Comm. Lab II (02PT524/01)
Reformed Theological Seminary, Orlando Florida
Summer 2012 Mon to Fri 9:00 AM - 3:00 PM, July 23 - July 27

Course Syllabus

Instructor: Rev. Larry Kirk
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Phone Number (386) 238-1956

Course description

This communications lab course will focus on developing the practical skills and values needed for effective, Christ-centered, biblical 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 cultural issues as they relate to the task of 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.

Course Assignments

Speaking and Preaching Assignments

Each Student will prepare a full sermon manuscript for an expository sermon. This must be completed before the first class and turned in on the first day. This sermon manuscript will conform to the ten criteria identified below. The manuscript must be complete and exhaustive. All illustrations, applications, Scripture references, transitions and explanations, must be typed out in full, as they would be spoken. The main points must be clearly identified by bold print. The sermon must reflect all of the ten criteria. Each student will be required to preach this sermon or some part of it in the class and will be critiqued by the class and the professor. Students may be required to rework their sermons and to present them again in whole or in part.
a) All assignments will be based on the same Scripture text. This means you will study one passage of Scripture but present multiple speaking/preaching assignments based on that text.

b) After speaking/preaching each time in class you will receive critical feedback from the instructor and your fellow students. You will then receive direction from the instructor to help you formulate a strategy for improving a selected portion of the sermon or preaching component. There may be multiple brief assignments throughout the course as you work on various sermon components and skills.

c) For all assignments you will submit a complete manuscript to the instructor.

Sermon Criteria:

1.) The sermon will be an expository sermon.

2.) The sermon will begin with an introduction that creates interest, identifies a need and leads into the text and topic.

3.) The sermon will contain a main idea, thought or proposition that can be clearly stated in a single sentence. (This must be identified in the manuscript)

4.) The sermon must contain a clear outline that includes main points expressed in complete sentence statements.

5.) Each main point must be clearly demonstrated as derived from the text and must be clearly developed in the exposition.

6.) Each main point must be developed, illustrated and applied. The exposition must display thoughtful study of the Scripture that is faithful to the text.

7.) The illustrations must be well chosen and appropriate.

8.) The application must be biblical, clear, culturally relevant, and Christ-centered.

9.) The conclusion of the sermon must be crafted to bring the sermon to a purposeful ending.

10.) The sermon delivery must demonstrate good delivery values and skills, such as dependence on the Holy Spirit, heartfelt passion, and the ability to engage with the listeners in a meaningful way.

3. Critical Interactions And Discussions

As part of the class you may be required to listen to, critique and discuss sermons from outside preachers. This will be done during class time. You will also be required to interact critically but constructively with each student’s preaching.

4. Other Assignments
Depending on the size and needs of the class, students may also be given other assignments designed to improve their speaking ability. The professor will determine these assignments during the course. There is no advance reading required for this course.

**Course Grading**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class attendance and participation</td>
<td>20%</td>
</tr>
<tr>
<td>Sermon assignment &amp; full manuscript</td>
<td>40%</td>
</tr>
<tr>
<td>Sermon component assignments (after critique)</td>
<td>40%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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**Course Objectives Related to MDiv* Student Learning Outcomes**

Course: 2PT524A Preaching Lab II  
Professor: Larry Kirk  
Campus: Orlando  
Date: Summer 2012

*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.

<table>
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<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Articulation</strong> (oral &amp; written)</td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
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| **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 | 1. The nature and focus of class assignments.  
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 | Feedback and critique related to these issues in class assignments. |
| **Sanctification** | Demonstrates a love for the Triune God that aids the student's sanctification. | Moderate | Emphasis on the preacher's ethos and personal sanctification is integrated into the overall approach as crucial to effective preaching. This is frequent theme in discussion of student assignments. |
| **Desire for Worldview** | Burning desire to conform all of life to the Word of God. | Minimal | Feedback and critique related to these issues in class assignments |
| **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 | Feedback and critique related to these issues in class assignments |
| **Preach** | Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm. | Strong | 1. This is the primary focus of all assignments.  
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 often comes up in class discussion especially since I’m serving in full time pastoral |

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4.
| **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. |