Evaluation Form (pp. 25-26). All graded forms go to the professor, who will pass them to the speaker, not to the evaluator. Speakers, see your +, ✓, or - grade from me. I will not give a + to evaluators who do not give the speaker a letter grade and suggestions for improvement. Try to be honest to benefit your fellow students. If you grade a bad sermon as good, it will show on your evaluation grade—likewise, if you are overly critical of a good sermon.

11-12. Repeat assignments #7 and #8 for your Sermon #2 narrative passage.

D. **Classroom Speaking (50%):** If you fail to speak on your assigned day, you will fail the assignment (no make-ups). Treat this with the same seriousness as preaching at a church (call my HP 9113-7090 if you are late). Students will speak to the class at least five times:

1. **Introductions (0%):** In session 2, we all will share one little known fact about ourselves.
 2. **Personal Testimony (5%):** Using the pages 16-20 guidelines, tell the class by memory how you trusted Christ. Share 2-3 minutes around a simple, main idea (p. 19) and include an interesting beginning, specifics on pre-conversion struggles, how you came to trust Christ, and some of the results of becoming a Christian. You will *not* be graded with page 20 but only on the five areas on page 21. No notes are allowed, but hand in your graded and updated papers.
 3. **Persuasion Speech (5%):** Take 2 minutes to convince us of something we need to know or do but probably don't know or do. Talk about exercise, quiet time, singleness, interpretation of a tough passage, gun control, SBC life, missions, left-handedness, philosophy of ministry, whether Satan knows our thoughts, why homiletics is important or unimportant, or whatever! Use Borden's model on spare time (p. 7), use your imagination and make this fun. Practice your talk several times so that you will not need notes (which aren't allowed anyway).
- 4-5. **Sermons (40%, or 20% each):** You will preach to the class two 15-minute sermons. Sermon #1 will be on 1-2 Epistle verses. Sermon #2 will be on an OT narrative text (do not do a dramatic monologue). Get feedback from other students or me before you preach. The sermons should include all of the guidelines discussed in the course and summarized on the Speaking Grade Sheet (p. 21): a clear statement of the main idea, a brief introduction and conclusion, and the development of the body of the sermon with illustrations and applications to at least two levels of subordination: main points (I, II, etc.) and sub-points (A, B, etc.).
Use *only* exegetical commentaries for these sermons—not preaching or exposition commentaries. You must make your sermon outlines totally from your *own* study.

Submit (don't email) to Dr Rick (*not the class*) by 1 PM the day *before* speaking (-5% if missed):

- (1) your returned Ass. #7 & 8 or 11 & 12,
- (2) printed copies of your one-page outline (like for Col. 4:6) for each student and the teacher,
- (3) PPT slide(s) of your one-page sermon outline to show to the class for discussion, and

- (4) a full printed manuscript (about 5 pages single spaced but double-spaced between paragraphs; see the column one on pp. 82-85 or outline on pp. 86-89 and how *not* to do it on pp. 91-92).

When you preach, bring an empty memory key or digital storage to view later. Points will be deducted for speaking too long (-1%/minute overtime) and for lacking a manuscript column design (-5%), one-page outline (-5%), or the manuscript itself (-10%). Notes and PPT slides are not allowed and students sneaking them will fail the assignment. Please evaluate your sermon using the Sermon Self Evaluation (p. 104) within four days after your sermon and return it completed. Those submitting reports first receive their grades first (-3% for each day late). Those who do not submit this will receive -10% from their grade.

N.B. Each written assignment has a 3% penalty per class day late. Also, points may be deducted for not including your full name and box number on assignments, exceeding the page limit, and improper grammar and spelling (especially of my name!). All written assignments should first be checked at turnitin.com to assure that they have no more than 20% common with other writings (i.e., have at least 80% originality). *Submit them by uploading them to Moodle rather than emailing them.*

IV. Course Bibliography

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

A. Recommended Reading

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

Though approaches the OT from a critical 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 formerly taught at Covenant Theological Seminary in St. Louis and now is senior pastor at Grace Presbyterian Church in Peoria, IL.

*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.

- 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.
- 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 was president of Northern Seminary, Chicago, and passed away in 1983.
- *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.
- Kuruville, Abraham. *A Vision for Preaching: Understanding the Heart of Pastoral Ministry*. Grand Rapids, MI: Baker, 2015. 214 pp.
This is now the standard text at Dallas Seminary for beginning preachers. Dr. Abe pays particular attention to the hermeneutical process. His forthcoming book will address the preparation process.
- _____. *Privilege the Text! A Theological Hermeneutic for Preaching*. Chicago: Moody, 2013. 336 pp.
A key resource on theological process in preaching, massive in scope. This work is illustrated in Dr. Abe's commentaries on Genesis, Judges, Mark, Ephesians and the forthcoming Pastorals.
- _____. "Time to Kill the Big Idea? A Fresh Look at Preaching." *JETS* 61.4 (Oct-Dec 2018): 825-46.
A scholarly summary of how Big Idea preaching began with Aristotle and became the main method today, but Dr. Abe suggests instead to preach the Theological Focus instead.
- *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.

