Exegetical Outline Checklist

Here are 32 things to check in your exegetical outline as the basis for your sermon outline on page 23 (-3% for each one missing)
30th ed. 15 April 2020 (see examples on pp. 46, 116, 152, 178)

Form

1. Have you written your <u>questions & answers</u> of the text and the <u>text</u> itself at the top (if preaching 1-2 verses)?
2. Are the Exegetical Idea (EI) and Main Points (MPs) all written in proper Z_1+X+Z_2+Y <u>form</u>?
3. Is the <u>background</u>/previous context given to appreciate the EI? Don't summarize your text here.
4. Have you <u>single-spaced</u> (except between sections of the outline which is double-spaced)?

Exegetical Idea (EI): If missing then -18% (no credit for 2, 5, 6, 8, 9, and 10)

5. Is your subject derived from the <u>main verb</u> in the passage? (Generally this is the best way to find the correct subject in epistles, especially if the main verb is a command.) Is there only one EI?
6. Is the EI and outline exegesis true to the <u>author's intent</u>? (AI = evaluate Authorial Intent)

Main Points (MPs): If missing then -45% (no credit for 2, 7-18)

7. Do the <u>connectives</u> in the text (e.g., "and," "but," "so that," "because," etc.) match those of the Z_1s in the outline (cf. p. 34)? Note that the NASB is better for connectives than the NIV.
8. Does each MP & EI have but <u>one Z_1 and Z_2</u>? (Not "The reason for… is because…in order that…")
9. Does at least one Z_1 in the <u>MPs match</u> that of the EI? Does the Z_1 match the Z_2?
10. Is <u>each MP's thrust</u> in the EI and each SP's thrust in their MP (cf. #19)? And are there 2+ MPs and 2+ SPs?
11. Do the MPs tell the story as well as give the <u>significance</u> of the text addressed—esp. teaching about God?
12. Is each <u>MP distinct</u> from the others rather than sounding the same? Are phrases redundant?
13. Do the MPs <u>flow</u> without reading the various SPs (sub-points)? Are there 2-4 MPs and 2-4 SPs?
14. Do the MPs use <u>Roman numerals</u> (I, II, III, etc.) and the SPs use <u>letters</u> (A, B, C, etc.)?
15. Is each MP an <u>indicative</u> statement (not a question)?
16. Do statements <u>translate figures</u> of speech rather than use the text's words? ("TF")
17. Do statements <u>translate ambiguities</u> ("TA") by clearly taking one exegetical option? Compare the NASB and NIV to clarify which verses are unclear. Greek & Hebrew students must interact with the original language.
18. Does the EO & EI have the <u>same overall flow</u> (same number of MPs) as the main movements of the text?
19. Do MPs (and SPs) avoid ideas not in the text (e.g., from cross-references)? ("<u>NP</u>" = not in passage)
20. Is the focus the <u>recipients</u> in the <u>past</u> (not present) tense (Write "The way the Colossians should…" not "We should…") and in <u>active</u> (not passive) voice? Tell the story as well as the theology (cf. #11 and #25).
21. Are statements <u>two lines</u> or less? Delete all unneeded words in each sentence or I will write "TL" (too long).

Sub Points (SPs)

22. Does each point have a <u>coordinating</u> point ("I" has "II", "A" has "B"; p. 61 [II.A.1.] & p. 55)? Avoid widows.
23. Does each point <u>contribute</u> to its superior point? Does your content here explain the text? Is it really needed?

