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.

В.

II. Explanation Defined

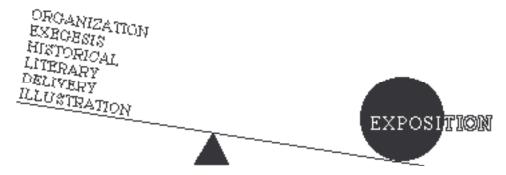
Generally

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 Pre	paring	Exp.	lanai	tion:
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1.

2.

3.

B	The Three	Stages	of Prei	naring	Expla	anation	Detailed:
ν.		Diagos	OIII	Juiling	LAPIC	anation	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

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 \underline{all} forms of exposition in any one main point.

	3.	Re-statement — How can I best communicate it (i.e., the meaning)?
V.	Exp	planation'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.
	В.	Three stages of explanation presentation in a "typical" Main Point:
		1.
		2.
		3.
		J.
	Sto	ps four and five to come in future lectures:
	Sic.	4. Illustrate the truth
		5. Apply the truth
VI	Ex	xplanation 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 " "hacemes the "magnet clause" for the
	۷.	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.
Ass	sign	ment for Next Class <u>es</u> :
		Reading Assignments #13: Christ-centered Preaching, pp. 174-190.
		n Assignment #6: Within two pages evaluate two upcoming sermons in chapel: 1)
		y the type of introduction in each message, evaluate effectiveness, identify FCF (or if it t present); 2) Identify the type of conclusion in each message and evaluate effectiveness;
3) \$	Spec	cify if the sermon was topical, textual or expository and give evidence that supports your
	14	ion Duo at Lastrum # 16

Ic 3 evaluation. Due at Lecture # 16.

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