

Communication II (2PT522)

Preliminary Course Syllabus – Fall 2011

Final course syllabus will be available by the start of the semester. It will not be materially different from this preliminary syllabus. A course schedule with reading assignments will be included in the final syllabus.

Instructor: Associate Professor Michael Glodo

Office hours: Mondays by 1:00-3:00 p.m.
Tuesdays 11:00 a.m.-noon, 1:00-2:00 p.m.
Wednesdays 11:00 a.m.-noon
Thursdays 8:00-10:00 a.m.

During my published office hours I will be in or near my office or else available in one of the public campus spaces. If the latter, there will be note on my door indicating where I am or Joyce will know.

Contact information: Professor Glodo: mglodo@rts.edu, (407)366-9493, ext. 232
Admin. Asst. Joyce Sisler :jsisler@rts.edu, (407)366-9493, ext. 219
Teaching assistant: Andrew Morton (amorton@rts.edu)

Communication: I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t use it to message me about class matters.

Class meeting: Tuesdays 9:00-11:00 a.m., August 30-November 30 (except for fall reading week on October 11).

Course web page: <http://chp.rts.edu/sites/2011-FALL/ORLANDO-2PT522-LECT-01/default.aspx?ticket=18b23c0c-4adf-4fc7-bc58-c297f42a5865§ionid=6235>

Course description.

A continuation of Communication I (2PT508). Short projects are assigned to develop writing and speaking precision. At least two full-length sermons are developed with application, persuasion, inspiration, and conviction as central goals. Special emphasis is given to the role of communication/preaching in building church identity and community. 2 hours credit

Course objectives.

- Gain additional experience in compiling sermon components.
- Understanding of the particular needs of a variety of specific ministry communication opportunities.
- Exposure to a number of examples of redemptive sermons.

Course requirements.

Class attendance and participation	10%	
Weekly class assignments/exercises	30	
Expository sermon	30	Outline due Oct. 20, Full manuscript due Dec. 7
Communion & wedding memorization	10	October 4
Funeral sermon	10	Due Nov. 8
Wedding sermon	10	Due Nov. 22

All written assignments should be submitted electronically as e-mail attachments except for the weekly assignments (see below). Please name the attachment with the course name, assignment name and your last name as follows: Comm2-FuneralSermon-Glodo. File format should be MS Word or Rich Text Format. If you wish to receive acknowledgment of receipt of assignments submitted, please set your email for receipt acknowledgement. Due to the volume of assignments I receive, I can't acknowledge each one individually.

Required reading.

The following works are to be read in their entirety and incorporated into class discussion and written assignments as relevant.

Duncan III, J. Ligon. "Some Principles for Public Prayer (following Samuel Miller)" in *Method for Prayer* by Matthew Henry, J. Ligon Duncan III, ed. Greenville, SC: Reformed Academic Press, 1994 [orig. 1712]. Miller's complete work is entitled *Thoughts on Public Prayer*. Duncan's summary will be available on the course web page.

Gordon, T. David. *Why Johnny Can't Preach*. Phillipsburg, NJ: Presbyterian and Reformed Publishing, 2009. ISBN 9781596381162.

Old, Hughes Oliphant. *Leading in Prayer: A Workbook for Ministers*. Grand Rapids: Eerdmans, 1995. ISBN 9780802808219

Schultze, Quentin. *An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill, and Virtue*. Grand Rapids: BakerAcademic, 2006. ISBN 9780801031519.

Willimon, William H. *A Guide to Preaching and Leading Worship*. Louisville: Westminster/John Knox Press, 2008. 9780664232573

Class participation.

Being present and participating in class discussion in general, but especially in giving feedback to other students from their in-class exercises and assignments is essential to a quality learning experience. Assessment will be based on attendance and participation.

Weekly class exercises.

A minimum of ten times during the semester a brief written assignment of approximately one page in length will be made, to be collected when class meets the following week. Bring your printed completed assignment to class and be prepared to present it to the rest of the class if called upon. These assignments will be turned in after in-class discussion. These assignments will typically be one page in length or less.

Expository sermon.

On the due dates indicated above you will complete an outline and then a full manuscript of an expository sermon based upon an assigned scripture passage. The criteria for this sermon will be covered in class. As a sermon of approximately 30 minutes, it should be around 12-15 double-spaced pages in manuscript form.

Funeral & wedding sermons.

On the due dates indicated above, you will submit manuscripts of a funeral and a wedding sermon. These sermons should be approximately 4-6 double-spaced pages in manuscript form. Criteria for these sermons will be discussed in class and your reading.

Communication.

Besides in person and by telephone, students are encouraged to communicate with me via e-mail at mglodo@rts.edu. Please do not use the message function on Facebook.

Course announcements and updates will be made through e-mail. Any students without regular e-mail access must notify me of this limitation. I usually respond to e-mail promptly, however weekly and special events may lengthen the time of response occasionally. It is very important that you keep your e-mail current in the RTS system.

Class attendance & conduct.

Unless providentially hindered, students are expected to attend class and to do so in a manner that aspires toward the second great commandment of neighbor love, bearing in mind that fellow students and the professor are your neighbors. This would include removal of hats, setting mobile phones to vibrate or silent and other inherent or socially-constructed acts of love. Wireless internet access is not to be used for purposes outside the scope of the course while in class except for urgent (professional or personal) matters.

Computers in class.

Use of computers for non-class purposes during class is not permitted except for urgent reasons of a professional or personal nature. If you are not able to observe this requirement, please turn your computer off.

I have not yet decided to follow the trend of prohibiting computer use in the classroom. At many institutions of higher learning professors are excluding laptops from classroom use. Some of the reasons are obvious. Multitasking undermines learning, not to mention its deleterious effects on memory and productivity that recent studies have indicated. Performing non-class functions on a computer distracts our neighbors behind and beside us in class. There are other adverse effects which are not as apparent. Computers impede interpersonal non-verbal communication with the professor (e.g. eye contact, quizzical expressions, epiphany gestures, sleepy eyelids). The ability to capture more data with the speed of typing circumvents the process by which we sort out and prioritize information. Learning is not simply capturing information, it is comprehension. The kinetics of writing are more conducive to learning than those of typing – to pause, underline, correct, etc.

Whether I eventually change the policy of allowing laptops depends upon how considerately and wisely they are used in class. I would encourage those who are willing to take up the pen again (or who have never laid it down) to do so.

Note Taking.

Taking notes is not the same thing as capturing information. While it can be good to take a lot of notes, be sure not to stop listening while you write/type. Knowledge, in contrast to information, involves understanding the relationships between bits of information. Critical listening requires you to understand the prioritization and connections of what you read or hear.

Conversely, the outlines I provide of greater or lesser detail in no way represent all of the information and knowledge necessary to succeed in this course. When a student comes to see me because he did not do as well as he or she wished on an exam, I first ask to see his or her class notes. If you have difficulty taking good notes, find a classmate who is good at it and ask him or her to share those notes with you.