Miscellaneous

24. Is each point one (not 2-3) <u>full sentence</u> ("FS") with *one subject* (cf. #8) and complement(s) and not just a phrase? (Not "The rewards of blessed people are stated" as this only has a subject, but "The rewards of blessed people are prosperity and children" with a complement.)
25. Is each statement <u>specific</u> enough to relate only to this passage and does it make sense without needing to read the text (not "God fights His enemies" but "The way God fought the alliance of southern kings was by causing the sun to stand still")? Are enough details included? Pay attention to what God said and did (cf. #11 & #20).
26. Is each level of subordinate points <u>indented</u> in from the previous level? Left justify each sentence.
27. Does each sentence include a *different and correct* <u>verse</u>, verses, or verse portion (1a, 1b, 1c, etc.)?
28. Are <u>all verses</u>/parts correctly expounded in the <u>order of the text</u> rather than switching verses around?
29. Is each point of the <u>outline</u> numbered/lettered rather than in paragraphs or parentheses or multiple sentences?
30. Do you state at the top your <u>passage</u>, <u>name</u>, <u>mailbox number</u> and <u>speaker number</u>?
31. Did you use a spell-checker or have a friend <u>proofread</u> your spelling and grammar? Use grammarly.com to correct grammar and turnitin.com to assure that original content is 20% or less.
32. Did you correctly cite (cf. *SBC Writing Standards*) at the bottom at least <u>three reputable commentaries</u> used?

Abbreviations Used to Mark Outlines (numbers refer to the points above)

AI	Authorial Intent needs to be rechecked (6)		NC	Not Clear—ambiguous statement (16-17)
APP	Application needed		NP	Not in the Passage (19)
EI	Exegetical Idea or CPT (5-6)		R	Restatement needed
EO	Exegetical Outline		SP	Sub Point (22-23)
FS	Full Sentence is required (24)		T	Transition needed
HO	Homiletical Outline		TA	Translate Ambiguity—no unclear words of text (17)
ILL	Illustration needed		TF	Translate Figure—no unclear words of text (16)
MI	Main Idea (same as Homiletical Idea or CPS)		TL	Too Long—don't exceed 2 lines of text (21)
MP	Main Point needed (2)		Z	Use Z_1+X+Z_2+Y form (2)

Homiletical Outline Checklist
Here are 47 things to include in your sermon outline before starting to manuscript your message (-2% for each one missing)
30th ed. 15 April 2020 (see examples on pp. 51, 210 and an expanded outline on pp. 156-57; use the Sermon_Format_for_Students_eng_pr_1900_v8.docx)

Introduction: If missing then -12% (no credit for 1, 2, 5, 8, 9, and 10)
1.   Is a contemporary illustration given that <u>gets attention</u> on the subject and includes its point in one sentence?
2.   Does your *one* "you" question relate to the subject with 2-3 <u>examples</u> that raise need or curiosity?
3.   Does a single sentence of <u>background/setting</u> of the text cover: (a) the preceding verses, or (b) only *relevant* historical background, or (c) the beginning of the text to be expounded? Don't summarize your text here.
4.   Do you <u>single-space</u> except between sections of the outline? Is the design of each point stated?
5.   Do you correctly specify whether your <u>direction</u> is towards the subject (theme), MI (= CPS), or MPI?
6.   Is this MI and outline exegesis true to the <u>author's intent</u>? (AI = evaluate Authorial Intent)
7.   Do you identify a <u>homiletical subject</u> (relating to *us*)—not the EO (exegetical outline) subject? Does the HO subject/MI <u>match</u> the EO subject/EI (correct)? Is it a question that avoids speaking of "points" or "things"?
8.   Is the <u>text</u> to be preached clearly noted at the appropriate spot? (In topical messages, give only the first text.)
9.   Does the intro <u>promise</u> anything not given by the end? Does the <u>restatement</u> relate to the subject?
10. Do you give the correct <u>number of MPs</u> to preview the sermon structure? Is this preview linked to the subject?
11. Does a <u>transition</u> make the introduction flow naturally to the first MP by restating the subject in parentheses?

