

Preaching Lab III-B (2PT532)

Winter-Spring, 2010

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Disclaimer

- The instructor reserves the right to adjust the details contained in this syllabus depending on class size and other factors.

Course Description

- A practicum for the development of skills and confidence in preaching
- 2 hours credit for 3 hours in class each Thursday (2:00-5:00 p.m.) in the Chapel

Course Objectives

- To attain competency in constructing and delivering sermons.
- To become more aware of your strengths and weaknesses in public speaking, identifying ways to maximize your strengths and overcome your weaknesses.
- To develop a greater passion for and excellence in expository, Christ-centered preaching.
- To grow more effective in helping people understand and apply the gospel to their lives.

Course Requirements & Percentage of Final Grade

- Class participation25%
 - Faithful attendance; unexcused absences will lower your grade
 - Constructive critique of fellow students
 - Effort & conscientiousness
- Sermons (2)50%
 - Effective delivery
 - Quality of exegesis and exposition
 - Application to the whole person: Head, Heart, & Hands
- Brief speaking assignments.....25%
 - Effective delivery
 - Creative approach to the assignment
 - Communicating in a way that is relevant to the intended audience

Each student will prepare and deliver two fresh sermons this semester. For your first sermon, you will preach on an assigned topic. Topics will be assigned on the first day of class. You are free to select any text you wish that addresses that topic. This must be a 20-minute sermon (including the time it takes to read your text, pray, etc.). *I need to know the text you choose for this sermon at the second class meeting (February 9).*

In your second sermon you will expound an assigned text. This sermon may go 30 minutes (including the time it takes to read your text, pray, etc.) I will give you your assigned text on or before February 23.

Both sermons should be Christ-centered and expository. I define an *expository* sermon as one in which the main and any sub-points come directly from the text. By *Christ-centered* I mean that you must demonstrate how your text is rooted in the larger Biblical story of the person and redeeming work of Jesus Christ.

Both sermons will be evaluated by your fellow students and me on content and delivery. On the days you preach, I want a *full outline or manuscript* of your sermon before you preach.

Wear a tie when you preach.

In addition to the two sermons, each student will be assigned two brief (up to 5 minutes in length) communication exercises during the semester. (There are five such exercises listed in this syllabus. Each student will be randomly assigned just two of these five.) You will be evaluated by how well you connect to the intended audience, content, and delivery.

Time permitting, students may also be called on to deliver impromptu talks or mini-sermons.

There will be no outside reading assignments, tests, or final exam.

<i>Date</i>	<i>Preaching/Learning</i>	<i>Assignments Due</i>
Feb 2	Overview of course	
9	Principles of sermon construction	<i>Text for Sermon 1</i>
16		<i>Sermon Intro</i>
23		
Mar 4		<i>Devotional Message</i>
11		
18		<i>Graveside Message</i>
25	<i>No Class – Spring Break</i>	
Apr 1		
8		<i>Evangelistic Appeal</i>
15		
22		
29		<i>Elders Meeting Devo</i>
May 6		

COMMUNICATION ASSIGNMENT #1 – SERMON INTRODUCTION Due Thursday, February 16

The sermon introduction is your opportunity to capture the attention of your hearers and invite them to discover a new application of or insight into the gospel.

The introduction can serve one or more of several purposes. It can:

- ❑ Raise a question that most people ask;
- ❑ Identify a problem that most people have;
- ❑ Clarify the context of a passage of Scripture;
- ❑ Define and illustrate your main point;
- ❑ Help your hearers “see” the Biblical story unfold; or
- ❑ Claim that your text speaks to a current event, crisis, holiday, decision facing the church, need in the community, etc.

In your introduction you are showing your audience that you have a word from heaven. You are saying, “God has something to say to you today through His Word that might just radically change your life. You need to hear this!” Your goal is not to *answer* a question (that comes later) but to *raise or create* one; not to explain or apply the text (that comes later, too) but to take your hearers by the hand and lead them to the text with childlike wonder.

The introduction should be brief and should include a clear statement of your subject.

For this assignment, assume you are preaching on some text from the book of John. You are free to think of any occasion or context for your message that you wish. ***Compose an introduction for your sermon.*** When presented orally it should be no more than three minutes long. Be prepared to present your introduction orally to the class and be critiqued.

COMMUNICATION ASSIGNMENT #2 – DEVOTIONAL MESSAGE
Due Thursday, March 4

As a pastor you will often be called on to give short inspirational messages in a variety of settings. These are great opportunities to communicate the gospel, but they are also challenging because you don't have the luxury of time to develop your points as much as you might like. You have to try to present your message with brevity, creativity, and relevance to your audience.

For this assignment, assume that you have been invited to give a devotional at the monthly meeting of a town's Rotary Club. You will be giving a five-minute devotional relevant to the situation and needs of that group of people. In the group are both Christians and non-Christians.

You are free to use any passage(s) of Scripture. Be prepared to share your devotion orally to the class and be critiqued.

COMMUNICATION ASSIGNMENT #3 – GRAVESIDE MESSAGE
Due Thursday, March 18

As a pastor, you will often perform funerals. These experiences will sometimes stretch you to the limit. When someone in your church dies you must drop everything and get involved with the family of the deceased. You must speak and counsel with people (some of whom are not Christians), plan the service(s), and prepare and deliver a short message or two from God's Word.

When you are preaching at a memorial or burial service, it is important that you be pastoral, sensitive to the needs and situation of the family, and drenched in the gospel. What a wonderful yet awesome responsibility, to preach at a funeral service!

For this assignment, assume that a believing member of your church has died and you are delivering a 5-minute message at the graveside. Before you sit a mix of people, including immediate family and friends of the deceased. Assume that among them are at least several unbelievers. You hope to offer comfort as well as a clear gospel presentation.

