HYBRID COURSE SYLLABUS

02PT508 Communication I
Michael J. Glodo
Summer 2016
PROFESSOR’S CONTACT INFORMATION

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COURSE DATES

Course Dates: May 30 - July 30, 2016
Online Dates: May 30 - July 9, 2016

In Class Dates: July 11-15, 2016, 1:00-4:00 p.m. (class will meet until 4:00 p.m. on Friday, so make any travel plans accordingly)

Course Completion Date: July 30, 2016

Summary of Due Dates:
See course schedule on pp. 5-6.

COURSE OVERVIEW

Description:
This course addresses total communication for pastors with an emphasis on preaching philosophy and style, textual exposition, and sermon structure. Written and oral, verbal and non-verbal communications are included. Aspects of oral communication include preaching, extemporaneous speaking, storytelling, vocabulary development, elocution, and elements of drama. (2 hours)

Purpose:
The purposes of this course is to impart foundational commitments undergirding a biblical approach to preaching, to apply these commitments by writing an expository sermon, to provide a framework and experience for leading in public prayer and to equip you with the needed skills for preparing and preaching expository sermons.

Goals:
- Comprehension: to understand…
  - the variety of scriptural prayers and their function in pastoral ministry and worship.
  - the biblical and theological foundations for preaching and teaching scripture.
  - the importance of expository preaching as the primary approach to preaching.
- the attributes and constituent parts of an excellent expository sermon.
- **Competence: to be able to...**
  - prepare and lead in public prayer.
  - prepare an expository sermon.
- **Character: to be**
  - confident in the exposition of scripture as a means of God’s grace for his people.
  - committed to a sound expository method of sermon preparation and composition.
  - confident in one’s beginning and developing ability to expound scripture.

**Support:**

Canvas offers several ways of interacting with Professor Glodo or his TA. One is *Ask the Professor*. This is the primary place for posting questions and has the benefit of allowing classmates to profit from the dialog. A second is *Inbox*. Inbox functions like email and can be used if you have an individual question. Third is *Conferences*. Conferences allows for video conferencing, screen sharing, etc., and can be used in place of traditional office hours.

Canvas also allows for interaction with classmates. You can interact with classmates via the Student to Student forum or Conferences.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

**Course Requirements**

The course does not officially open online until the online date indicated above, six weeks prior to the on-campus meetings. Therefore students are well-advised to begin reading the major works as soon as possible.

The course requirements with their respective percentages are as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leading in prayer assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes on chapel reading</td>
<td>20%</td>
</tr>
<tr>
<td>Class attendance, participation, in-class assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Sermon preparation assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Sermon manuscript</td>
<td>30%</td>
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</table>

**Reading**


**Exegetical Resources**

The sermon preparation assignments and final sermon manuscript will be based on an assigned scripture text from 1 Peter. Be sure to have access to sound and substantive exegetical resources such as a New Testament introduction, Bible dictionaries or encyclopedias and exegetical commentaries.
Sermons of others and study Bibles generally do not fit this description since they consist primarily of conclusions rather than the information on which conclusions are drawn. Following are examples of the kinds of resources you will need. You will need to indicate in your exegetical research notes what resources you have consulted.


Clowney, Edmund P. *The Message of 1 Peter*. Bible Speaks Today.

Davids, Peter H. *The First Epistle of Peter*. NICNT.


McKnight, Scot. *1 Peter*. The NIV Application Commentary.

Michaels, J. Ramsey. *1 Peter*. WBC.

**LEADING IN PRAYER ASSIGNMENTS**

With the ultimate aim of preparing you to conduct the ministry of public prayer you will complete the prayer project assignments contained in this syllabus according to the course schedule below. These will be based on Hughes Old’s *Leading in Prayer* and are to be submitted on the course web page. The assignments are to be submitted as “text entry” on Canvas, but be sure to retain a copy of your assignments for yourself.

**QUIZZES ON CHAPELL READING**

You will read the assigned pages in Chapell according to the course schedule below and take a series of objective or short answer quizzes based on the assigned reading for that week. These will be timed quizzes to be taken without notes. The number of questions and time allotted will be indicated on Canvas before you begin each quiz. While all the quizzes will be open at any time, they must be taken in order and each one will have a deadline after which they may not be taken.

**CLASS ATTENDANCE & PARTICIPATION**

The class attendance and participation grade will be based on your presence, in-class assignments, attentiveness and contribution to in-class time.

