

Communications 1 (2PT508)
Reformed Theological Seminary, Orlando Florida
Spring 2012, Thursday 10:00 AM - 12:00 PM

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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

Doing.

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 Chapel, 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 35% of final grade
 4. Written Assignments And Class exercises 35% of final grade
 5. Reading reports. 10% of final grade
 6. Completed Sermon Project Manuscript (see description to follow) 20% of final grade
- Total 100%

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 apply 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. 4
Ephesians 2:17

Class 1 February 9

- 1 Introduction to Class
- 2 Introduction to Preaching

Assignments: None

Class 2 February 16

- 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 7 **March 22**

- 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 29

Class 8 **April 5**

- 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 12**

- 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 22**

- 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 26

- 21 *Preaching to the Heart*
22 *Review & Discussion*

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

Class 12 May 3

- 23 Engaging The Hearts Of Your Listeners #1 (Illustrations) E
24 *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 10

- 25 Engaging The Hearts Of Your Listeners #2 (Introductions & Conclusions) (E)
26 *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.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: 2PT508 Communication1

Professor: Larry Kirk

Campus: Orlando

Date: Spring 2012

<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. Key focus of lectures, reading and quizzes. 2. Multiple oral and written assignments with feedback from instructor and classmates.
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.)	Moderate	<ol style="list-style-type: none"> 1. Significant discussion in the required reading. 2. Feedback and critique related to these issues in class assignments.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	<ol style="list-style-type: none"> 1. Introductory lectures lay a foundation for integration. 2. The required reading by Chappel, Keller and Piper reflect the reformed traditions.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	<ol style="list-style-type: none"> 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	Burning desire to conform all of life to the Word of God.	Minimal	<ol style="list-style-type: none"> 1. Lectures on preaching in the post-modern culture. 2. Lectures and reading on interpretation, illustration and application all reinforce this value.
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.)	Moderate	<ol style="list-style-type: none"> 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.

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. This is the primary focus of lectures, reading and quizzes. 2. Multiple oral and written assignments with feedback from instructor and classmates.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Minimal	This is touched on in the reading and often comes up in class discussion especially since I'm serving in full time pastoral ministry.
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	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 & A and real-life examples relating to pastoral ministry.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Minimal	Occasionally these topics are touched on in class discussion and sometimes they surface in relationship to specific assignments.