

CHICAGO COURSE

ON PREACHING

We believe that God's Word is how he works in the world—through the faithful proclamation of his Word by, for, and among his people. Because God works through proclamation, it matters very much how his people are trained to preach, teach, and lead from the Word. It must be hands-on and skill-based, not focused merely on the transmission of knowledge. It must work on the soul of the preacher and teacher, not just on the mind. And it must be for the glory of God's name.

We seek to provide the best possible practical training in Bible handling to the next generation of preachers and Bible teachers. In so doing, we will equip dedicated Christians to faithfully serve their local churches through biblical exposition.

HOW IS THE TRAINING STRUCTURED?

The training program consists of four core areas centered both in the classroom and in a placement in a local church. Full-time, part-time, and modular options are available. A full-time schedule requires classroom attendance on Mondays, Tuesdays, Thursdays, AND Fridays. A part-time schedule requires classroom attendances on Mondays/Tuesdays OR Thursdays/Fridays. The modular schedule is a full-time schedule, taken term by term. The part-time schedule is the most effective, and works as follows:

About half of the workweek (28 hours) will take place in the classroom:

1. Content: About half of the classroom component will focus on the presentation of basic tools and information that the students will use to do their own work on the Word. The content will be presented interactively.
2. Laboratory Practice: The most important part of the course will come in the small group laboratory groups: practice work on biblical texts for the purpose of preaching and teaching. The students will submit that work for guided group discussion, using a modified Socratic method and aimed at coaching each individual student. The laboratories will include students presenting both sermon outlines as well as full sermons.

The other half of the workweek will take place in a local placement church:

3. Placement Practice: Bible teaching is never done in a vacuum. Therefore, an integral part of learning and growth in Christian maturity is active participation in Christian service. Each student will be engaged in a ministry (small group leader, youth group, university/outreach, preaching) that affords them the opportunity to use and develop the skills being taught. This allows them to both develop in their study and teaching skills, and grow in a love for people while seeing God work in their lives by His Spirit through the Word. As such, each student will be placed in a church.
4. Mentorship: Both the placement church and the staff of the course will provide the student regular mentorship. This mentorship will be coordinated through mutual reporting between the church and the course leaders.



WEEKLY SCHEDULE

DAY/TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30am-noon	year 1: lab year 2: placement	year 1: lab year 2: placement	placement	year 1: placement year 2: lab	year 1: placement year 2: lab
noon-1pm	lunch	lunch	placement	lunch	lunch
1-3pm	year 1: classroom 1.1 year 2: placement	year 1: classroom 1.2 year 2: placement	placement	year 1: placement year 2: classroom 2.1	year 1: placement year 2: classroom 2.2
3:30-4:30pm	*guests/principal	*mentorship meeting	placement	*guests/principal	*mentorship meeting

*occasional/by appointment

YEAR 1

The first-year curriculum will focus on the most basic Bible handling skills and the necessary knowledge to be a minister of the Word. First year students will attend classes and labs on Mondays and Tuesdays and be free for their church placements the rest of the week.

- Lab: In the small group laboratory workshops, consisting of approximately 6 students each, the students will work through biblical books in making their presentations (outlines and sermons). They will go through 6 books, coordinated to the genres being covered in classroom 1.1. The books will be 2 Timothy (Epistles), Exodus (Old Testament History), Job (Wisdom), Amos (Prophetic), Revelation (Apocalyptic), and Matthew (Gospels/Acts).
- Classroom 1.1: In the first of the two major teaching blocks each week, the students will be presented the tools for studying the Bible from the literary genres—two genres per term for each of the three terms (or five sessions per genre, following a standard pattern of introductions, structure, context, melodic line, gospel relationship). The genres covered will be Epistles, Old Testament History, Wisdom, Prophetic, Apocalyptic, and Gospels/Acts.
- Classroom 1.2: During the first term (10 weeks), the students will be presented the convictions and principles for word ministry (e.g., basic reading skills, a life of prayer, a commitment to character). In the second and third terms, the students will study biblical theology, focusing on the tools used for doing biblical theology and making use of it for preaching and teaching.

YEAR 1: CURRICULUM

DAY/TIME	TERM 1	TERM 2	TERM 3
9:30am-noon	lab: 2 Timothy/Exodus	lab: Job/Amos	lab: Revelation/Matthew
noon-1pm	lunch	lunch	lunch
1-3pm	MON class: OT His./Epistles TUE class: Ministry Conv.	MON class: Wisdom/Prophetic TUE class: Biblical Theology 1	MON class: Apocalyptic/Gospels TUE class: Biblical Theology 2
3:30-4:30pm	*guests/mentorship meeting	*guests/mentorship meeting	*guests/mentorship meeting

*occasional/by appointment



YEAR 2

In the second year of the curriculum, the students will dig deeper into Bible handling skills through the study of books of the Bible. Second year students will attend classes and labs on Thursdays and Fridays and be free for their church placements the rest of the week.

- Lab: In the second year, the small group laboratory workshops will go through all 66 books of the Bible, taking 1-2 books per session and relying on the students to present the structure, purpose, main theme, and gospel connections of the books as a whole.
- Classroom 2.1: During each term (10 weeks), the second-year students will study a book of the Bible through a combination of interactive classroom instruction and small group laboratory work. The three books will be Romans, Isaiah, and Acts.
- Classroom 2.2: During the first term (10 weeks), the students will be separated into ministry streams and encouraged in ministry skills for word ministry (e.g., homiletical theory, specific concerns for women's or youth ministry, a commitment to evangelism). In the second term, the students will study systematic theology, focusing on the tools used for doing systematic theology and making use of it for preaching and teaching. In the third term, they will engage in a unique class on listening to and reading from the great expositors of history, from Charles Simeon to E.K. Bailey.

YEAR 2: CURRICULUM

DAY/TIME	TERM 1	TERM 2	TERM 3
9:30am-noon	lab: Bible Overview 1	lab: Bible Overview 2	lab: Bible Overview 3
noon-1pm	lunch	lunch	lunch
1-3pm	THR class: Romans FRI class: Ministry Skills	THR class: Isaiah FRI class: Systematic Theology	THR class: Acts FRI class: Listening/Reading
3:30-4:30pm	*guests/mentorship meeting	*guests/mentorship meeting	*guests/mentorship meeting

*occasional/by appointment

Flexible Format

While typically the course will take two years, some students may be allowed to take the course at a different pace. When a church outside of Chicago wants to have a student take the course and return as quickly as possible, the student might be allowed to compress the course into a single full-time year with no church placement. International pastors with church and family responsibilities at home might be allowed to take the course one full-time term per year over three years, so as to spread out their time away from home. In these cases, the church placement component will be handled outside of Chicago and outside of course time.

Assessment

Students will receive feedback in the laboratory and classroom meetings. Additionally, they will video-record their work (sermons or presentations) that they have prepared and delivered, both in the laboratory and in their church placements. After the course, they will have a substantive portfolio of teaching that will demonstrate their progress and serve as part of a virtual resume.

