

RTS

O R L A N D O



HYBRID COURSE SYLLABUS

PT5100 Communication I

Michael J. Glodo

Summer 2019

PROFESSOR'S CONTACT INFORMATION

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COURSE DATES

REGISTRATION DEADLINE: May 27, 2019

COURSE DATES: May 27 – August 3, 2019

ONLINE DATES: May 27 – July 6, 2019

IN CLASS DATES: July 8-12, 2019, 9:00am-noon.

COURSE COMPLETION DATE: August 3, 2019

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. Students are advised to begin reading the assigned texts and locating exegetical resources as soon as possible.

The course requirements with their respective percentages are as follows:

Leading in prayer assignments	20%
Quizzes on Chapell reading	20
Class attendance, participation, in-class assignments	10
Sermon preparation assignments	25
Sermon manuscript	25

Note the format in which assignments are to be submitted. Since I use the Windows operating system, I can't open Apples Pages documents.

READING

Chapell, Bryan. *Christ-Centered Preaching, 3rd ed.* Grand Rapids: Baker Publishing, 2018. ISBN 978-0801099748.

Old, Hughes Oliphant. *Leading in Prayer: A Workbook for Worship.* Grand Rapids: Eerdmans Publishing, 1995. ISBN 978-0802808219.

EXEGETICAL RESOURCES

The sermon preparation assignments and final sermon manuscript will be based on an assigned scripture text from 1 Peter. You will be assigned to a Canvas group working on your scripture passage by the start of the course. 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 are not to be used as study resources. You may consult study Bibles but they don't

qualify as resources since they consist of summarized conclusions rather than the information on which conclusions are drawn. Following are examples of the kinds of resources you will need. If you do not have these resources please consult with me if you have any doubt about the ones you have. You will need to indicate in your exegetical research notes what resources you have consulted.

NT Introductions (must consult at least 1)

Carson, D. A., and Douglas J. Moo. *An Introduction to the New Testament*. 2nd edition. Grand Rapids, MI: Zondervan, 2005.

Kruger, Michael J., ed. *A Biblical-Theological Introduction to the New Testament: The Gospel Realized*. Wheaton: Crossway, 2016.

Introductory sections of commentaries below.

Backgrounds Dictionary (as needed)

Arnold, Clinton E., ed. *Zondervan Illustrated Bible Backgrounds Commentary*. 4 vols. Grand Rapids, MI: Zondervan, 2002.

Martin, Ralph P., and Peter H. Davids, eds. *Dictionary of the Later New Testament & Its Developments*. Downers Grove, IL: IVP Academic, 1997.

Recommended commentaries (must consult at least 2)

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

Davids, Peter H. *The First Epistle of Peter*. New International Commentary on the New Testament.

Jobes, Karen H. *1 Peter*. Baker Exegetical Commentary on the New Testament.

Marshall, I. Howard. *1 Peter*. IVP New Testament Commentary Series.

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

Michaels, J. Ramsey. *1 Peter*. Word Biblical Commentary.

Biblical theological resources (as needed)

Alexander, Desmond, et al, eds. *New Dictionary of Biblical Theology*.

Silva, Moises, ed. *New International Dictionary of New Testament Theology and Exegesis*.

Martin, Ralph P., and Peter H. Davids, eds. *Dictionary of the Later New Testament & Its Developments*. Downers Grove, IL: IVP Academic, 1997.

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 or document upload on Canvas, but be sure to retain a copy of your assignments for yourself.

QUIZZES ON CHAPPELL READING

You will read the assigned pages in Chappell 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 activities, 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 sermon manuscript. These pre-campus components are included in the course schedule below. Additional steps will be covered during the in-class period. At the start of the course 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 with one another 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 sermon thesis (Big Idea) for your sermon 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. Following is a list and brief explanation of these assignments. Complete instructions will be provided on exegetical worksheet instructions document on the Canvas home page.

Research notes for assigned scripture passage, tabled scripture text – typed or handwritten scans of the notes which you have taken in studying your scripture passage. Insufficient evidence of research will require additional research before the next assignment can be completed.

Book summary, exegetical outline & summary of meaning for scripture passage – an exegetical outline of your assigned passage along with a summary statement of the meaning of the text for the original audience.

Sermon thesis (Big Idea) & Fallen Condition Focus (FCF) – a sermon proposition is a single statement in indicative/imperative format summarizing the sermon.

Main Point Outline – the main points of your sermon, each point in indicative/imperative form.

Sermon introduction.

SERMON MANUSCRIPT

By the date indicated in the schedule you will submit a full sermon manuscript for a 30-minute sermon (approx. 12-15 double-spaced pages) based on the 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.).

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.

COMPUTERS & NOTE-TAKING IN CLASS

Printed handouts of each day's lectures will be distributed in class and will not be available in electronic. Therefore, laptops and tablets will not be needed and are not to be used in class. Additionally, mobile phones are to be out of sight and not used when class is in session unless you need to be reachable for timely or urgent professional or personal reasons. (e.g. you are a fireman on call, your wife is pregnant, or you are a member of Seal Team Six). Please inform me if that is the case. Students should bring a printed Bible to class since electronic Bibles will not be accessible during the lectures.

