

Preaching Lab IIIA - 2PT532

Course Syllabus – Spring 2012

Instructor: Associate Professor Michael Glodo

Office hours: Mondays 10:00 a.m. - noon
Tuesdays 1:00 - 3:00 p.m.
Wednesdays 10:00 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
Administrative Assistant 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 the messaging function in place of email.

Please make certain that my email address is on your “safe senders list” so that no course communications get routed to your junk mail folder.

Class meeting: Tuesdays 9:00 a.m.-noon

Course web page: [to be added when Self-Service permits]

Course description.

There is no course catalog description for PL3. My approach will be to take this as opportunity to gain additional preaching experience, to focus on specific areas of improvement for individual students and to provide opportunity for areas of new development in preaching. *2 hours credit.*

Course prerequisite.

Students must have taken PT522 (Communication II) in order to take this course.

Course requirements.

Preach sermon introduction	10%
Preach one expository sermon	30
Sermon/teaching option	30
Short occasional address or sermon	20

Participate in leading chapel

10
100%

Preaching sermon introduction.

Each student will deliver the introduction of his expository sermon one week before he preaches the entire sermon. A brief period of discussion will follow. The introduction will be assess on the following qualities:

- Introduces the subject
- Creates interest for the listener
- Concise statement of the subject and thesis of the sermon.
- Presents a dilemma to be resolved

Expository sermon.

Each student will preach an expository sermon on the date and scripture passage assigned. Scripture passage assignments will be made after the first class meets. Attributes of good expository sermons will be reviewed in class. The sermon should be no more than 30 minutes in length, including the reading of the scripture passage and prayer. This sermon may not be one preached in a previous preaching lab. Learnings from preaching the introduction the previous week are to be incorporated.

You are to provide me with an outline on the Friday before you preach. You will provide me with a complete manuscript on the Monday before you preach. Sermons will be assessed on the following criteria:

- Sound exegesis (this sermon is what this scripture text is about)
- Clarity/organization (ideas are clear in themselves and connections are clear)
- Relevant and legitimate application
- Immediacy; pathos. Not distant, objective or indifferent.
- Delivery – mechanics, eye contact, gestures, voice
- Redemptive in force; motivated and/or enabled by God's love in Christ.

Sermon/teaching option.

Each student may choose for his second major presentation to preach an additional expository sermon or present a teaching session instead. A teaching session would be for an occasion such as Sunday school, training class, seminar, conference setting, etc. It may be expository – based on a passage of scripture – or topical. You must use visual media of some kind – handouts, projected slides, video. A teaching session should be no more than 30 minutes in length and include class interaction. The scripture passage or topic for this sermon or presentation will be chosen by you in consultation with the professor.

Short occasional address or sermon.

Students will preach an occasional sermon – such as a wedding or funeral – or other occasional address as assigned. Other occasional addresses may include a communion table homily, baptismal explanation, ordination charge or non-church-related occasions.

Wedding – an 8 minute or so homily/sermon at a wedding, including appropriate scripture reading/usage. Begin with a brief description of the context (setting, bride and groom, etc.).

Funeral – a 12 minute or so sermon to be preaching at a wedding (funeral sermons could be longer, but for our exercise it will be this shorter length). Begin with a brief description of the context (circumstances of death, something about the deceased, those present, etc.).

Communion – a 5-8 minute communion homily or address which might occasionally precede the administration of the Lord's supper. Keep in the worship and pastoral context of the situation. It is not to be a systematic treatise or expository sermon.

Infant baptism – similar to the communion remarks above.

Ordination of elders – 5-8 minute remarks which might be made to the congregation and/or candidates to be ordained as elders at the service of ordination.

Coming to faith – 5-8 minute address to a group giving an opportunity for initial faith and repentance. It can assume that a sermon has been preached or other circumstances can be assumed. Begin with a brief description of the context.

New members – 5-8 minute remarks which might be made to the congregation and to those joining the church as part of membership reception in a worship service.

Graduation – 5-8 minute remarks which might be made on the Sunday celebrating the graduation of the church's children or on the Sunday prior to the college students leaving for school.

You may choose from the above list, suggest something not on the list or let me assign a topic to you.

Leading chapel.

Students will assist in leading chapel on an assigned date by leading in public prayer and other elements of worship. If you are not clear on the nature of the different forms of biblical prayer Hughes Oliphant Olds' *Leading in Prayer: A Workbook for Ministers* in preparation. Attributes of desirable public prayer will be discussed in class. I highly commend Matthew Henry collection of prayers, newly-republished by Banner of Truth under the editorship of O. Palmer Robertson as *A Way to Pray* (ISBN 9781848710870). This book will serve you for a lifetime of ministry.

When your week to assist arrives, I will consult with you about any desires you may have regarding the occasion. Generally by Monday evening you will have specific instructions regarding your responsibilities for the upcoming Wednesday chapel service.

Class schedule

Following is the tentative course schedule, to be finalized when enrollment is final.

<u>Class Meeting</u>		<u>Chapel Leading</u>	
<u>Date</u>		<u>Date</u>	
Feb. 7		8	
17	<i>No class due to presidential inaugural</i>	18	
24		25	
Mar. 6	<i>Expository sermon intro:</i>	7	
13	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	14	
20	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	21	No chapel – Kistemaker Academic Lectures
27	No class or chapel – spring break		
Apr. 3	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	4	
10	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	11	
17	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	18	
24	<i>Expository sermon:</i>	25	

	<i>Expository sermon intro:</i>		
May 1	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	2	
8	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	9	
15	<i>Expository sermon:</i> <i>Expository sermon intro:</i>	16	

Course Objectives Related to MDiv* Student Learning Outcomes

Course: 2PT532 (Preaching Lab III)

Professor: Michael J. Glodo

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	Students provide both written and preached sermons which must be expository, eloquent, theologically sound and relevant in application.
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	Sermons must be expository and reflect thorough research and careful exegesis.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Sermons must highlight Reformed distinctives when addressed in the Scripture texts; explain instances which might seem to vary from it receive feedback when their sermons are seemingly inconsistent with Reformed theology.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Students must engage actively in prayer as part of sermon preparation; sermons preached in class must apply the Scriptures in a transforming way.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	When relevant to the scriptures texts being preached, students are assessed by consistent with and articulation of a world and life view.
Winsomely	Embraces a winsomely Reformed ethos. (Includes an appropriate	Strong	Students are required to be

Reformed	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.)		persuasive without being judgment, prideful, legalistic, etc.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	This is primary and almost exclusive role of the class. Students must include cognitive, affective and behavioral application in their sermons and use illustrations and examples which move upon the heart as well as the mind.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Strong	Instructions include voice/speech mechanics and presentations on public prayer. Student must lead in the prayer aspects of chapel as part of course requirements.
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.	Strong	Course enable students to assess their preaching gifts and evaluate their future ministry role. Feedback from instructor dovetails with larger questions/issues regarding calling. Need for application in sermons sharpens pastoral skills and requires empathic audience analysis.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Church/world issues addressed as they arise in scripture texts preached.