1. INTRODUCTION TO THE CLASS: COMMUNICATIONS 1 (2PT508)

Course description.

This course helps serve the core values of developing a mind for truth, a heart for God, and a commitment to servant leadership by addressing communication in pastoral ministry with an emphasis on preaching philosophy and style, textual exposition, and sermon structure. Written and oral, verbal and non-verbal communication issues will be addressed.

Course distinctives.

This is not primarily a course on the philosophy of preaching but rather a practical introduction to the task of preaching in particular and of public speaking in general. Because of its introductory nature certain standards of sermon preparation and construction will be taught in this class. These standards should be considered foundational and not universal. There is more than one right way or style with which to approach the task of preaching and public speaking. However students in this course will be held accountable to learn the standards and principles taught in this course. (M.A. students may prefer the terms “message” or “talk” to “sermon” and “speaking” to “preaching.”).

Course objectives.

Knowing.

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

Being.

Increased confidence in preparing and delivering Christ-centered expository sermons
Deepening commitment to and experience of Christ-centered life and ministry
Clear conviction of the power and importance of Christ-centered preaching
Increased sensitivity to the issue cultural as it relates to effective preaching
Increased competence in public speaking in general and sermon delivery in particular. Increased ability to construct and deliver biblically sound, culturally relevant, Christ-centered sermons.

Required Reading.

Chapell, Bryan, *Christ-Centered Preaching: Redeeming The Expository Sermon 2nd edition*. Grand Rapids: Baker Book House, 2005. Piper, John. *The Supremacy Of God In Preaching*. Grand Rapids: Baker Book House, 1990. Selections from Keller, Tim. *Preaching The Gospel In A Post-Modern World*. Dr. Keller has given permission for the use of certain course material from the Doctor of Ministry course by the same name. This material will be available in the RTS bookstore for members of this class. Other readings may be recommended or required during the course of the class. A specific reading schedule will be assigned for Chapel and Keller. Students may read Piper on their own schedule but must complete the book by the end of the semester. Reading reports will be required for Chapell, Piper, and Keller and may be required for some selected articles.

Class Plan

1. The class will consist of reading assignments, class lectures and small group exercises conducted during class time. Regular quizzes will be given on the assigned readings and may also be given on class lecture material.
2. As important sermon components and principles of sermon preparation are discussed, students will also be required to participate in a variety of activities designed to strengthen their understanding and equip them to be better communicators. Homework assignments and small group exercises will augment the class lectures and the required reading. Performance and participation in these exercises will contribute to a significant portion of the class grade.
3. The class schedule below gives the class plan, assignments and due dates. The schedule is subject to change. Adjustments to the class schedule will be announced in class.

Course Requirements And Grading.

1. Complete Reading Assignments As Scheduled.
2. Attendance and diligence. Semester grade reductions will occur as a result of late or unprepared assignments, excessive absences or tardiness, and failure to complete assigned reading as scheduled.
3. Quizzes on Chapel and Class lectures
4. Written Assignments And Class exercises
5. Reading reports.
6. Completed Sermon Project Manuscript (see description to follow)

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Quizzes on Chapel and Class lectures</td>
<td>35%</td>
</tr>
<tr>
<td>Written Assignments And Class exercises</td>
<td>35%</td>
</tr>
<tr>
<td>Reading reports</td>
<td>10%</td>
</tr>
<tr>
<td>Completed Sermon Project Manuscript</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>
Reading Reports

The reading reports will be required for Chapell, Piper, and Keller. The reading reports must follow the “Reading Report Guidelines” provided by the professor.

Class Exercises

Participation in Class exercises is mandatory and will constitute a significant portion of the class. Many of the exercises will take place in small groups, which will be assigned by the professor. When written assignments are required for a class exercise they must be typed and must strictly conform the criteria of the assignment as given by the professor. When small group assignments require oral presentations each group member must participate in both presentations and evaluation.

Main Point Exercises

For all main point assignments, your manuscript must conform to the following criteria, in addition to the criteria previously given on the evaluation forms and assignment description.

• Your paper must be single-spaced and you must use a 12-point font.

• Your full name must be at the top right hand corner of the paper.

• Immediately under your name at the top of the paper give your complete sermon outline including proposition, main points and sub points.

