PT 524 HOMILETICS/PREACHING
LAB IIA
SYLLABUS

REFORMED THEOLOGICAL
SEMINARY
CHARLOTTE

SPRING 2015

Rod Culbertson, Jr.
Adjunct Professor of Practical Theology

RCULBERTSON@RTS.EDU
SYLLABUS FOR PT 524 HOMILETICS/PREACHING LAB IIA
REFORMED THEOLOGICAL SEMINARY - CHARLOTTE
WEDNESDAYS, SPRING 2015
ROD CULBERTSON, JR.
ADJUNCT PROFESSOR OF PRACTICAL THEOLOGY

COURSE DESCRIPTION:

This course provides actual preaching opportunities for the senior seminary student. Experience will be provided in the following areas: Expository preaching from a narrative portion of Scripture, a Baptism sermon and a Wedding homily.

Prerequisites: Introduction to Preaching, Communication I, Preaching Lab I, Communication II.

COURSE OBJECTIVES:

COGNITIVE (KNOW/UNDERSTAND)
1. The student will learn how to apply previous instruction on preaching to actual practice.
2. The student will learn how to preach from the Old Testament narratives.
3. The student will discover his or her strengths and weakness in preaching and delivering sermons.

AFFECTIVE (FEEL/MOTIVATION)
1. The student will gain a greater conviction for the delivery of expository sermons as a means of grace for God’s people.
2. The student will grow in his or her motivation to preach biblical sermons from the text.
3. The student will grow in his or her desire to preach Biblically based baptism homilies.
4. The student will gain an appreciation for the preaching of a brief wedding homily which is personal and Christ-centered.

VOLITIONAL (DO/COMPETENCIES)
1. The student will preach an expository sermon from an assigned text two different times, striving for improvement in all observable aspects of deliver.
2. The student will preach a baptism sermon for the purpose of experience and critique.
3. The student will preach a wedding homily for the purpose of experience and critique.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: PT 524 Preaching Lab
Professor: Dr. Rod Culbertson
Campus: Charlotte
Date: Spring 2015
### MDiv* Student Learning Outcomes

In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
<thead>
<tr>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Strong</td>
<td>Will integrate hermeneutics, theology, biblical understanding, using verbal communication skills</td>
</tr>
<tr>
<td>Moderate</td>
<td>Will integrate biblical study, theological and cultural understanding into a text and will apply to the specific preaching context</td>
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<tr>
<td>Minimal</td>
<td>Sermons should demonstrate that Reformed theology is a foundation principle in preparation, delivery and application</td>
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<tr>
<td>None</td>
<td>Preaching before a live audience always sanctifies the preacher who is sensitive to God’s will</td>
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<tr>
<td></td>
<td>Application of preached Word from text to audience</td>
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<td></td>
<td>Emphasizes winsome approach to preaching the Word of God</td>
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<td></td>
<td>Student will be tutored in the ability to preach God’s word in clarity and with passion</td>
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<td>Laboratory experience will involve preaching and reading Scripture in a “contrived” worship atmosphere</td>
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<td>Application of the preached Word to listener’s lives should be a specific and explicit form of shepherding the flock and engaging the church with the world</td>
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<td></td>
<td>Application of the preached Word should cause the student to help others engage in life in the contemporary world</td>
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<table>
<thead>
<tr>
<th>Articulation (oral &amp; written)</th>
<th>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</th>
<th>Strong</th>
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<tr>
<td>Scripture</td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Strong</td>
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<tr>
<td>Reformed Theology</td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Minimal</td>
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<tr>
<td>Sanctification</td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Minimal</td>
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<td>Desire for Worldview</td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Minimal</td>
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<td>Winsomely Reformed</td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Minimal</td>
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<tr>
<td>Preach</td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Strong</td>
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<tr>
<td>Worship</td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Moderate</td>
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<tr>
<td>Shepherd</td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
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<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
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</tbody>
</table>
REQUIRED TEXTBOOK:


REQUIREMENTS AND EVALUATION:

I. Class attendance and discussion

You will be expected to attend every class in order to participate in your classmates’ sermon experience and evaluation. Unexcused absences will adversely affect and/or jeopardize your final grade.