- *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.
- 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 and then at Gordon-Conwell Theological Seminary until his 2017 death. 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.
- 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 School of Theology. 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 (Hatchette 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. Required Reading

- *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.
- *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 taught at Gordon-Conwell Theological Seminary many years and passed away in 2017. 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 are Tuesdays and Fridays. 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: Which of the many commentaries will help you understand 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). Download *Reference Books and Commentaries You Should Buy* [here](#). It will help you choose sources to look up for assignments in this course. It may also save you money to buy books long-term. You also should consult the surveys of OT and NT commentaries by Tremper Longman and D. A. Carson (Baker).

VI. Reading Report Name _____ Course Grade _____ Box _____

Put an "X" in each cell if you completed your readings in full on time. Mark in each cell a "-1%" if late, "-2%" if read partially, and "-3%" if not read at all. Then total your grade at the bottom of the next page. Note there is no class on Thurs 11 Feb (CNY) and Wed 17 Feb to keep the sessions aligned for both the Wed and Thurs classes.

Class	Date (W/Th)	Subject		Assignment	X
		Online Classes	Personal Testimony		
1	13/14 Jan		Syllabus & Testimony Training	No assignments	
2	13/14 Jan		Your Unknown Past (1 min.)	Speaking #1; Notes, 16-20	
3	13/14 Jan		How to Be an Interesting Speaker (i.e., How to Communicate Ideas)	Borden, 1-20; Read the syllabus (pp. v-xii) & sign up project	
		Online Classes	Step 1: Study the Passage	Online Classes	
4	20/21 Jan		What is Expository Preaching? Why is EP Important (notes, 1-2)?	Assign. #1 (Written Testimony); Robinson, "The Case for Expository Preaching," ch 1 in <i>Logos Biblical Preaching</i> , 17-32 in notes, 389-97	
5	20/21 Jan		Advantages & Goals to EP Difficulties & Relevance of EP	Richard, 9-29 (overview)	
6	20/21 Jan		Exegetical Idea: Basic Form (notes, 30-31)	Richard, 53-64, 153-54 (structure/EO) Assign. #2 (Luther Big Idea)	
		F2F Classes	Steps 2-3: Structure & the CPT	F2F Classes	
7	27/28 Jan		Testimonies (2-3 min.)	Speaking #2: Students 7-12	
8	27/28 Jan		Exegetical Idea: Z ₁ +X+Z ₂ +Y	Richard, 65-76 (CPT); Notes, 22 Project Due	
9	27/28 Jan		Testimonies (2-3 min.)	Speaking #2: Students 1-6 Richard, 33-52 (study)	
		Online Classes	Steps 4-5: Purpose & the CPS	Online Classes	
10	3/4 Feb		Developmental Questions	Robinson, 101-113 (Develop. Questions) in notes, 398-404; Assign. #3 (Exeg. Idea Exercises)	
11	3/4 Feb		The Big Idea (CPS; notes, 28-29)	Richard, 85-93 (CPS), 145-52 (Spirit/languages)	
12	3/4 Feb		Sermon's Purpose Homiletical Idea (notes, 43-46)	Richard, 77-83 (Purpose Bridge)	
		F2F/Online	Step 6: Structure the Sermon	Mixed Classes	
13	Wed 10 Feb F2F Th 18 Feb Zoom		Persuasion Speeches (2 min.)	Speaking #3: Students 7-12	
14	10/18 Feb (No 17 Feb class)		Structure: Deductive/Inductive (notes, 48-50, 59-67)	Notes, 43-50 Assign #4 (Col. 4:6 Exeg. Outline)	
15	10/18 Feb (no 17 Feb class)		Public Scripture Reading	Notes, 10-15 (public speaking)	
		F2F Classes	Step 6: Outlines & Illustrations	F2F Classes	
16	24/25 Feb		Outlining	Richard, 95-111 (Structure), 184-85 (Outlines); Notes, 23, 61-63 Assign #5 (Col. 4:6 Hom. Outline)	
17	24/25 Feb		Illustrations (notes, 56-58)	Richard, 111-26 (ILLS) Assign. #6 (Chapel Sermon)	
18	24/25 Feb		Persuasion Speeches (2 min.)	Speaking #3: Students 1-6	
		Online Classes	Step 6: Start & End Clear & Relevant	Online Classes	
19	3/4 Mar		Clarity	Assign. #7 (Epistle EO speakers 1-6) Richard, 111-15 (transitions/applic.)	
20	3/4 Mar		Applications	Richard, 115-21, 172-79 (appl/aud) Assign. #7 (Epistle EO speakers 7-12)	
21	3/4 Mar		Introductions & Conclusions	Richard, 186-92 (sample intro), 127-28 (conclusions)	