• Immediately after the outline state the point you are developing, in all caps, and bold typeface. Be sure to use a full sentence that makes a complete statement that is a universal truth, an application to life of both.

• Immediately after stating the point place it and prove it from the text of Scripture writing out the text and not just the references.

• Expound that point from the text by using sub points if warranted and being sure to both illustrate it and apply it to life. Write out all supporting verses just as you would say them with transitions etc. Do not just give references.

• Clearly identify your illustration by preceding it with the word “Illustration” and a semi-colon in bold typeface. Make sure you explicitly state the point you are illustrating before and after the illustration.

• Clearly identify your application by preceding it with the word “Application” and a semi-colon in bold typeface. Develop your application in light of class criteria.

Study samples of main points given in class for illustrations of the form required.

Note: If you are doing a two point sermon you may turn in your conclusion in place of your third main point assignment, only if you received a mark of 10 on your previous main point assignment. If not you must rework one of your earlier points to conform more closely to the class criteria.
Christ-Centered Application Assignment

**Note:** Students must clearly identify the point they are applying by stating it in a complete sentence and distinguishing it from the rest of the manuscript by using bold font. Scripture verses must be written out in full. Do not just give the reference. The Christ-centered application must reflect an understanding of the principles of Christ-centered application as stressed in the Keller reading and the class lectures.

Final Sermon Project

A final written sermon project will be turned in that must meet the sermon criteria presented in this course.

- The sermon must be expository and reflect about 30 minutes length.
- The sermon must be Christ-centered (i.e. must draw a connection to the person and work of Christ whether it is central to your particular sermon or not.)
- The sermon must be submitted typed and double-spaced with outline points clearly delineated and other selected features noted in the margins.
- The sermon will be evaluated on the basis of content and conformity to the pattern and principles taught in this class.

All projects must be typed word for word (with all portions entirely written out in complete manuscript form) and indicate in boldface or underlining with annotations, the major sermon components they contain (i.e., Scripture introduction, sermon introduction, proposition, main points, sub points, illustrations, applications and conclusion. All final sermons should be of a length that they could be preached in thirty minutes.

The due date for the final project will be announced the first day of class.

Class Schedule

*He came and preached peace to you who were far away and peace to those who were near.*

Ephesians 2:17

**Class 1** February 3

1. Introduction to Class
2. Introduction to Preaching

**Assignments:** None

**Class 2** February 10

3. A Christ-Centered Approach To Preaching # 1
4. A Christ-Centered Approach To Preaching # 2

**Assignments:** Reading of Chapell chapters 1-2 due

Be prepared for a quiz on Chapell
Class 3 February 17

5 Preaching in a Post-Modern Culture
6 Effective Delivery.

Assignments: Reading of Chapell chapters 3-5 due.
Be prepared for a quiz on Chapell

Class 4 February 24

7 From Text To Exegesis P.R.E.
8 Illustration Exercise

Assignments: Reading of Chapell chapters 6-7 and appendixes 1-2 due.
Be prepared for a quiz on Chapell

Small groups exercises will be based on a goal of six students per group.

Each student will bring a prepared sermon illustration conforming to class criteria. The illustration and contextual material will be about 3 minutes long. Students will meet in their assigned small group to present the illustration orally. The group will briefly interact with the illustration presentation by offering constructive feedback.

Class 5 March 3

9 Exegesis To Outline #1 A.C.H.
10 Introduction Exercise

Assignments: Reading of Chapell chapter 8-9 and appendixes 3-5 due.
Be prepared for a quiz on Chapell

Each student will bring a prepared sermon introduction conforming to class criteria. The introduction will be about 3 minutes long. Students will meet in their assigned small group. The group will briefly interact with the introduction presentation, by offering constructive feedback.

Class 6 March 10

11 Exegesis To Outline #2 (A.C.H.)
12 Main Point Exercise #1a

Assignments: Reading of Chapell chapters 10-11 due.
Be prepared for a quiz on Chapell

Students will meet in their assigned small group. Three of the student group members will bring their development of one main point, in manuscript form, conforming to class
criteria. The main point and its development will be about 6-8 minutes long. The group will interact with each presentation offering constructive feedback.

