Communication II (2PT522)

Course Syllabus
Reformed Theological Seminary—Orlando

Summer 2013
Communication II (2PT522)  
Course Syllabus – Summer 2013

Instructor: Rev. Mike Francis

Office hours: Monday through Thursday 3:30—5 p.m.

Contact information: sicnarfkem@gmail.com (386) 747-3517

Communication: I prefer communicating in person, but email is fine, too.

Class meeting: Monday through Friday 8:30 a.m.—4 p.m., July 29—August 2, 2013

Course web page: Will be available through Self Service.

Course Description

A continuation of Communication I (2PT508), this course is intended to further equip the student for Gospel-radiant pastoral ministry through extended reflection upon, and exercises relevant to, the multiple spheres of communication in which God calls the pastor to engage. The assigned reading, lectures and class discussion, in conjunction with the written assignments, are designed to assist the student in discerning, synthesizing, and ministering from a Biblical theology of communication that will orient him for fruitful and faithful Gospel ministry.

Primary, but not exclusive, attention will be paid to the public ministry of the Word (preaching and teaching). Our work together will proceed from the conviction that the pastor’s communication with others (in both public and private spheres of ministry) must be the fruit and overflow and echo of the Lord’s “communication” with him through the ordinary means of grace in his own life. The lectures, class discussion, and assignments will emphasize strengthening not only the student’s Biblical literacy, but his Biblical fluency, and in particular his Gospel fluency, so that he will be equipped to assist others in integrating the Gospel in their lives from the ongoing integration of the Gospel in his own heart.

As detailed below, projects are assigned to assist the student in developing writing and speaking precision with Biblical and Gospel fluency. At least one full-length sermon will be developed with application, persuasion, inspiration, and conviction as central goals, together with 2 shorter assignments related to the Lord’s Supper and Baptism, Scripture memorization, and a journal based on the student’s interaction with 2 Corinthians 2-5 and the Pastoral Epistles.

2 hours credit

Course Objectives

• Gain additional experience in composing sermons, including their constituent parts.
Understand the dynamics of different communication contexts and develop skills in applying them.

Deepened love for and confidence in various communication acts in ministry situations, especially the proclamation of God’s word in preaching.

Develop and synthesize a Biblical theology of the pastor’s communication with those to whom he ministers in both public and private settings.

**Course Requirements**

Class discussion & participation 10 Daily throughout the week of the course

Expository sermon on 1 Corinthians 1:18—31 30 Due August 30, 2013

In class exercises regarding (1) baptismal remarks; and (2) fencing the Lord’s Table 20 To be presented orally in class on Tuesday, July 30, and Thursday, August 1. Final, revised versions due on August 30, 2013.


Scripture Memorization 20 Part 1: Due August 2, 2013 Part 2: Due August 30, 2013

All written assignments should be submitted electronically as e-mail attachments. Please name the attachment with the course name, assignment name and your last name as follows: Comm2-ExpositorySermon-YourName. File format should be MS Word or Rich Text Format. If you wish to receive acknowledgment of receipt of assignments submitted, please set your email for receipt acknowledgement.

Application assignments must be submitted in hard copy on the day due.

**Required Reading**

The following works are to be read in their entirety and incorporated into class discussion and written assignments as relevant.

2 Corinthians 2—5

1 Timothy

2 Timothy

Titus


Completing Piper and Bounds by the beginning of the course will be helpful to the student.
Class Participation

Being present and participating in class discussion in general, but especially in giving feedback to other students from their in-class exercises and assignments is essential to a quality learning experience. Assessment will be based on attendance and participation.

In Class Exercises

During the week of the class (on July 30th and August 1, respectively) each student will make 2 oral presentations of pastoral remarks related to the administration of the sacraments: (1) Fencing the Lord's Table; and (2) Baptismal remarks. The baptismal remarks should be given from the student's own theological perspective (i.e. paedo- or credo-baptist). Each presentation should be 5-10 minutes in length. A written draft of these remarks will be submitted on the day of each presentation. The student will then be expected to develop one of these presentations into a sermon as detailed in the section entitled “Expository Sermons” below.

