

Explanation

[This lecture corresponds to assigned Reading # 12:
Christ-centered Preaching, review of pp. 116-121; and,
read pp. 121-127.]

For mid-term review:

What are the distinguishing features of topical, textual and expository sermons?

How do you know there is more than one right style or attitude with which to preach?

What are some basic advantages of expository preaching?

Goal for this lesson: To understand the basic nature and process of the explanation component of sermonic exposition. (Understand that in homiletical discussion the terms "exposition" and "explanation" are often used interchangeably even though the latter is actually a subset of the former, as discussed in previous lessons.)

Introduction:

Remember explanation is answering the basic question, "What does this text mean?"

"To expound scripture is to bring out of the text what is there and expose it to view. . . . The opposite of exposition is 'imposition' which is to impose on the text what is not there."

—Stott

I. Explanation's Purpose

A.

B.

II. Explanation Defined

Generally

Particularly

Therefore, explanation is not merely the transmission of information, it is the conscious establishment of the biblical basis for the action or belief the sermon requires of God's people.

III. Explanation Described

NOT THIS:



BUT THIS:



IMPORTANT NOTES:

1. Explanation causes exposition (i.e., the unfolding of a text's meaning—cf. diermeneuo=unfold meaning, Lk. 24:27). Thus, the terms are often used synonymously.
2. Explanation forms the outline point-structure of Expository Sermons; i.e., main points and subpoints of an expository sermon are direct references to some aspect of the text. (This is why most of the time a verse reference can be attached to a main point or subpoint.)

IV. Explanation Preparation Process

A. The Three-Stage Process of Preparing Explanation:

- 1.
- 2.
- 3.

B. The Three Stages of Preparing Explanation Detailed:

1. Observation — Identify what's here.

2. Interrogation — Ask, "What does it mean?"
Involves subsidiary questions: How do I know? How do I find out? How can others know? How can I prove to you that what I am saying is what this text says and/or requires?

<>Realize you can't do all forms of exposition in any one main point.

3. Re-statement — How can I best communicate it (i.e., the meaning)?

V. Explanation's Progress and Presentation (Simplified)

A. Two steps explanation progress:

- 1) State what it means ----> 2) Show how you know:
 - a. State what you observed
 - b. Show how your observations back your statements.

B. Three stages of explanation presentation in a "typical" Main Point:

- 1.
- 2.
- 3.

Steps four and five to come in future lectures:

4. Illustrate the truth
5. Apply the truth

VI. Explanation Related to the Outline: some small reiterations

1. The "_____ " is established (expounded) just before or after the proposition— or, possibly early in first main point.
2. The "_____ " becomes the "magnet clause" for the remaining exposition; i.e., the exposition within the main points focuses on the developmental phrases' distinctives. The developmental phrase acts as a magnet attracting the exposition.
3. Lengthy explanation is developed with subpoints that support or prove the _____ statement.

Assignment for Next Classes:

Reading Assignments #13: *Christ-centered Preaching*, pp. 174-190.

Written Assignment #6: Within two pages evaluate two upcoming sermons in chapel: 1) Identify the type of introduction in each message, evaluate effectiveness, identify FCF (or if it was not present); 2) Identify the type of conclusion in each message and evaluate effectiveness; 3) Specify if the sermon was topical, textual or expository and give evidence that supports your evaluation. Due at Lecture # 16.