II. Sermons (80 points total)

   A. Narrative Exposition #1: The student will be *assigned* a specific narrative passage (which tells one story only) from the Old Testament and will develop and preach this passage before his or her fellow students. Time allotted for this sermon will be a maximum of **20 minutes** per individual sermon. (25 points)

   B. Narrative Exposition #2: The student will be *assigned* a specific narrative passage (which tells one story only) from the New Testament and will develop and preach this passage before his or her fellow students. Time allotted for this sermon will be a maximum of **20 minutes** per individual sermon. (25 points)

   NOTE: For these two expository sermons, the student will be expected to explain the text in an expository fashion. **Do not simply retell the story of the narrative!**

   C. Baptism Homily: The student will preach a sermon appropriate for an infant (or adult, if Baptist in theology) baptism, explaining the significance of Christian infant (or believer’s) baptism based on Christ and/or Biblical principles. A brief word clarifying the nature of the gospel can and should be included, but is not required. This is a homily, not an actual sermon, so it must be brief. Use a few words to express a clear idea and make one main point. Time allotted for this sermon will be a **maximum of 7 (seven) minutes**. (15 points)

   D. Wedding homily: The student will preach a sermon appropriate for a marriage ceremony, explaining the significance of a Christian marriage or a marriage based on Christ and/or Biblical principles. A brief word clarifying the nature of the gospel can be included, but is not required. This is a homily, not an actual sermon, so it must be brief. Use a few words to express a clear idea and make one main point. Time allotted for this sermon will be a **maximum of 4 (four) minutes**. (15 points)

Method of delivery: The student has the freedom to preach these four sermons with or without a manuscript or notes. However, a Bible must be used in the Narrative expositions.

Appropriate Attire: The student will be expected to wear a coat and tie or a suit and tie.

Evaluation: The student will be evaluated through a sermon critique form provided by the professor. This critique form will cover the following elements expected to be present in the preached sermon: Introduction, Outline, Transitions, Explanation, Illustrations, Application, Conclusion, Movement/Progression. This evaluation will be provided by two sources:
   
   A. Professor’s evaluation (50%)
   
   B. Peer student preacher evaluations (combined) (50%)
III. Sermon Review (10 points)

The student is required to review both of the DVDs of his two Expository sermon deliveries in their entirety. These reviews must be done after the respective sermon. The student will give an account of his sermon review on the honor system.

III. Manuscript (5 points)

Besides preaching the text, the student will be required to turn in a manuscript demonstrating the actual preparation for delivery of the sermon. This can be done through a couple of methods (student's choice):

1. A fully written out manuscript of the sermon.
2. A Homiletical Outline: loose notes or a bullet point outline demonstrating the student’s work and thoughts in preparation.
3. Also, the student must provide a summary of his work on the Hebrew or Greek, including how the Hebrew or Greek helped him understand the text better. It is not expected that the student will do a full exegesis of the Hebrew or Greek, but key verses or key words should be examined.

V. Reading (5 points)

The reading of Ralph Davis’ book, *The Word Became Fresh* (How to Preach From Old Testament Narratives), in its entirety will be required. This reading will be evaluated on the honor system, requiring a statement of material read and the student’s signature.

