HYBRID COURSE SYLLABUS

02PT531 Preaching Lab -B Section 01
The Rev. Larry T. Kirk
Summer 2016
PROFESSOR’S CONTACT INFORMATION

NAME: The Rev. Larry T. Kirk
EMAIL: lkirk@rts.edu
PHONE: 386.238.1956

COURSE DATES

Course Dates: June 6, 2016 - August 19, 2016
Online Dates: June 6, 2016 - August 19, 2016
In Class Dates: July 11-15, 2016
Course Completion Date: August 19, 2016

Summary of Due Dates:

- June 10th
  - Keller Reading pp. 1-120
  - Personal Preaching Evaluation
- June 17th
  - Keller Reading pp. 121-240
  - Keller Reading Report
- June 24th
  - Proposition and Outline
- July 1
  - Main Point Sample
- July 8
  - Full Manuscript #1
  - Online Student interaction #1
- July 11-15 IN CLASS WEEK
  - Preaching Sermon and classroom interaction
  - Preaching Component Assignment
- July 29 Full Manuscript #2
- August 5 Online Interaction #2
- August 12 Preaching Video Upload
- August 19 Online Interaction #3

COURSE OVERVIEW

Description:
This communications lab course will focus on developing the practical skills and values needed for effective, Christ-centered, biblical preaching. The class plan and assignments will build on the knowledge and experienced developed in previous preaching classes.

Purpose:
The purpose of this class is to effectively enable the student to build on the knowledge and experience developed in previous preaching classes so as to deepen and strengthen the practical skills and personal characteristics for effective Christ-centered preaching.
Goals:

Comprehension
To increase your knowledge of the biblical and theological principles of homiletics
To increase your knowledge of basic sermon components and their functions.
To increase your knowledge of the fundamentals of sermon preparation and delivery.
To increase your knowledge of the priority and practice of Christ-centered preaching.
To increase your knowledge of the specific challenges of preaching in the present culture.

Competence
To sharpen your ability for public speaking in general and sermon delivery in particular.
To sharpen your ability to construct and deliver biblically sound, culturally relevant Christ-centered sermons.

Character
To grow in your confidence in preparing and delivering Christ-centered expository sermons.
To grow in your commitment to and experience of Christ-centered life and ministry.
To grow in your conviction of the power and importance of Christ-centered preaching.
To grow in your sensitivity to cultural issues as they relate to the task of preaching.

SUPPORT:

Canvas offers several ways of interacting with Professor Kirk. 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. Two is “Inbox”. Inbox functions like email and can be used if you have a personal question, for example, a question about a grade. Three 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

READING
Tim Keller, Preaching, Communicating Faith in an Age of Skepticism, (Viking) ISBN: 9780525953036

REFLECTION PAPERS

Students will complete a brief reflection/report on the Keller reading using the Reading Report form uploaded to Canvas. Additional brief reading assignments may be given during or after the class week.
Sermon and Sermon Component Manuscripts

Each Student will prepare two full sermon manuscripts for an expository sermon. All manuscripts must be complete and exhaustive. All illustrations, applications, Scripture references, transitions and explanations, must be typed out in full, as they would be spoken. The main points must be clearly identified by bold print. The sermon must reflect all of the ten criteria identified below.

1. The first sermon manuscript must be completed before the first day of class. Each student will be required to preach this sermon or some part of it in the class and will be critiqued by the class and the professor.

2. The sermon component manuscript will be based off feedback received from the professor and other students after preaching the sermon during the “in class” week. After speaking/preaching each time in class you will receive critical feedback from the instructor and your fellow students. You will then receive direction from the instructor to help you formulate a strategy for improving a selected portion of the sermon or preaching component. There may be multiple brief assignments throughout the course as you work on various sermon components and skills. For this assignment you will also submit a complete manuscript to the instructor.

3. The second sermon manuscript will be completed after the “in class” week. It will conform to the same criteria as the “in class” sermon. This sermon will not only be turned in as a manuscript but will also be preached, recorded and uploaded to receive feedback from the class and professor.

Discussion Posts and Replies

There will be 4 student to professor online interactions and 3 student to student online interactions.

Grading Policy

- Late work will be penalized 1 letter grade per day, unless prior permission for late submission was granted.
- The published RTS grading scale is used in this course. See the Catalog, page 47.

1. Sermon 1 (written and oral) 30%
2. Sermon Component (written and oral) 15%
3. Sermon 2 (written and oral) 30%
4. Online Interactions 15%
5. Reading and Reading Report. 10%
   100%

Course Schedule

Online Schedule

Week of June 6-10

- To be read: Keller pp. 1-120
- Assignment: “Personal Preaching Evaluation and Goals”
Week of June 13-17
- To be read: Keller pp. 121-240
- Assignment: Reading Report on Keller

Week of June 20-24
- Assignment: Proposition and Outline

Week of June 27-July 1
- Assignment: Main Point Sample

Week of July 4-8
- Assignment: Full Manuscript
- Online interaction #1

**Week of July 11-15 “IN CLASS” WEEK**

Week of July 18-22

Week of July 25-29
- Assignment: Full Manuscript #2

Week of August 1-5
- Online interaction #2

Week of August 8-12
- Assignment: Preaching Video Upload

Week of August 15-19
- Online interaction #3

**In Class Schedule**

**July 11**
- Full Sermons
- Class interaction and feedback

**July 12**
- Full Sermons
- Class interaction and feedback

**July 13**
- Full Sermons
- Class interaction and feedback

**July 14**
- Sermon Component assignments
- Class interaction and feedback

**July 15**
- Sermon Component assignments
- Class interaction and feedback
FURTHER READING


Course Objectives Related to MDiv* Student Learning Outcomes

Course: 02PT531 Preaching Lab B – Section 01  
Professor: Larry Kirk  
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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<tr>
<td>Strong</td>
<td>Oral and written assignments with feedback from instructor and classmates focus on development in this area.</td>
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<tr>
<td>Moderate</td>
<td></td>
</tr>
<tr>
<td>Minimal</td>
<td>Feedback and critique related to these issues in class assignments.</td>
</tr>
<tr>
<td>None</td>
<td></td>
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</tbody>
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| Articulation (oral & written) | Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. | Strong | 1. The nature and focus of class assignments.  
2. Feedback and critique related to these issues in class assignments. |

| Scripture | 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.) | Strong | 1. The nature and focus of class assignments.  
2. Feedback and critique related to these issues in class assignments. |

| Reformed Theology | Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards. | Minimal | Feedback and critique related to these issues in class assignments. |

| Sanctification | Demonstrates a love for the Triune God that aids the student's sanctification. | Moderate | Emphasis on the preacher's ethos and personal sanctification is integrated into the overall approach as crucial to effective preaching. This is frequent theme in discussion of student assignments. |

| Desire for Worldview | Burning desire to conform all of life to the Word of God. | Minimal | Feedback and critique related to these issues in class assignments. |

| Winsomely Reformed | 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.) | Moderate | Feedback and critique related to these issues in class assignments. |

| Preach | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Strong | 1. This is the primary focus of all assignments.  
2. Multiple oral and written assignments with feedback from instructor and classmates. |

| Worship | Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service. | Minimal | This often comes up in class discussion especially since I'm serving in full time pastoral ministry. |
| **Shepherd** | 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. | **Moderate** | Issues related to pastoral life and ministry come up often in class discussion and lectures. My 30+ years as a solo or senior pastor serves as a natural recourse for Q & A and real-life examples relating to pastoral ministry. |
| **Church/World** | Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues. | **Minimal** | Occasionally these topics are touched on in class discussion and sometimes they surface in relationship to specific assignments. |