PROFESSOR’S CONTACT INFORMATION

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COURSE DATES

**Course Dates:** June 1 - July 17, 2015

**Online Dates:** June 1 - July 11, 2015

**In Class Dates:** July 13-17, 2015

**Course Completion Date:** July 31, 2015

**Summary of Due Dates:**
See course schedule on pp. 7-8.

COURSE OVERVIEW

**Description:**
This course addresses total communication for pastors with an emphasis on preaching philosophy and style, textual exposition, and sermon structure. Written and oral, verbal and non-verbal communications are included. Aspects of oral communication include preaching, extemporaneous speaking, storytelling, vocabulary development, elocution, and elements of drama. (2 hours)

**Purpose:**
This course introduces the theological framework and basic skills required for interpreting and communicating the Bible within the context of the church’s ministry (both formal and informal).

**Goals:**
- *Comprehension: to understand...*
  - the biblical and theological foundations for preaching and teaching scripture.
  - the variety of scriptural prayers and their function in pastoral ministry and worship.
  - the importance of expository preaching as the preferred approach to preaching.
  - the constituent parts of an expository sermon.
- *Competence: to be able to...*
  - prepare and lead in public prayer.
  - prepare an expository sermon.
- *Character: to be*
  - confident in the exposition of scripture as a means of God’s grace for his people.
- committed to a sound expository method of sermon preparation and composition.
- confident in one’s beginning and developing ability to expound scripture.

**Support:**

Canvas offers several ways of interacting with Professor Glodo or his TA. One is Ask the Professor. This is the primary place for posting questions and has the benefit of allowing classmates to profit from the dialog. A second is Inbox. Inbox functions like email and can be used if you have a personal question, for example, a question about a grade. Third is Conferences. Conferences allows for video conferencing, screen sharing, etc., and can be used in place of traditional office hours.

Canvas also allows for interaction with classmates. You can interact with classmates via the Student to Student forum or Conferences.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

**Course Requirements**

The course does not officially open online until the online date indicated above, six weeks prior to the on-campus meetings. Therefore students are well-advised to begin reading the major works as soon as possible.

The course requirements with their respective percentages are as follows:

- Leading in prayer assignments 15%
- Quizzes on Chapell reading 30%
- Class preparation & participation 25%
- Sermon manuscript 30%

**Reading**


**Leading in Prayer Assignments**

With the ultimate aim of preparing you to conduct the ministry of public prayer you will complete the prayer project assignments contained in this syllabus according to the course schedule below. These will be based on Hughes Old’s *Leading in Prayer* and are to be submitted on the course web page. Be sure to retain a copy of your assignments for yourself.

**Quizzes on Chapell Reading**

You will read the assigned pages in Chapell according to the course schedule below and take a series of objective or short answer quizzes based on the assigned reading for that week. These will be timed
quizzes to be taken without notes. While all the quizzes will be open at any time, they must be taken in order and each one will have a deadline after which it may not be taken.

**Class Participation & Preparation**

The class preparation and participation grade will be based on 1) the materials for your final sermon you have prepared before and during class and 2) your participation in and contribution to class discussion.

The primary objectives for preparation are as follows:

- Understand your assigned scripture passage thoroughly enough to do the additional following steps of preparation and to complete your final sermon manuscript. This is essentially the exegetical stage of sermon preparation. Because sound exegesis is the basis for biblical authority in preaching, you must do this step sufficiently to have a sound exegetical basis for your sermon. However, since this is not primarily an exegesis course, you should not make the common mistake of spending a disproportionate amount of time on the exegesis such that you don’t have time for the other steps.
- Identify a Fallen Condition Focus (FCF) and formulate a Main Proposition (Big Idea) for your assigned scripture passage according to the directions in the Chapell readings and recorded lectures.
- Develop a main point outline which implements your Big Idea.
- You will bring to class your exegesis notes, FCF, Big Idea and main point outline so that during the week of class meetings you will be able to refine and improve them as the basis for your final sermon manuscript. A sample of what you are to submit will be available on the course web page.

The steps for completing your pre-class preparation are as follows. Their respective deadlines are included in the course schedule.

Scripture text approval: After listening to/watching the mini-lecture on choosing a text, choose a scripture text on which you would like to prepare your sermon and submit it to the professor for approval. If there is anything unusual about your selection (e.g., genre, passage length, passage division, etc.), include an explanation.

Summary of meaning for scripture passage: After listening to/watching the mini-lecture on summarizing the scripture passage meaning and as the culmination of your exegetical work, you are to submit a paragraph summarizing the meaning of your scripture text to the original audience.

Sermon Big Idea & FCF: After doing the relevant assigned reading and listening to/watching the mini-lecture on formulating a Big Idea and a Fallen Condition Focus (FCF), submit both the Big Idea and FCF for your scripture text.

Main Point Outline: After doing the relevant assigned reading and listening to/watching the mini-lecture on developing sermon main points, submit your revised/current Big Idea and FCF along with your main point outline.

