

# Preaching Lab I

2PT510



*John Knox's Pulpit, St. Giles Church, Edinburgh*

Reformed Theological Seminary – Orlando Campus

Professor Glodo

*Fall 2018*



## Preaching Lab I Class Schedule

*Subject to change. Course schedule will be updated regularly on Canvas.*

<u>Date</u>	<u>Section B – 2:00-4:00pm Tuesdays</u>	<u>Section A – 2:00-4:00pm Wednesdays</u>
Aug 28/29		Course overview Sermon preparation review
Sept 4/5	Course overview Sermon preparation review	
11/12		
18/19		
25/26		
Oct 2/3		
9/10		
16/17	<i>Fall reading week – no class</i>	
23/24	<i>Book report due</i>	<i>Book report due</i>
30/31		
6/7		
13/14		
20/21		<i>No class – Thanksgiving Break</i>
27/28		
Dec 4/5		
12	<i>Self-assessment due – 11 a.m.</i>	

# Preaching Lab I (2PT510)

## Course Syllabus – Fall 2018

*Instructor:* Associate Professor Michael Glodo

*Office hours:* Mondays 11:00am-noon  
Tuesdays 1:00-2:00pm  
Wednesdays 11:00 a.m.-noon; 1:00 - 2:00 p.m.

*It's always preferable, but not necessary, to let me know ahead of time that you're stopping by. If these hours make it difficult for you to meet with me, I will be glad to work out alternatives by appointment. During my published office hours I will be in or near my office or else available in one of the public campus spaces such as outside or in the book store. If I'm not in my office, there will be a note on my door indicating where I am.*

*Contact information:* Professor Glodo: [mglodo@rts.edu](mailto:mglodo@rts.edu), 407.278.4476

*Communication:* I welcome and prefer interacting in person, but email, Canvas, Skype or my office phone works. Please don't use Facebook messaging or text messaging to correspond about class matters.

*Class meeting:* Section A – Wednesdays, 2:00-4:00pm starting August 29  
Section B – Tuesdays, 2:00-4:00 p.m. starting September 4  
*Note that Section B starts one week after Section A.*

*Course web page:* See Canvas

Preaching Lab I (2PT510) is a 1 hour credit course. Students must complete Communication I (02PT508) prior to taking this course.

### **Important deadlines:**

First week of class	<i>In-class oral exam on syllabus</i>
Exegetical worksheet	<i>Start of class one week before you preach</i>
Sermon manuscript	<i>By 11 p.m. the day before you preach</i>
Video review (with spouse if married) & assessment	<i>Start of class second week after you preach</i>
Self-assessment	<i>Term paper deadline</i>

### **Course objectives.**

#### **Knowing:**

- Gain knowledge of sound sermon practices through preaching and listening to others.
- Self-knowledge: begin to learn one's own strengths and areas of needed improvement in preaching.

**Being:**

- To receive the means of grace in the Word as preached by classmates.
- Heightened gratitude for God's gift of the preached word to the church and for the privilege of being Christ's ambassador.
- Deepened humility about one's own need for growth in preaching and God's grace that is necessary for that growth.
- Increased commitment to biblical principles of preaching.

**Doing:**

- Experience in sermon preparation and delivery.

**Course requirements.**

Short communication exercises	20	
Preach two (2) expository sermons	70%	(35% each)
Class attendance & participation	10	

**Short communication exercises.**

There will be a series of written and oral exercises, some done in class and some done outside of class to increase skill in communicating.

The first of these exercises will be an oral quiz on syllabus content administered in the first class meeting in which I will call on students individually to answer.