Suggested Reading:

3. Johnson, Dennis, *Him We Proclaim*.
4. Larsen, David, *Telling the Old, Old Story*.
5. Liftin, Duane, *Public Speaking*.
<table>
<thead>
<tr>
<th>Class</th>
<th>Reading</th>
<th>Sermon</th>
<th>Preacher 1</th>
<th>Preacher 2</th>
<th>Preacher 3</th>
<th>Preacher 4</th>
<th>P5</th>
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<tbody>
<tr>
<td>2/03</td>
<td></td>
<td>Introduction</td>
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<tr>
<td>2/10</td>
<td></td>
<td>Expository #1</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>2/17</td>
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<td>3/03</td>
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<td>(2:15-4:15 PM)</td>
<td>Expository #2</td>
<td>10</td>
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<td>9</td>
<td>10</td>
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<td>4/07</td>
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<td>Baptism</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>4/14</td>
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<td>8</td>
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<td>10</td>
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<td>4/21</td>
<td></td>
<td>Wedding</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>4/28</td>
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<td><strong>NO CLASS: I AM OUT OF TOWN</strong></td>
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<td><strong>NO CLASS UNLESS NECESSARY</strong></td>
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</table>
Expository Sermon Critique Form

Preacher_______________________________Evaluator_______________________________

Text________________________________Date________________________________

Rating Scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor (Use whole #'s only).

I. Introduction

II. Outline: Major Points
1.
2.
3.

III. Transitions

IV. Explanation

V. Illustrations

VI. Application

VII. Conclusion

VIII. Movement/Progression

THE SERMON

Composite scoring: 40 (5.0), 39 (4.9), 38 (4.8), 37 (4.6), 36 (4.5), 35 (4.4), 34 (4.3), 33 (4.1), 32 (4.0), 31 (3.9), 30 (3.8), 29 (3.5), 28 (3.5), 27 (3.4), 26 (3.2), 25 (3.1), 24 (3.0), 23 (2.9), 22 (2.8), 21 (2.6), 20 (2.5).

Composite Score_______ Average (_______)

THE SPEAKER

I. Stance

II. Voice

III. Diction/Enunciation/Pronunciation

IV. Gestures and/or Mannerisms

Composite Scoring: 20 (5), 19 (4.9), 18 (4.5), 17 (4.3), 16 (4), 15 (3.8), 14 (3.5), 13 (3.3), 12 (3), 11 (2.8), 10 (2), 9 (2.5), 8 (2)

Composite Score_______ Average (_______)

Total Score (Sermon/Speaker – Combined Averages): _______
PT 524 HOMILETICS/PREACHING LAB II A DR. ROD CULBERTSON, JR. - RTS/CHARLOTTE

BAPTISM SERMON/HOMILY CRITIQUE FORM

PREACHER______________________________ Evaluator______________________________

Text______________________________ Date______________________________

Rating Scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor (Use whole #'s only).

THE SERMON

____ I. Introduction

____ II. Outline/Structure/Presentation

____ III. Transitions/Connectedness

____ IV. Explanation/Content (Biblical/Appropriate to the Speaker’s Tradition)

____ V. Use of Scripture

____ VI. Application to Audience

____ VII. Movement/Progression/Made Sense

____ VIII. Brevity (7 Minutes)

Composite scoring: 40 (5.0), 39 (4.9), 38 (4.8), 37 (4.6), 36 (4.5), 35 (4.4), 34 (4.3), 33 (4.1), 32 (4.0), 31 (3.9) 30 (3.8), 29 (3.5), 28 (3.5), 27 (3.4), 26 (3.2), 25 (3.1), 24 (3.0), 23 (2.9), 22 (2.8), 21 (2.6), 20 (2.5).

Composite Score______ Average _______

THE SPEAKER

____ I. Stance

____ II. Voice/Sincerity/Persuasiveness

____ III. Diction/Enunciation/Pronunciation

____ IV. Gestures and/or Mannerisms

Composite Scoring: 20 (5), 19 (4.9), 18 (4.5) 17 (4.3), 16 (4), 15 (3.8), 14 (3.5) 13 (3.3), 12 (3), 11 (2.8), 10 (2), 9 (2.5), 8 (2)

Composite Score______ Average _______

Total Score (Sermon/Speaker – Combined Averages): _______
Wedding Homily Critique Form

Preacher __________________________ Evaluator __________________________

Text ___________________________ Date ______________________

Rating Scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor (Use whole #'s only).