**SERMON PREPARATION ASSIGNMENTS**

In the weeks leading up to and during the week in class you will complete steps toward preparing your final sermon manuscript. These pre-class components are included in the course schedule below. Additional steps will be assigned during the in-class period. You will be assigned a passage from *1 Peter* along with a small group of classmates. You will have the opportunity to share research resources on Canvas.

The primary objectives for these preparation assignments are as follows:

- Exegetical research on your sermon scripture passage.
- Identify a Fallen Condition Focus (FCF) and formulate a Main Proposition (Big Idea) for your scripture passage according to the directions in the Chapell readings and recorded lectures.
- Develop a main point outline which implements your Big Idea.
As the pre-class assignments are submitted, you will receive feedback from me which will assist you in progressing to the next steps and the final sermon manuscript. Be sure to bring this work with you to class so that it will be available for additional steps.

Summary of meaning for scripture passage: After listening to/watching the mini-lecture on how to summarize a scripture passage meaning as the culmination of your exegetical work, you will submit a paragraph summarizing the meaning of your scripture text to the original audience along with your exegetical notes.

Sermon Big Idea & FCF: After doing the relevant assigned reading and listening to/watching the mini-lecture on formulating a Big Idea and a Fallen Condition Focus (FCF), you will submit both the Big Idea and FCF for your scripture text.

Main Point Outline: After doing the relevant assigned reading and listening to/watching the mini-lecture on developing sermon main points, you will submit your revised/current Big Idea and FCF along with your main point outline.

Exegetical Notes: Bring your exegetical notes to class in either electronic or printed form so they will be available for subsequent work on your sermon.

**Sermon Manuscript**

By the deadline indicated in the schedule you will submit a full sermon manuscript for a 30-minute sermon (approx. 13-15 double-spaced pages) based on a scripture text assigned by the professor and conforming to the requirements covered in the readings and lectures.

The manuscript is to be uploaded to the course web page by the date indicated above in either Microsoft Word or Rich Text Format (no PDFs, Pages, etc.). The file name should be in the following format: Comm1-Lastname-Sermon. Please do not email me your paper “just to be sure.” Canvas will allow you to view your upload to confirm it.

**Exams**

There are no exams.

**Grading Policy**

- Late work will be penalized unless prior permission for late submission was granted.
- The published RTS grading scale is used in this course. See the RTS Catalog.
COURSE SCHEDULE

ONLINE SCHEDULE

Weekly assignments are due by 5:00 p.m., EDT on the Saturday indicated. This is in order to encourage you to be present with your family on Saturday evenings and to begin preparation for the Sabbath. Most assignments are open at the beginning of the course and can be completed at any time prior to their deadline.

May 30, 2016

- Course begins
- Complete course registration
- Complete student to professor introduction on Canvas

Week ending June 4

- Listen to/watch online mini-lecture on choosing a text.
- Begin exegetical study of scripture passage.
- Read Old, pp. 11-23.
- Complete Prayer Project assignment 1.
- Read Chapell, chapters 1-2, pp. 25-58.
- Take Chapell quiz #1.

Week ending June 11

- Listen to/watch online mini-lecture on summarizing scripture passage meaning.
- Continue exegetical study of scripture passage.
- Read Old, pp. 55-75.
- Complete Prayer Project assignment 2.
- Read Chapell, chapters 3-4, pp. 59-102.
- Take Chapell quiz #2.

Week ending June 18

- Read Old, pp. 77-90.
- Complete Prayer Project assignment 3.
- Read Chapell, chapter 5, pp. 103-128.
- Take Chapell quiz #3.
- Submit assignment on summary of scripture passage original meaning along with your exegetical research notes.

Week ending June 25

- Listen to/watch online mini-lecture on identifying a fallen condition focus and formulating a Big Idea.
- Read Old, pp. 139-152.
- Complete Prayer Project assignment 4.
- Read Chapell, chapter 6, pp. 129-174.
- Take Chapell quiz #4.
- Submit sermon Fallen Condition Focus and Big Idea.
Week ending July 2

- Listen to/watch online mini-lecture on developing a main point outline.
- Read Old, pp. 175-195, 291-306.
- Complete Prayer Project assignment 5.
- Read Chapell, chapters 7-8, pp. 175-235.
- Take Chapell quiz #5.
- Complete preliminary main point outline with revised Big Idea.