Body and Main Points (MPs)
12. Do the MPs of the HO <u>match</u> the MPs of the EO? (Please edit your EO to make it consistent with the HO.)
13. Does the message <u>flow</u> when you read only the key concept in the introduction (MI, subject, or MPI intro) through preferably 2-4 MPs to the MI in the conclusion? (Don't let MPs sound the same.)
14. Do the MPs use sequential <u>Roman numerals</u> (I, II, III, etc.) and the SPs use capital <u>letters</u> (A, B, C, etc.)?
15. Are MPs and SPs <u>indicative</u> statements with a subject and complement rather than questions?
16. Do statements <u>translate figures</u> of speech rather than use the text's words? ("TF")
17. Do statements <u>translate ambiguities</u> rather than use the text's words? ("TA")
18. Do you show the <u>major movements</u> in the passage—especially in narrative? Do the MPs cover the *whole* story?
19. Is there at least one <u>real life illustration that applies for every three minutes</u> of preaching put within the HO?
20. Is the proper <u>point</u> and <u>key word</u>(s) of <u>illustrations</u> given (don't just write "ILL" or "examples")?
21. Are MPs & SPs <u>one line</u> yet still full sentences (cf. #24)? <u>Delete all unneeded words</u> in each sentence.

Form and Sub Points (SPs)
22. Does each point have a <u>coordinating</u> point ("I" has "II", "A" has "B"; p. 61 [II.A.1.] & p. 55)? Avoid "hanging" or widow subordinate points. Develop the HO at least to the SP level ("A," "B," etc.).
23. Does each point <u>contribute</u> to its superior point? Does your content here explain the text? Is it really needed?
24. Is each point one, short ("TL" = too long), active (not passive voice), clear, <u>full sentence</u> with *one subject* and complement(s)—not just a phrase ("FS" = full sentence is needed)? Are <u>MPs restated</u> in brackets (optional)?
25. Is each verse, verses, or verse portion <u>underlined</u> when it is to be read?
26. Are SPs included and <u>indented</u> from the MPs at the far left? (Don't start or continue SPs from the far left side.)
27. Does each SP & MP include a *different and correct* <u>verse</u>, verses, or verse portion (1a, 1b, 1c, etc.)?
28. Does the sermon at least summarize <u>all verses</u>/parts of the text in 2-4 SPs or MPs?
29. Is each point of the <u>outline</u> numbered/lettered rather than in paragraphs, brackets, or parentheses? Not "I. Intro…"
30. Are you <u>direct</u>: "Love others…" (not "Believers [or "We"] should love others…")? Use imperatives!
31. Did you: (a) spell-check, (b) <u>proofread</u> your grammar at grammarly.com and (c) have <20% score at turnitin.com?
32. Are <u>transitions</u> before MPs in parentheses? Do they repeat the subject rather than say "my second point…"?
33. Is the whole outline on a <u>single page</u>? You should sum up each point in *one* sentence, not a paragraph.
34. Is your <u>EO#1</u> attached to this assignment with improvements suggested by the teacher clearly seen?
35. Is your <u>EO#2</u> attached to this assignment with improvements suggested by the teacher now corrected?
36. Is <u>support given</u> for your view on difficult verses or facts in illustrations? Do you say *why* you hold to your view?

Conclusion (note in bold text)
37. Is the <u>Main Idea stated</u> and <u>labeled</u> as the MI (CPS)? Is it <u>parallel</u> to the EI (CPT)? Does it sum up all MPs?
38. Is the MI clear and <u>short</u> (TL = too long) enough to be grasped by ear but still applies the text (cf. #21 above)?
39. Does the conclusion <u>review</u> concepts in the MPs? Do you avoid adding new ideas in the conclusion?
40. Are specific examples of <u>application</u> developed rather than simply listed? Do listeners know specifically what to do after hearing you preach? Apply the MI *to us*—not to the original readers or your church or other audience.
41. Do you end with a clear <u>exhortation</u> to apply the MI *now*? Use stories along with "you" statements and questions.
42. Does the conclusion (and introduction) use <u>Arabic</u> numbers in point form? Do you indent them at the left?

Heading
43. Do you have a <u>catchy title</u> that doesn't reveal the Main Idea so as to draw interest?
44. Is your correct sermon <u>form</u> at the top (cyclical inductive, simple deductive, etc.) with MI at the right place?
45. Is the correct <u>desired listener response</u> (purpose) clearly stated at the top as related to the audience and not to you?
46. Do you state the <u>passage</u>, your <u>name</u> and <u>box number</u> at the top?
47. Is this HO printed (*not* emailed)?

Abbreviations Used to Mark Outlines (see the Exegetical Outline Checklist on previous page)