I. Introduction

II. Focused: One Major Point/Theme Was Expresed

III. Brevity (4 minutes)

IV. Explanation: Clarity (Understandable)

V. Use of Scripture (Biblical)

VI. Christ-centered (Gospel included)

VII. Conclusion

VIII. Movement/Progression

Composite scoring: 40 (5.0), 39 (4.9), 38 (4.8), 37 (4.6), 36 (4.5), 35 (4.4), 34 (4.3), 33 (4.1), 32 (4.0), 31 (3.9) 30 (3.8), 29 (3.5), 28 (3.5), 27 (3.4), 26 (3.2), 25 (3.1), 24 (3.0), 23 (2.9), 22 (2.8), 21 (2.6), 20 (2.5).

Composite Score _______ Average _______

I. Stance

II. Voice

III. Diction/Enunciation/Pronunciation

IV. Gestures and/or Mannerisms

Composite Scoring: 20 (5), 19 (4.9), 18 (4.5), 17 (4.3), 16 (4), 15 (3.8), 14 (3.5) 13 (3.3), 12 (3), 11 (2.8), 10 (2.), 9 (2.5), 8 (2.)

Composite Score _______ Average _______

Total Score (Sermon/Speaker – Combined Averages): _______
1. Genesis 28:10-22  Jacob’s Dream
2. Exodus 3  Moses and the Burning Bush
3. Exodus 4:1-17  Signs for Moses
4. Exodus 19  Israel at Mount Sinai
5. Joshua 1  The Lord Commands Joshua
6. Joshua 7  Achan’s Sin
7. Numbers 12  Miriam and Aaron Attack Moses
8. 2 Samuel 12:1-15a  Nathan’s Rebuke of David
9. Job 1  Job’s Trial
10. 1 Kings 11:1-14  Solomon’s Demise (If necessary)

1. Mark 1:21-28  Jesus Heals a Man with Unclean Spirit
2. Mark 1:40-45  Jesus Cleanses a Leper
3. Mark 2:1-12  Jesus Heals a Paralytic
4. Mark 5:1-20  Jesus Heals a Man with a Demon
5. Mark 6:1-13  Jesus Rejected at Nazareth and the 12 Sent
6. Mark 6:14-29  The Death of John the Baptist
7. Mark 6:30-44  Jesus Feeds the 5000
8. Mark 7:1-23  Jesus Confronts the Pharisee’s Traditions
9. Mark 10:38-45  The Request of James and John
10. Mark 14:32-42  Jesus Prays in Gethsemane

Note: RTS affirms that local churches, denominational structures, parachurch organizations, educational institutions, and missions agencies present many strategic ministry and leadership opportunities where preparation through the MDiv degree can be particularly helpful for women and other non-ministerial students. While RTS limits the MDiv preaching labs to male students, women in the MDiv degree program can either (a) take elective courses in the place of the two preaching labs, or (b) take a directed study in general communications, which may involve women or other non-ministerial students attending a section of the preaching lab with similar but alternative assignments.
RTS Charlotte Classroom Internet Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made wi-fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and to access other important information.

However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student’s own seminary education, but it distracts other students who can see their computer screens. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS.

So, how can these challenges be addressed? One option is to turn off the internet entirely. But, we recognize that this creates problems for students who use it for legitimate reasons. Thus, we prefer to address this problem by appealing to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We are asking each student to take personal responsibility for their behavior in this area and to encourage others around them to do the same.

In order to encourage this accountability, and to change the culture of the campus as it pertains to the internet, we are asking each student to sign the pledge below at the beginning of each term. As a pledge, we ask you to sign with integrity and with an honest desire to keep it.

“On my honor as a student at Reformed Theological Seminary, and as a one preparing for the gospel ministry, I pledge that I will use the internet in the classroom only for appropriate class-related activities.”

Signed: ________________________________________________________

Date: __________________________________________________________