COURSE SCHEDULE

ONLINE SCHEDULE

May 27

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

Weekly assignments are due by 6:00 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.

Week ending June 1

- Online lecture on course introduction, choosing a text
- Begin exegetical study of scripture passage.
- Read Old, pp. 11-23.
- Complete Prayer Project assignment 1.
- Read Chapell, Introduction & chapters 1-3.
- Take Chapell quiz #1.
- Submit list of research sources – see the exegetical worksheet instructions.

Week ending June 8

- Online lecture: a summary exegetical method for preaching.
- Continue exegetical study of scripture passage.
- Read Old, pp. 55-75.
- Complete Prayer Project assignment 2.
- Read Chapell, chapters 4-5.
- Take Chapell quiz #2.
- Submit tabled text for assigned scripture passage – see the exegetical worksheet instructions.

Week ending June 15

- Online lecture: exegetical method applied – Psalm 48 example
- Read Old, pp. 77-90.
- Complete Prayer Project assignment 3.
- Read Chapell, chapters 6.
- Take Chapell quiz #3.
- Submit book summary, exegetical outline, exegetical summary of meaning, and research notes for assigned scripture passage -- see the exegetical worksheet instructions.

Week ending June 22

- Online lecture on identifying a fallen condition focus and formulating a Big Idea.
- Read Old, pp. 139-152.
- Complete Prayer Project assignment 4.
- Read Chapell, chapters 7-8.
- Take Chapell quiz #4.
- Submit sermon Fallen Condition Focus and sermon thesis (Big Idea).

Week ending June 29

- Online lecture on developing a main point outline.
- Read Old, pp. 175-195, 291-306.
- Complete Prayer Project assignment 5.
- Read Chapell, chapter 9.
- Take Chapell quiz #5.
- Submit revised sermon thesis and main point outline.

Week ending July 6

- Read Old, pp. 361-370.
- Complete Prayer Project assignment 6.
- Read Chapell, chapters 10-11.
- Submit sermon introduction.
- Take Chapell quiz #6.

IN CLASS SCHEDULE

Week ending July 13 (on campus)

- No assignments due.

POST-CLASS SCHEDULE

Week ending July 20

- Complete Prayer Project assignment 7.

August 3

- Final sermon manuscript due.
- Sermon manuscript checklist 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 saving as you go, then copy and paste each specific assignment to the appropriate place on Canvas. Canvas submissions must include the questions as well as the responses.

The below questions related to statements for worship bulletins are not based on the reading in Old, but require you to internalize and express what you have learned from Old.

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.
4. Write a brief description of an invocation and why we pray it suitable for inclusion in a worship bulletin.

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.
6. Write a summary of the importance of the Psalms in prayer suitable for inclusion in a worship bulletin.

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).
5. Write a brief description of a prayer of confession and why we pray it for inclusion in a worship bulletin.

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.
4. Write a brief description of prayer for illumination and why we pray it for inclusion in a worship bulletin.

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.
4. Write a brief description of a prayer of intercession and why we pray them which might be suitable for inclusion in a worship bulletin.

PRAYER PROJECT ASSIGNMENT 6: PRAYERS OF THANKSGIVING

Reading: Old 291-306

1. What three components of a thanksgiving prayer does Isaac Watts recommend?
2. Choose a psalm of thanksgiving and compose a prayer of thanksgiving following the contours of that psalm.
3. Write a brief statement of the importance of and reasons for prayers of thanksgiving suitable for inclusion in a worship bulletin.

PRAYER PROJECT ASSIGNMENT 7: THE ORDERING OF PUBLIC PRAYER

Reading: Old 361-70

1. Write a brief statement about the help and importance of a good order for public prayer in worship.
2. Has this prayer project (readings, lectures and assignments) changed your outlook on prayer in worship? If so, how?
3. In what way do you think your church could grow most in public prayer together?
4. What personal challenges has this prayer project presented to you?

Course Objectives Related to MDiv* Student Learning Outcomes

Course: 02PT508-Communication I (Hybrid)

Professor: Michael J. Glodo

Campus: Orlando

Date: Summer 2019

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><i>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.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> ➤ Strong ➤ Moderate ➤ Minimal ➤ None 	
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	Major assignments and class exercise all primarily involve communicating biblical truth well.
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	Emphasis on exposition of original meaning of scripture. Lectures and assignments on Biblical foundations of preaching, Praying scripture and divine reading of scripture.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Reformed doctrine of the preached word provides the foundations for the course. Reformed distinctives as they occur within scripture.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Units on praying scripture and divine reading of scripture aimed at personal as well as ministerial development.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	Preaching will be presented as the primary means of shaping the worldview of church.
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	Preaching must be evangelical (winsome) in tone, aimed at winning people, yet consistent with and affirming of the rule of faith of the Reformed tradition.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	All assignments lead toward or involve preaching.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Strong	Instruction and assignments in leading public prayer which provides the primary structure for public worship.
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.	Strong	Preaching is one of the principal means of shepherding. Unit on prayer makes pastoral applications.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Preaching must relate to and address the world's problems and concerns.