SF Arrangement	Step 7: Preach After Manuscripting	TBD which class sessions F2F
22	10/11 Mar Manuscripting & Word Choice Gunning's Rules	Assign. #8 (Epistle HO speakers 1-6) Richard, 129-36; Notes, 93-94 Assign. #9 (sermon in notes 405-16)
23	10/11 Mar Delivery	Mawhinney, 6-77, 245-58 Richard, 136-40 (del.), 193-97 (evals.)
24	10/11 Mar Preaching Narratives	"Preaching Biblical Narratives" (Notes, 120-134, 140-53) Assign. #8 (Epistle HO speakers 7-12)
17/18 Mar Online Classes	Mid-Semester Break Epistle Sermons	No classes or assignments Online Classes
25	24/25 Mar Epistle Sermons Classroom Sermons/Recording:	Speaking #4: Students 1-2 Prepare for Assign. #10 (6 sermon evaluations over the next few weeks)
26	24/25 Mar Epistle Sermons	Speaking #4: Students 3-4 Assign. #11 (Narr. EO speakers 1-6)
27	24/25 Mar Monologues	Notes, 160-88
SF Arrangement	Epistle Sermons	TBD which class sessions F2F
28	31 Mar/1 Apr Epistle Sermons	Speaking #4: Students 5-6 Richard, 160-71
29	31 Mar/1 Apr Epistle Sermons	Speaking #4: Students 7-8 Assign. #11 (Narr. EO speakers 7-12)
30	31 Mar/1 Apr Epistle Sermons	Speaking #4: Students 9-10 Richard, 180-83 (Audience) Assign. #12 (Narr. HO speakers 1-6)
F2F Classes	Narrative & Epistle Sermons	F2F Classes
31	7/8 Apr Epistle Sermons	Speaking #4: Students 11-12 PPT Tips (notes, xvi-xix)
32	7/8 Apr Narrative Sermons	Speaking #5: Students 1-2 Assign. #12 (Narr. HO speakers 7-12)
33	7/8 Apr Narrative Sermons	Speaking #5: Students 3-4 Mawhinney, 78-116
Online Classes	Narrative Sermons	Online Classes
34	14/15 Apr Evangelistic, Wedding, & Funeral Sermons	<i>Biblical Sermons</i> , 201-19 Mawhinney, 117-72
35	14/15 Apr Topical Sermons	Mawhinney, 173-212 Richard, 198-203 (topical preaching)
36	14/15 Apr Narrative Sermons	Speaking #5: Students 5-6
F2F Classes	Narrative Sermons	F2F Classes
37	21/22 Apr Narrative Sermons	Speaking #5: Students 7-8 Mawhinney, 173-212
38	21/22 Apr Narrative Sermons	Speaking #5: Students 9-10 Mawhinney, 213-58 (read 245-58 again—I know you read it earlier)
39	21/22 Apr Narrative Sermons	Speaking #5: Students 11-12 Turn in this completed report

You need not ask permission to translate additional PPT for this course, but if you translate them, please send me a copy so I can upload the files to <https://www.biblestudydownloads.org/resource/preaching/> for others to teach them too. All course PPT files are in [English](#), [Chinese](#), [Indonesian](#) and [Vietnamese](#) on this website, with others being translated into [Arabic](#), [Burmese](#), [Cebuano](#), [Chiru](#), [German](#), [Ilonggo](#), [Japanese](#), [Korean](#), [Lotha](#), [Malay](#), [Mongolian](#), [Moyon](#), [Tagalog](#), [Tangkul](#), [Tenyidie](#), [Thai](#), and [Vaiphei](#).

My Biographical Sketch



The Griffith Family

Kurt & Cara (34), Stephen & Katie (31) & Jesse (1), John & girlfriend Chloe (28), Susan & Dr Rick

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.

They have three sons: Kurt (34 yrs.) works with business analysis wife Cara in Seattle at their consulting company called Tandem Motion, Stephen is a United Airlines pilot (31 yrs.) with his counselor wife Katie (also Seattle) with grandson Jesse (born 14 May 2019), and John is a graphic designer in California (28 yrs.).

