

# Preaching Lab I

02PT5125, Sections A & B



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

Reformed Theological Seminary – Orlando Campus

Professor Glodo

*Fall 2020*

## Preaching Lab I Class Schedule<sup>1</sup>

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

<u>Date</u>	<u>1:00-2:00</u>	<u>2:00-3:00</u>	<u>3:00-4:00</u>	<u>4:00-5:00</u>
Aug 27	Course overview, sermon preparation review, preaching the Pentateuch			
Sept 3	Exercises			
10				
17				
24				
Oct 1				
8				
15	<i>No class—Fall reading week</i>			
22				
29				
Nov 5				
12				
19				
26	<i>No Class – Thanksgiving Holiday</i>			
Dec 3				

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<sup>1</sup> Class schedule, including preaching dates, will be set once the course enrollment is solidified.

# Preaching Lab I (02PT5125)

## Course Syllabus – Fall 2020

*Instructor:* Associate Professor Michael Glodo

Mondays 11:00am-noon Mondays through Thursdays

*It's 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.*

*Office hours:* *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:* 1:00-5:00pm Thursdays

Preaching Lab I (PT5125) is a 2 hour credit course. Students must complete Communication I prior to taking this course.

### **Important deadlines:**

Exegetical worksheet	<i>Two weeks before you preach</i>
Sermon thesis, outline, & preach sermon introduction	<i>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 two weeks after you preach</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:**

- Reinforce and practice principles for preaching expository sermons as learned in Communication 1.
- Experience in sermon preparation and delivery

**Course requirements.**

Exegetical worksheet & pre-preaching components	15%	(5% each)
Preach three (3) expository sermons	75	(25% each)
Class attendance & participation	10	

**Exegetical worksheet & pre-preaching components.**

The exegetical worksheet (due 2 weeks before preaching) and the sermon thesis, outline, and introduction will be assessed together for each sermon. Assessment will be based on extent of effort evident in achieving objectives for these assignments.

*Exegetical worksheet*

By the start of class two weeks before you preach you will submit an exegetical worksheet for each of the three 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 meaning of the Bible book in terms of author and original audience.
- Exegetical outline of your passage (not homiletical outline).
- Exegetical summary of your passage (not homiletical summary).
- Placement and contribution of your passage in the overall development of the meaning of the book.
- A list of the exegetical resources used in your research.

*Sermon thesis, main point outline, and preach introduction*

The week before you preach in class you will submit on Canvas a document containing your sermon thesis, sermon introduction, and main point outline. You will preach your sermon introduction following the criteria for a good introduction covered in Communication I. Your introduction will be assessed on whether it a) introduces a relevant question or dilemma based on a fallen condition focus, b) contains a clearly articulated and provable thesis, c) is bonded to the scripture text and its occasion and meaning, and d) is interesting.

### **Expository sermons.**

Each student will preach three expository sermons in class of more than 30 minutes in length (including scripture reading) from assigned scripture texts from the Pentateuch, Philipians, and the Gospels, respectively.

#### *Sermon manuscript & delivery*

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.
- Include a cover sheet which indicates 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. These will be the criteria by which the manuscript will be assessed.
- 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.

Not submitting on time or following the above instructions will result in a grade penalty.

*Video review – no credit, but assignment of sermon grade will depend 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 self-assessment (no more than one page) 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 future sermons based on how you preached this sermon?

#### Class Procedure.

Following each sermon in class, I will lead the class in constructive feedback 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. You will receive a scanned copy of these feedback forms on Canvas.

Your video recordings will be available on Canvas within a few days of preaching so you 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 you answer the question in the Big Idea and the main points “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 determined 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 and/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. Therefore, you are not to preach to the idiosyncrasies of seminary students, but preach sermons which speak to a congregation as you envision it. If you wish to make additional particular assumptions about listeners (a church of a certain size and makeup) that is perfectly fine and up to you.

**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 all hours of the class, including 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 with Bibles open during classmate sermons and not perform other tasks. Computers, tablets, mobile phones, other books 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: O2PT5125, Preaching Lab 1

Professor: Michael Glodo

Campus: Orlando

Date: Fall 2020

<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	Course work & evaluation criteria are predominantly based on oral & written communication about biblical content.
<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	Basis for methodology & content of all assignments is scripture, including research in original languages, integration of theological concepts, comprehension & articulation of biblical content.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Assignments & evaluation criteria based on Reformed understanding of preaching; class sermons are expected to articulate Reformed distinctives when arising in scripture & to interpret scripture within the framework of Reformed theology.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Sermon preparation & in-class assessments require humility & love for neighbor.
<b>Worldview</b>	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Sermon assignments require significant application component which is purposed to shaping outlook & lives of hearers.
<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	Sermons are expected to offer Christ, be evangelical—that is, be <i>for</i> the listener even when the subject is difficult.
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.		Entirety of course is focused on preaching. Students are required to read scripture & pray as if in the context of a worship service. Pastoral care is integrally related to preaching & vice versa. Empathy is an important quality for both & is to be reflected in the exposition & especially the application of scripture.