Journal

The student will be expected to read carefully, and journal through, at least 2 times, the following portions of Scripture of particular relevance to the pastor: (1) 2 Corinthians 2-5; (2) 1 Timothy; (3) 2 Timothy; and (4) Titus. You should have read carefully through these portions of Scripture at least once in preparation for the course, focusing on their implications for, and applications to, the minister of God's Word. We'll be interacting with these Scriptures and their implications throughout the week. Following the course, you’ll be expected to read through these texts at least once more, and submit your journal on or before August 30, 2013. My vision for your journal is that you will use it to record and collect new, deepened, and corrected insights about Gospel ministry that have been gained and sharpened during the course. As such, there are no minimum or maximum page limits on this part of your assignments; it does not need to be a polished document. I’ll be looking for sincere engagement with the text at the heart level. More particulars of this assignment will be discussed during the class.

Expository Sermons

No later than August 30, 2013, each student will submit full manuscripts of 2 expository sermons as follows:

1. A shorter sermon on either the Lord's Supper or Baptism, based on the student's oral presentation in class. The student should imagine that this sermon will be delivered the first time he has the opportunity to administer one of the sacraments in the congregation where he will serve. Plan for 20 minutes, which should translate to approximately 8-10 double-spaced pages in manuscript form.

2. A longer sermon based upon 1 Corinthians 1:18—31. The student should assume that the primary audience for this sermon is a body of pastors, such as a presbytery, ministerial association or seminary community. Additional criteria for this sermon will be covered in class. As a sermon of approximately 30 minutes, it should be around 14-15 double-spaced pages in manuscript form.
Scripture Memorization

The student will be required to demonstrate that he has memorized (with reasonable facility) the Scriptures identified below, in 2 phases: (1) #'s 1—10 by August 2, 2013; and (2) #s 11—20 by August 30, 2013. There will be a written quiz covering Scriptures 1—10 on the last day of class, August 2, 2013. You will complete Phase 2 by reciting those verses to another (living) person and submitting their written certification on the certification form included with this syllabus, no later than August 30, 2013. If English is your second language, you may memorize a suitable translation in your first language.

1. Exodus 34:6—7
2. Isaiah 55:10—11
3. Isaiah 53:5—6
4. Matthew 11:28—30
5. Mark 2:17
6. Mark 10:45
7. Luke 19:10
8. John 3:16—17
9. 2 Corinthians 5:14—15
10. Romans 1:16—17
12. Romans 3:23—26
13. Romans 5:6—8
14. Romans 8:29—34
15. Romans 10:9—15
16. 2 Corinthians 5:21
17. 2 Corinthians 8:9
18. 1 Timothy 1:15—17
19. 2 Timothy 4:1—2
20. 1 Peter 2:24
Communication

Besides in person and by telephone, students are encouraged to communicate with me via e-mail at sicnarfekim@gmail.com. Please do not use the message function on Facebook.

Course announcements and updates will be made through e-mail. Any students without regular e-mail access must notify me of this limitation. I usually respond to e-mail promptly, however weekly and special events may lengthen the time of response occasionally. It is very important that you keep your e-mail current in the RTS system.

Class Attendance & Conduct

Unless providentially hindered, students are expected to attend class and participate fully in class interaction. Wireless internet access is not to be used for purposes outside the scope of the course while in class except for urgent (professional or personal) matters.

Course Schedule & Materials

In addition to the above assignment dates, a course schedule will be distributed on the first day of class.
Scripture Memorization Completion

............................................................ has successfully recited to me the Phase 2
Scripture Memorization assigned for Communication II.

............................................................
(signed) (date)

To be signed and submitted on the date indicated in the syllabus. Late submission will not receive full credit.
Course Bibliography

Mars Conversations - Books & Reading

Talk of the Nation - How to Write a First Sentence
Esoelen, Anthony. On the explicit and implicit teaching that has caused many young people to be cynical and unhappy. Mars Hill Audio 107, part 1. On imagination.