**Expository sermons.**

Each student will preach two expository sermons in class of no more than 30 minutes in length (including scripture reading) from assigned scripture texts, **the first on Genesis and the second on Colossians**

*Exegetical worksheet – 20% of sermon grade.*

By the start of class one week before you preach you will submit a sermon worksheet for each of the two assigned sermon texts. The purpose of this assignment is to enable you to complete the exegetical phase soon enough to spend sufficient time in the homiletical phase. This worksheet is to contain the following:

- Summary of the Bible book meaning in terms of author and original audience.
- Exegetical outline of your passage.
- Exegetical summary of your passage.
- Your working sermon thesis (big idea).

Following class the week before you preach you are to meet with me briefly to go over this worksheet.

*Sermon manuscript – 80% of sermon grade (along with delivery in class).*

By 11 p.m. the day before you preach in class, you are to upload a completed sermon manuscript to Canvas.

- Do not include your scripture text in your manuscript since you are expected to read it from your Bible.
- On the first page of your manuscript, before your introduction, show your FCF, Big Idea and main point outline. The Big Idea and main points should be in indicative/imperative form as you learned in Comm 1. The sermon manuscript checklist from Comm 1 is available on the course web page.
- Include headings in your manuscript indicating introduction, main points (subheadings for explanation, illustration and application) and conclusion.
- Highlight recapitulations and transitions at each transition point.

Failure to submit on time or to follow the above instructions will result in a grade penalty.

*Video review – no credit, but assignment of sermon grade will be dependent upon completing this assignment.*

By the start of class two weeks following your in-class sermon you are to view your sermon video (with spouse if married, with a friend, ministry mentor or other non-classmate if single) and submit a one page (single-spaced) self-assessment which also includes comments from your viewing partner. Late submissions will incur a grade penalty. Your review should contain the following:

- Summary of your own assessment of the sermon overall.
- What were the encouragements and critiques offered by your spouse or viewing partner?
- What was the most helpful encouragements and critiques from your classmates, both on the written forms and during the feedback discussion?
- What are some specific goals you have for your next sermon based on how you preached this sermon?

### Class Procedure.

Following each sermon in class, I will lead the class in a constructive critique of the sermon which will provide both encouragements and suggestions for improvement. Each classmate will complete a written evaluation form (a sample is available on the course web page) which will be provided to the student who preached.

Students will be emailed a Vimeo link to a video recording of their sermons within a few days of preaching so they can view and retain them and complete the video review assignment (above).

### Sermon Assessment.

Sermons will be evaluated based on the instruction given in Communication 1. This includes:

- Exegetically sound – does this sermon show a grasp of the original meaning of this passage as a whole in the context of the book in which it is found?
- Expository – does the sermon clearly and faithfully expound the meaning of this text? This does not mean verse by verse commentary, but that the sermon faithfully expounds the authorial intent of a single scripture passage in its context.

- Unified – Does the sermon have a Big Idea (proposition) in indicative/imperative form which is what the whole sermon is about? Do the main points clearly develop the Big Idea? Did you answer the question clearly “What is this sermon about?”
- Progression – Does the sermon proposition and outline have an argument? Do the main points build upon one another? Is it persuasive?
- Application – since Scripture was inspired by God for the purpose of transforming his people in every age (Rom. 15.4; 2 Tim. 3.16), the sermon must contain application throughout which is legitimately based upon the meaning of the scripture text and relevant to the contemporary listener. Did answer the question “What do you want me to do?”
- Redemptive – since the person and work of Christ is the hermeneutical key to Scripture and the decisive point of redemptive history (Luke 24; Gal. 4.4-5), exposition and application must point to, draw from, and depend upon His person and work. This may be done in numerous ways within a sermon, taking into account the preaching occasion (context, audience, pastoral purpose etc.) as well as the specific Scripture text. For example, it may be done throughout the sermon, at the beginning with what follows being the implications, near the end to provide ultimate resolution, and a number other ways. The primary basis to determine your redemptive angle (“Christ focus”) will be provided by your scripture text.
- Clarity – structure, choice of words and phrases, appropriate and compelling use of language, clarity of sermon points, ability to be followed by listeners, recapitulations and transitions, elocution, etc. should be clear.
- Delivery – voice, gestures, eye contact, pace, absence of distracting elements.

