Communication II (2PT522)

Course Syllabus
Reformed Theological Seminary—Orlando

Fall 2014
Communication II (2PT522)

Course Syllabus – Fall 2014

Instructor: Rev. Mike Francis

Office hours: Tuesdays 11:00 a.m.—12 p.m. and by appointment

Contact information: sicnarfekim@gmail.com

Communication: (386) 747-3517

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

Class meeting: Tuesdays 9 a.m.—11:00 a.m. August 26th—November 25th

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 one shorter homily, Scripture memorization, a journal based on the student’s interaction with 2 Corinthians 2-5 and the Pastoral Epistles, and a reflection paper on Iain Murray's biography of Dr. Martyn Lloyd-Jones.

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**

- **Homily (Sacrament, Wedding or Funeral)**
  - 20

- **Journal exercise from 1 & 2 Timothy, Titus & 2 Corinthians 2—5**
  - 20

- **Expository sermon on 1 Corinthians 1:18—31**
  - 30

- **Reflection paper on Lloyd-Jones biography**
  - 10

- **Scripture Memorization**
  - 20

- **Weekly quizzes**

- **Final exam**

All written assignments should be submitted both in hard copy and electronically as e-mail attachments on the specified due dates. 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.

**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

Helm, David R., *Expositional Preaching: How We Speak God’s Word Today*


**Attendance and Class Participation**

Being present and participating in class discussion in general is essential to a quality learning experience.

**Homily**

The student will prepare a manuscript for a homily appropriate for any of the following occasions: (1) a baptism (infant or profession of faith); (2) celebration of the Lord’s Supper; (3) a wedding; or (4) a funeral. As a sermon of approximately 20 minutes, this manuscript
should be approximately 8—10 pages, double-spaced. Additional details and parameters for this assignment will be discussed in class.

**Journal**

The student will be expected to read carefully, and journal through, at least 2 times during the semester, 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, 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 course, so it would be beneficial to begin this portion of your work as early as possible during the semester. 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.

**Longer Expository Sermon**

Integrating insights gained throughout the course, the student will prepare a full-length expository sermon based upon 1 Corinthians 1:18—25. 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. More particulars and parameters for this assignment will be discussed in class.

**Scripture Memorization**

The student will be required to demonstrate that he has memorized (with reasonable facility) the Scriptures identified below. The student’s progress will be measured in 2 phases: (1) weekly written quizzes, as detailed below; and (2) a final cumulative exam. If English is your second language, you may memorize a suitable translation in your first language.

<table>
<thead>
<tr>
<th>Date</th>
<th>Verse</th>
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<tbody>
<tr>
<td>9/2</td>
<td>Exodus 34:6—7</td>
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<td>9/9</td>
<td>Isaiah 53:5—6</td>
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<td>9/16</td>
<td>Isaiah 55:10—11</td>
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<td>9/23</td>
<td>Matthew 11:28—30</td>
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<td>9/30</td>
<td>2 Corinthians 5:14—15</td>
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<td>10/14</td>
<td>Romans 3:23—26</td>
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<td>10/21</td>
<td>Romans 5:6—8</td>
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<td>10/28</td>
<td>Romans 8:29—30</td>
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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.
Course Bibliography

Esolen, 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.
# Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** Communication II (2PT522)  
**Instructor:** Francis  
**Campus:** Orlando  
**Date:** Fall 2013

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

<table>
<thead>
<tr>
<th><em><em>MDiv</em> Student Learning Outcomes</em>*</th>
<th><strong>Rubric</strong></th>
<th><strong>Mini-Justification</strong></th>
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<tbody>
<tr>
<td>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.</td>
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<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>
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<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>
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<td><strong>Scripture</strong></td>
<td>Moderate</td>
<td>Sermon assignments require sound and insightful exegesis.</td>
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<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>
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<td><strong>Reformed Theology</strong></td>
<td>Moderate</td>
<td>Reformed doctrine of the Word, preaching &amp; the ministry underlie class approach.</td>
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<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
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<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>
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<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
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<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>
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<td>Burning desire to conform all of life to the Word of God.</td>
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<td><strong>Winsomely Reformed</strong></td>
<td>Strong</td>
<td>Assignments require communication in a manner which is appealing.</td>
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<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>
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<tr>
<td><strong>Preach</strong></td>
<td>Strong</td>
<td>Primary focus of class.</td>
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<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
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<td><strong>Worship</strong></td>
<td>Strong</td>
<td>Memorization of</td>
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<td><strong>Communication II</strong></td>
<td><strong>-vi-</strong></td>
<td><strong>Fall 2014</strong></td>
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<td><strong>Shepherd</strong></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><strong>Strong</strong></td>
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<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td><strong>Strong</strong></td>
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