You are free to use any passage(s) of Scripture. Be prepared to share your devotion orally to the class and be critiqued.

COMMUNICATION ASSIGNMENT #4 – EVANGELISTIC APPEAL
Due Thursday, April 8

As a preacher, you are a herald of the gospel – the good news that Jesus is Lord and offers a saving relationship with God to those who repent and believe. While you may think that delivering an evangelistic invitation or appeal should come naturally to a preacher, it is something that must be carefully thought through and prepared beforehand. The preacher must give the free offer of the gospel of grace and the comforts of salvation while at the same time making plain the demands of Christ and cost of discipleship.

For this exercise, assume that you have preached a message that leads naturally into an evangelistic application. Give a 5-minute appeal to non-Christians. If you wish, you may lead the class in a prayer to receive Christ or ask for some other type of faith response. You are free to use any passage(s) of Scripture. The class will offer constructive critique.

COMMUNICATION ASSIGNMENT #5 – ELDERS MEETING DEVOTIONAL
Due Thursday, April 29

As a pastor, you will probably moderate your church's governing board meetings. These meetings offer you an opportunity to speak to your fellow leaders about issues close to your heart, such as God's call to shepherd the flock, the personal life of the elder, the vision and mission of the church, needs of the congregation, and so on.

For this assignment, assume that you are the pastor and that you are giving a devotional message to open the monthly meeting of your elder board. Prepare a brief, 5-minute message that incorporates at least one passage of Scripture and touches on an issue of significance to church leaders.

You are free to use any passage(s) of Scripture. Be prepared to share your devotion orally to the class and be critiqued.

SERMON CHECKLIST

Preacher _____ Text _____ Date _____

FUNDAMENTALS	√	COMMENTS
The preacher captured my interest right away.		
The introduction presented a relevant question to be answered or problem to be solved.		
The sermon had a single subject.		
The sermon had a simple proposition.		
The sermon outline was simple, clear, and cohesive.		
The points of the outline were stated in universals and complete sentences.		
The preacher's voice was clear, strong, and expressive.		
The preacher used effective gestures.		
The preacher kept a sufficient amount of eye contact with his audience.		
The preacher had command of the English language and rules of grammar.		
HEAD	√	COMMENTS
The preacher was thoroughly familiar with the text.		
The preacher expounded the text in words everyone can understand.		
The preacher substantiated each main point and sub-point by verses in the text.		
The preacher considered the context and genre of the passage.		
The preacher used clear transitions to help me follow the logic of the sermon.		
HEART	√	COMMENTS
The sermon maintained my attention.		
The preacher was passionate about his subject.		
There was a sufficient number of interesting illustrations.		
The preacher made it clear that the gospel, not "trying harder," is the motivating power for life change.		
The sermon built to an appropriate climax.		
HANDS	√	COMMENTS
The conclusion included a summary of the whole sermon.		
The sermon answered the question or solved the problem raised in the introduction.		
The preacher asked for a definite response.		
The preacher gave me practical take-aways from the sermon.		
The preacher led me to see Christ in the text.		

Please note here any distracting mannerisms or habits this preacher should try to eliminate:

SERMON FEEDBACK

Name _____ Text _____ Date _____

(1 = poor, 5 = outstanding)

I. HOW WELL DID THIS SERMON INFORM MY MIND?

- A. **Exposition:** You explained the text clearly and in words everyone could understand 1 2 3 4 5
- B. **Organization:** Your subject, proposition, & outline were simple, easy to identify & follow 1 2 3 4 5
- C. **Delivery:** Your voice, expression, eye contact, and gestures kept me engaged 1 2 3 4 5

II. HOW WELL DID THIS SERMON INFLAME MY HEART?

- A. **Illustrations:** You helped me “see” the text 1 2 3 4 5
- B. **Passion:** You moved me emotionally 1 2 3 4 5
- C. **Creativity:** You took a fresh approach 1 2 3 4 5

III. HOW WELL DID THIS SERMON INSPIRE A RESPONSE?

- A. **Relevance:** You answered the following question that people are asking: 1 2 3 4 5
- B. **Directness:** You asked me to respond 1 2 3 4 5
- C. **Practicality:** You showed me how to respond 1 2 3 4 5
- D. **Christ-centered:** You gave me the gospel as the motivating power for response 1 2 3 4 5

Comments (continue on back):

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Preaching Lab III-B (2PT532)

Professor: Mike Osborne

Campus: Orlando

Date: Spring 2010

<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	<ol style="list-style-type: none"> 1. Students gains awareness of strengths & weaknesses in public speaking 2. Clearly presents redemptive, expository sermons that relate to a wide variety of people and situations
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	<ol style="list-style-type: none"> 1. Demonstrates thorough exegesis and application of Biblical texts
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	<ol style="list-style-type: none"> 1. Explains and applies assigned Biblical texts within the framework of the larger Biblical, covenantal story
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	<ol style="list-style-type: none"> 1. Prayer and pastoral insights offered at each class 2. Sermons help both pastor and people grow in grace
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	<ol style="list-style-type: none"> 1. Sermons address head, heart, and hands 2. Sermons apply to all areas of life
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.)	Strong	<ol style="list-style-type: none"> 1. Preacher uses language that unbelievers can understand 2. Preacher shows appropriate balance of heat and light
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	<ol style="list-style-type: none"> 1. Students will preach 2 sermons and give at least 2 talks 2. Class gives constructive critique
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	
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	<ol style="list-style-type: none"> 1. Sermons are characterized by a shepherding spirit 2. Sermons include practical application
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	<ol style="list-style-type: none"> 1. Preacher shows awareness of cultural and global issues and shows the relevance of Scripture