Bauer, Susan Wise. On how adults can acquire many of the benefits of a classical education long after leaving school by reading wisely and well. Mars Hill Audio 66, part 1.


McWhorter, John. Doing our own thing: the degradation of language and music and why we should, like, care.

Keyes, Mardi and Mark DeVries. Youth Culture and the Church. Mars Hill Conversations.

Song, Felicia Wu. On how online communication systems shape relationships and community. Mars Hill Audio 108, part 2.

Aboujaoude, Elias. On how life online makes us think we’re bigger, badder, and smarter than we really are. Mars Hill Audio 108, part 2.


Jackson, Maggie. On how multitasking exalts efficiency and promises the overcoming of bodily limitations as time is restructured. Mars Hill Audio 94, part 1.

Buerlein, Mark. On how technologies have rearranged the social lives of teens (and their expectations of education). Mars Hill Audio 94, part 1.

Long, Thomas. On how funeral practices have the capacity to convey an understanding of the meaning of discipleship and death. Mars Hill Audio 101, part 2.

Brock, Brian. On how the centrality of technology in Western culture encourages us to see the gift of Creation as merely “nature” awaiting our manipulation. Mars Hill Audio 105, part 2.

Carr, Nicholas. On how the distracted character of multi-tasking ruins reading and how social networking systems sustain a “transactional view of relationship.” Mars Hill Audio 105, part 2.

Dean, Kenda Creasy. On why churches are to blame for the “moral therapeutic Deism” so common among teens. Mars Hill Audio 105, part 1.

Page, Christopher. On how the presence of choral music in the Church shaped the rise of the West. Mars Hill Audio 106, part 1.

Felicia Wu Song - Hedgehog Review - author of Bowling Together Alone.


http://www.cornell.edu/video/?videoID=2020
**Course Objectives Related to 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>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Strong</td>
<td>Primary focus of course is oral &amp; written communication, including oral presentations in class and written assignments.</td>
</tr>
<tr>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Scripture</strong></td>
<td>Moderate</td>
<td>Sermon assignments require sound and insightful exegesis.</td>
</tr>
<tr>
<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></td>
<td></td>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Moderate</td>
<td>Reformed doctrine of the Word, preaching &amp; the ministry underlie class approach.</td>
</tr>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sanctification</strong></td>
<td>Moderate</td>
<td>Assignments require empathy with listeners and self-reflection in a way that applies the Gospel to self and others.</td>
</tr>
<tr>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Desire for Worldview</strong></td>
<td>Moderate</td>
<td>Unit on media ecology engages in critical analysis of contemporary communication patterns and trends.</td>
</tr>
<tr>
<td>Burning desire to conform all of life to the Word of God.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Winsomely Reformed</strong></td>
<td>Strong</td>
<td>Assignments require communication in a manner which is appealing.</td>
</tr>
<tr>
<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></td>
<td></td>
</tr>
<tr>
<td><strong>Preach</strong></td>
<td>Strong</td>
<td>Primary focus of class.</td>
</tr>
<tr>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Worship</strong></td>
<td>Strong</td>
<td>Memorization of</td>
</tr>
<tr>
<td><strong>Communication II</strong></td>
<td><strong>-vi-</strong></td>
<td><strong>Summer 2013</strong></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Shepherd</strong></td>
<td><strong>Strong</strong></td>
<td>Assignments require reflection on types of listeners, believer and unbeliever alike. Various units promote communication skills to enhance effectiveness as pastor as well as preacher.</td>
</tr>
<tr>
<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><strong>Strong</strong></td>
<td>Units on contemporary issues in preaching and media ecology focus principally on relating to these spheres.</td>
</tr>
<tr>
<td><strong>Church/World</strong></td>
<td><strong>Strong</strong></td>
<td></td>
</tr>
<tr>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>