Class 7    March 17

13 Honing The Proposition   P
14 Main Point Exercise #1b

Assignments: Reading of Keller, Preface to Chapter 1 due.
Be prepared for a quiz on Keller

Students will meet in their assigned small group. Three of the student group members will bring their development of one main point, in manuscript form, conforming to class criteria. The main point and its development will be about 6-8 minutes long. The group will interact with each presentation offering constructive feedback.

Spring Break March 24

Class 8    March 31

15 Honing The Explanation   E
16 Main Point Exercise #2a

Assignments: Reading of Keller, Chapter 2 due.
Be prepared for a quiz on Keller

Students will meet in their assigned small group. Three of the student group members will bring their development of one main point, in manuscript form, conforming to class criteria. The main point and its development will be about 6-8 minutes long. The group will interact with each presentation offering constructive feedback.

Class 9    April 7

17 Honing the Application   A
18 Main Point Exercise #2b

Assignments: Reading of Keller, Chapter 3-4 due.
Be prepared for a quiz on Keller

Students will meet in their assigned small group. Three of the student group members will bring their development of one main point, in manuscript form, conforming to class criteria. The main point and its development will be about 6-8 minutes long. The group will interact with each presentation offering constructive feedback.

Class 10    April 14

19 Connecting to Christ   C
20 Christ-centered Application Exercise

Assignments: Reading of Keller, Chapter 5-6 due.  
Be prepared for a quiz on Keller

Students will meet in their assigned small group. Each student will bring a prepared section of Christ-centered application conforming to class criteria. The Christ-centered application will be about 5 minutes long. The group will briefly interact with the illustration presentation by offering constructive feedback.

Class 11  April 21

Preaching to the Heart

Review & Discussion

Assignments: Reading Keller, Chapter 7 due. 
Be prepared for a quiz on Keller

Class 12  April 28

Engaging The Hearts Of Your Listeners #1 (Illustrations)  E

Main Point Exercise #3a

Assignments: Reading ____________________________

Students will meet in their assigned small group. Three of the student group members will bring their development of one main point, in manuscript form, conforming to class criteria. The main point and its development will be about 6-8 minutes long. The group will interact with each presentation offering constructive feedback.

Class 13  May 5

Engaging The Hearts Of Your Listeners #2 (Introductions & Conclusions) (E)

Main Point Exercise #3b

Assignments: Reading ____________________________

Students will meet in their assigned small group. Three of the student group members will bring their development of one main point, in manuscript form, conforming to class criteria. The main point and its development will be about 6-8 minutes long. The group will interact with each presentation offering constructive feedback.
# 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>Articulation (oral &amp; written)</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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</table>
| 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. Key focus of lectures, reading and quizzes.  
2. Multiple oral and written assignments with feedback from instructor and classmates. |

| Scripture | Moderate | 1. Significant discussion in the required reading.  
2. Feedback and critique related to these issues in class assignments. |

| Reformed Theology | Minimal | 1. Introductory lectures lay a foundation for integration.  
2. The required reading by Chappel, Keller and Piper reflect the reformed traditions. |

| Sanctification | Moderate | 1. Introductory lectures deal with ethos in the preacher.  
2. Emphasis on Christ-centered preaching and the reformed doctrine of sanctification is integrated into the overall approach to preaching. |

| Desire for Worldview | Minimal | 1. Lectures on preaching in the post-modern culture.  
2. Lectures and reading on interpretation, illustration and application all reinforce this value. |

| Winsomely Reformed | Moderate | 1. Introductory lectures touch on this and these themes are then integrated throughout class discussions.  
2. Lecture and reading on the "post-modern" context deal with these concerns more directly. |

<p>| Preach | Strong | 1. This is the primary focus of |</p>
<table>
<thead>
<tr>
<th>Worship</th>
<th>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</th>
<th>Minimal</th>
<th>This is touched on in the reading and often comes up in class discussion especially since I’m serving in full time pastoral ministry.</th>
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<tr>
<td>Shepherd</td>
<td>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.</td>
<td>Moderate</td>
<td>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 &amp; A and real-life examples relating to pastoral ministry.</td>
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<tr>
<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Minimal</td>
<td>Occasionally these topics are touched on in class discussion and sometimes they surface in relationship to specific assignments.</td>
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