Ministry

However, since 1991 the Griffiths' home has been Singapore where Rick serves as Doctor of Ministry Director with 26 other full-time faculty at Singapore Bible College. SBC has 495 students from 26 countries and 25 denominations, as well as many professionals in its Certificate of Church Ministry studies. He began by teaching Old and New Testament Survey, Old and New Testament Backgrounds, Eschatology (the study of future things), Evangelism, Pastoral Epistles, Psalms, Homiletics (preaching), Hebrew Exegesis, and four Old Testament exposition courses. Then for years he also taught Pentateuch, Gospels, Eschatology (theology of the future), Ecclesiology (theology of the church), Pneumatology (theology of the Holy Spirit), and OT Foundations, and OT & NT Survey. Now he teaches mostly Homiletics,. He has also written three Advanced Studies in the Old and New Testament courses at 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 450 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 70 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 Dr. Rick began Crossroads International Church, Singapore. Here "Pastor Rick" serves as pastor-teacher. The church worships at the Metropolitan YMCA at 60 Stevens Road. See CICFamily.com.

In 2009 Dr. Rick began BibleStudyDownloads.org to offer his courses for free download. It has 17,000 pages of course notes in Word and pdf, and especially over 190,000 PowerPoint slides in English and translations of these by his students into 52 languages, such as Ao, Arabic, Bangla, Bisaya, Burmese, Chin, Chiru, Chinese, Dutch, English, French, German, Gujarati, Hindi, Ilonggo, Indonesian, Italian, Japanese, Kachin, Karen, Khmer, Kiswahili, Korean, Lotha, Malay, Malayalam, Mao, Mizo, Mongolian, Moyon, Nepali, Nias, Norwegian, Paite, Portuguese, Rongmei, Russian, Sinhala, Spanish, Sumi, Tagalog, Tamil, Tangkhul, Tenyidie, Thai, Vaiphei, and Vietnamese.

Field

SBC is strategically located in Singapore at the "ministry hub" of 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. 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 as God's servants:

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

However, recent trends include the following:

- Church people are biblically illiterate in a "famine for hearing the words of the Lord" (Amos 8:11)
- Attempting to be "relevant," pastors preach what people want to hear—not what they need

PowerPoint Tips

5th Edition; Updated 10 Dec 2012

Dr. Rick Griffith, Singapore Bible College

Introduction

Microsoft PowerPoint is very 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 how the next slide might appear. 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 simply to 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 13 Jan 2021)

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, Korean, Malay, Mongolian, Russian, and Spanish. In addition, 32 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 Naga (Manipur, India)		6%				
Arabic (Middle East/N. Africa)	170 million	0%				
Bangla/Bengali (Bangladesh)		30%				
Burmese (Myanmar)		100%	50%	100%	50%	200
Cebuano/Bisaya (Philippines)		6%				
Chin-Tiddim (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		6%				
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%				
Karen (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
Nepalese (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)		50%				
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%	
Tangkhul (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%		
41 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 hasn't been translated, then you will work off the English edition. But 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 <https://www.biblestudydownloads.org/resource/the-bible-basically/>. Translate the script in the notes section of each PPT slide rather than on a separate Word document.
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 for that slide. 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 (P.C.s) 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: Some 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 fourfold order: presentation number—translated book name—number of slides in that presentation—other data (see below). Omit the name of the language and the translator's name. Thus, instead of "11-1 Kings-Chinese-Lee Wan Yee-159.ppt" the file should read "11-列王纪上-159_cmn_os_3179_v2.1.0.pptx." This gives each file name a unique name that shows its language (cmn), course (OT Survey), file number, and version. If the files are .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. Save it on a thumb drive and transfer it to me at the break (we're too rushed before or after class).
 - b. 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.
 - c. 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 online drive or USB 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 24 Oct 2018

Teaching Report Grade Sheet

Student _____ Mailbox _____ Date _____
 Bible Book(s) or Presentation(s) Taught _____ Language _____

For students teaching either the class PPT or "The Bible...Basically" seminar or other courses, 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. This form is also for students sharing lessons with unbelievers.

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

3rd edition (15 Oct 2018)

Handout Translation Grade Sheet

Used for "The Bible...Basically" (TBB) Scripts and Class Notes

Student _____ Mailbox _____ Date _____

Handout 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" and "ARC" with a mnemonic in your language in TBB presentation #1

Fonts & Formatting

Slide Advance Hashes kept in TBB PPT notes sections

Consistent Fonts (e.g., Unicode or generic/popular)

Format of headings and margins same as English

Widow headings avoided

Miscellaneous

Done right the first time (no email trail with me!)

File name *translated* with dash & number of pages at end

Easy transfer by thumb drive or email or website

A Word file for each handout (not combined or a pdf)

Summary

Number of ticks per column

	x 2	x 4	x 6	x 8	x 10
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	_____	_____	_____	_____	_____
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Net points _____ minus 3 points per day late (_____ points) equals % grade of _____%

Comments:

Revised 2 Jan 2018