Each student is to read his scripture text, either preceded or followed by a prayer for illumination, before beginning his sermon. I.e., the reading of scripture should be a distinct element of worship, not buried inside the sermon after the introduction or later.

*Illustrations.*

While illustrations are not listed above, good illustrations are indispensable aids to listeners. Good illustrations are ones which further expound the meaning of the text and should not drive the exposition, be distracting, cause the listener to stumble, overshadow the exposition of the Scripture text or be emotionally manipulative. Good illustrations are vivid in life detail, but without extraneous detail which would attract more attention to the illustration than the point being made. Above all, they should actually illustrate the point being made and should be shaped to ensure that. It is especially important to formulate a clear tie-in statement to the point being illustrated. Writing out tie-in statements helps ensure that you as well as your hearers know what the point is. The entire class is limited to three sports or movie illustrations per semester. Students who use neither will receive a special bonus from the professor at the end of the semester.

*Dress.*

You should dress appropriately when you preach. As you choose what to wear, ask yourself what you desire to communicate to others about the role and the task you are fulfilling.

*Intended audience.*

A preaching lab is somewhat artificial by nature. Nevertheless, each of us (professor and students) is a sinner in need of the grace of God which comes especially through the preached Word (WSC 89, 90). Preach not to a classroom of seminary students, but to an assembly of average believers and seekers needing God's grace. If you wish to make additional particular assumptions about audience (a church of a certain size and makeup) that is perfectly fine and up to you.

### **Self-assessment.**

By the term paper deadline you will submit a 1-page (single-spaced) self-assessment of your progress in the class during the semester and your own sense of your strengths and weaknesses in preaching. This should include

- ways in which you have grown in your preaching during semester;
- the most helpful thing(s) you learned through this class (from classmates as well as me);
- areas where you feel you have the most continued need for growth;
- any remaining significant issues about preaching about which you feel you still need greater understanding;

Conclude with a brief summary of your own sense of your readiness and/or progress toward preaching as a Minister of the Word. This paper should be submitted through the course web page in either Word or Rich Text Format (no pdfs).

### **Class Attendance & Participation.**

It's important to attend every class and be prompt because your classmates depend upon your listening and feedback. If you are going to benefit from the feedback of your classmates it's important that you be present to give them feedback. This attendance requirement includes both hours of class even on the days you preach. Your attendance and participation grade will be based upon:

- Regular attendance (one absence permitted without grade penalty).
- Meaningful written feedback on the sermon evaluation form.
- Sermon notes taken on back side of the sermon evaluation form (this helps your classmates see what you heard).
- Regular quality participation in the verbal feedback session following each sermon.

Students are to listen attentively during classmate sermons and not perform other tasks. Computers, tablets, and mobile phones should be out of sight except during breaks.

Full points for this assignment will not be awarded by default but must be earned.



**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course: 2PT510B (Preaching Lab I)

Professor: Michael J. Glodo

Campus: Orlando

Date: Fall 2018

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<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"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	-preaching 2 expository sermon -communication exercises -writing self-assessment
<b>Scripture</b>	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	-preaching 2 expository sermons -communication exercises
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	-sermons will address Reformed distinctives as they occur in the scripture texts preached
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	-preaching 2 sermons is personally challenging & humbling, providing opportunity for growth in grace -hearing other sermons subjects students to ministry of the Word.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Minimal	-to the extent that application requires audience and world analysis
<b>Winsomely Reformed</b>	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.)	Strong	-student must preach in a persuasive manner -giving & receiving constructive critique develops winsomeness.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	-preaching 2 sermons -self-assessment -evaluating sermons of classmates
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Strong	-preaching 2 sermons
<b>Shepherd</b>	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	-preaching must consider needs of parishioners

<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	-preaching requires world and culture analysis.
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