Week ending July 9

- Read Old, pp. 361-370.
- Complete Prayer Project assignment 6.
- Read Chapell, chapter 9, pp. 237-266.
- Submit main point outline with Big Idea & FCF.
- Take Chapell quiz #6.
- *Bring your exegetical notes to class so they can be reviewed by the professor and available for subsequent work on your sermon.*

**In Class Schedule**

July 11-15, 2016 – 1:00-4:00 p.m.  (class will meet on Friday, so make any travel arrangements accordingly)

- Read Chapell, chapters 10-11, pp. 269-328.

**Post-Class Schedule**

July 30, 2016

- Final sermon manuscript due.
PRAYER PROJECT ASSIGNMENTS

Following are the specific assignments for the prayer project requirement. These assignments are to be submitted in text form (not document upload) on Canvas. This document is provided as a template for those assignments and for a place to store your cumulative work. It is recommended that you complete your work in this document, save the document and copy and paste each specific assignment to the appropriate place on Canvas.

PRAYER PROJECT ASSIGNMENT 1: INVOCATIONS

Reading: Old, pp. 11-23

1. What are the six biblical elements of an invocation?
2. Describe the three parts of an invocation?
3. Choose a scripture sentence appropriate to introduce an invocation and then write a prayer of invocation incorporating the above six elements in the three parts.

PRAYER PROJECT ASSIGNMENT 2: PSALMS AS PRAYER

Reading: Old, pp. 55-75

1. What is a metrical psalm?
2. Why should a call to worship not replace the reading of a psalm?
3. What are the considerations for choosing particular psalms for a worship service?
4. What are the three ways one may work metrical psalmody into a worship service?
5. Choose a psalm to read responsively with your family, small group, Sunday school class or worship service. After doing so, describe the experience.

PRAYER PROJECT ASSIGNMENT 3: PRAYERS OF CONFESSION & SUPPLICATION

Reading: Old 77-90

1. According to Matthew Henry and Isaac Watts, what should be included in a prayer of confession?
2. What is a prayer of supplication?
3. What are the benefits and limitations of using standard congregational prayers of confession and supplication?
4. Choosing a scripture passage(s) on which to base it, write a prayer of confession and supplication along with a scriptural assurance of pardon (in the actual words you would use in a worship service).
**Prayer Project Assignment 4: Prayer for Illumination**

Reading: Old pp. 139-52

1. Why should we pray prayers of illumination?
2. What should we pray for in a prayer of illumination?
3. Compose a prayer for illumination using scriptural expressions.

**Prayer Project Assignment 5: Prayers of Intercession**

Reading: Old 175-95

1. What are the three theological foundations for intercessory prayer in public worship?
2. What are the five areas of intercession delineated in Olds’ sample prayers?
3. Compose a prayer of intercession using scriptural phrases.

Reading: Old 291-306

4. What three components of a thanksgiving prayer does Isaac Watts recommend?
5. Choose a psalm of thanksgiving and compose a prayer of thanksgiving following the contours of that psalm.

**Prayer Project Assignment 6: The Ordering of Public Prayer**

Reading: Old 361-70

Reflect by responding to the following questions:

1. Has this prayer project (readings, lectures and assignments) changed your outlook on prayer in worship? If so, how?
2. In what way do you think your church could grow most in public prayer together?
3. What personal challenges has this prayer project presented to you?

**Further Reading**

An extended bibliography will be supplied during the on-campus meetings.
# Course Objectives Related to MDiv* Student Learning Outcomes

**Course:** 02PT508-Communication I (Hybrid)  
**Professor:** Michael J. Glodo  
**Campus:** Orlando  
**Date:** Summer 2016

## 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>Major assignments and class exercise all primarily involve communicating biblical truth well.</td>
</tr>
<tr>
<td>Moderate</td>
<td>Emphasis on exposition of original meaning of scripture. Lectures and assignments on Biblical foundations of preaching. Praying scripture and divine reading of scripture.</td>
</tr>
<tr>
<td>Minimal</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Articulation (oral &amp; written)</strong></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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<tbody>
<tr>
<td><strong>Scripture</strong></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>
</tr>
<tr>
<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Strong</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student's sanctification.</td>
<td>Strong</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Moderate</td>
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<tr>
<td><strong>Winsomely Reformed</strong></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>Moderate</td>
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<tr>
<td><strong>Preach</strong></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><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Strong</td>
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<tr>
<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</td>
</tr>
<tr>
<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>Moderate</td>
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