

M.O.S.T.
The Book of Psalms
Instructor: Kevin Rutherford

Course Information:

MSOP M.O.S.T. Course #609b
Instructor email: krutherford@msop.org

Course Requirements:

Auditing students: No requirements

Certificate students: Prepare one page papers summarizing what you learned from Psalms 1, 19, 23, 31, and 119. A one page paper is due for each Psalm. These assignments will be due no later than the last class day of the M.O.S.T. quarter.

Advanced students: Prepare one page papers summarizing what you learned from Psalms 1, 19, 23, 31, and 119. A one page paper is due for each Psalm. Also, prepare two outlines for teaching. The first outline will be developed from Psalm 51, and the second outline from Psalm 32. A template for the outline format is included with this syllabus. These assignments will be due no later than the last class day of the M.O.S.T. quarter.

Outline Template for Advanced Students:

SERMON TITLE
(Sermon Text)

Thesis: This is the one main idea you are trying to get across.

Introduction:

1. The introduction draws people in without being show-man like.
2. The introduction also introduces the material.
3. The thesis should be one of the statements in the introduction.
4. Sometimes it is good to identify the main points in the introduction.

Discussion:

I. Main Point Number One Supports the Thesis.

- A. This supports main point number one.
 1. This supports “A.”

2. This also supports “A.”
3. This also supports “A.”

B. This also supports main point number one.

1. This supports “B.”
2. This also supports “B.”
3. This also supports “B.”

C. This also supports main point number one.

1. This supports “C.”
2. This also supports “C.”
3. This also supports “C.”

II. Main Point Number Two Supports the Thesis.

A. This supports main point number two.

1. This supports “A.”
2. This also supports “A.”

B. This also supports main point number two.

1. This supports “B.”
2. This also supports “B.”

C. This also supports main point number two.

1. This supports “C.”
2. This also supports “C.”
3. This also supports “C.”

III. Main Point Number Three Also Supports the Thesis.

A. This supports main point number three.

1. This supports “A.”
2. This also supports “A.”

B. This also supports main point number three.

1. This supports “B.”
2. This also supports “B.”

C. This also supports main point number three.

1. This supports “C.”
2. This also supports “C.”
3. This also supports “C.”

Conclusion:

1. Sometime it is good to restate the main points.
2. Sometimes it is best to draw everything back to a strong emphasis on the veracity of the main point (thesis).
3. Be clear, brief, and distinct in the conclusion.
4. Know what the last words are you are going to say.
5. Make the conclusion powerful.

Notes:

1. The points don't necessarily have to be in sets of three. Three helps establish patterns and strengthen arguments but a variety based on the sermon and the occasion should be considered also.
2. Wherever possible word the main points with the same sentence structure so as to aid the audience in comprehension and memory. This will also help the preachers with organization and transitions.
3. Be aware of the need for smooth and clear transitions from one main point to the next.
 - a. It is best if the skeletal structure of the outline is not continually announced.
 - b. However, transition statements made with clarity and brevity that mention the previous points and show how they lead to the next can be helpful in bringing the audience along.
4. Typically it is best for the purposes of persuasion to order your points in a topical sermon from “strong” to “strongest.”

- a. With the strongest point being the last point it is much more likely the conclusion will be powerful and effective.
- b. For persuasive purposes the main points should be considered as provable premises that logically lead to one conclusion. That one conclusion should be your thesis.
- c. For expository and textual sermons allow the text to identify and order the main points.