*Exegetical Notes: Bring your exegetical notes to class so they can be reviewed by the professor and available for subsequent work on your sermon.*

**Sermon Manuscript**

By the deadline indicated in the schedule you will submit a full sermon manuscript for a 30-minute sermon (approx. 13-15 double-spaced pages) based on a scripture text approved by the professor and conforming to the requirements covered in the readings and lectures.
The manuscript is to be uploaded to the course web page by the date indicated above in either Microsoft Word or Rich Text Format. The file name must be in the following format: Comm1-Lastname-Sermon. Please do not email me your paper “just to be sure.” Canvas will allow you to view your upload to confirm it.

**Exams**

There are no exams.

**Grading Policy**

- Late work will be penalized unless prior permission for late submission was granted.
- The published RTS grading scale is used in this course. See the Catalog, page 47.

**Course Schedule**

**Online Schedule**

June 1

- Course begins
- Complete course registration
- Complete student to professor introduction on Canvas

Week ending June 6

- Listen to/watch online mini-lecture on choosing a text.
- Submit proposed sermon scripture for professor interaction and approval
- Begin exegetical study of scripture passage.
- Read Old, pp. 11-23.
- Complete Prayer Project assignment 1.
- Read Chapell, pp. 25-58.
- Take Chapell quiz #1.

Week ending June 13

- Listen to/watch online mini-lecture on summarizing scripture passage meaning.
- Continue exegetical study of scripture passage.
- Read Old, pp. 55-75.
- Complete Prayer Project assignment 2.
- Read Chapell, pp. 59-102.
- Take Chapell quiz #2.

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1 Weekly assignments are due by 5:00 p.m., EDT on the Saturday indicated. This is partially in order to encourage you not to do coursework on the Sabbath. Most assignments are open at the beginning of the course and can be completed at any time prior to the deadline.
Week ending June 20

- Read Old, pp. 77-90.
- Complete Prayer Project assignment 3.
- Read Chapell, pp. 103-128.
- Take Chapell quiz #3.
- Submit assignment on summary of scripture passage original meaning.

Week ending June 27

- Listen to/watch online mini-lecture on identifying a fallen condition focus and formulating a Big Idea.
- Read Old, pp. 139-152.
- Complete Prayer Project assignment 4.
- Read Chapell, pp. 129-174.
- Take Chapell quiz #4.
- Submit sermon Big Idea and Fallen Condition Focus

Week ending July 4

- Listen to/watch online mini-lecture on developing a main point outline.
- Read Old, pp. 175-195, 291-306.
- Complete Prayer Project assignment 5.
- Read Chapell, pp. 175-237.
- Take Chapell quiz #5.

Week ending July 11

- Read Old, pp. 361-370.
- Complete Prayer Project assignment 6.
- Read Chapell, pp. 209-268.
- Submit main point outline with Big Idea & FCF.
- Take Chapell quiz #6.
- Bring your exegetical notes to class so they can be reviewed by the professor and available for subsequent work on your sermon.

**In Class Schedule**

July 13-17, 2015 – Times TBD

- Read Chapell, pp. 269-328.

**Post-Class Schedule**

July 31, 2015

- Final sermon manuscript due.
PRAYER PROJECT ASSIGNMENTS

Following are the specific assignments for the prayer project requirement. These assignments are to be submitted in text form (not document upload) on Canvas. This document is provided as a template for those assignments and for a place to store your cumulative work. It is recommended that you complete your work in this document, save the document and copy and paste each specific assignment to the appropriate place on Canvas.

PRAYER PROJECT ASSIGNMENT 1: INVOCATIONS

Reading: Old, pp. 11-23

1. What are the six biblical elements of an invocation?
2. **Describe** the three parts of an invocation?
3. Choose a scripture sentence appropriate to introduce an invocation and then write a prayer of invocation incorporating the above six elements in the three parts.

PRAYER PROJECT ASSIGNMENT 2: PSALMS AS PRAYER

Reading: Old, pp. 55-75

1. What is a metrical psalm?
2. Why should a call to worship not replace the reading of a psalm?
3. What are the considerations for choosing particular psalms for a worship service?
4. What are the three ways one may work metrical psalmody into a worship service?
5. Choose a psalm to read responsively with your family, small group, Sunday school class or worship service. After doing so, describe the experience.

PRAYER PROJECT ASSIGNMENT 3: PRAYERS OF CONFESSION & SUPPLICATION

Reading: Old 77-90

1. According to Matthew Henry and Isaac Watts, what should be included in a prayer of confession?
2. What is a prayer of supplication?
3. What are the benefits and limitations of using standard congregational prayers of confession and supplication?
4. Choosing a scripture passage(s) on which to base it, write a prayer of confession and supplication along with a scriptural assurance of pardon (in the actual words you would use in a worship service).
**Prayer Project Assignment 4: Prayer for Illumination**

Reading: Old pp. 139-52

1. Why should we pray prayers of illumination?
2. What should we pray for in a prayer of illumination?
3. Compose a prayer for illumination using scriptural expressions.

**Prayer Project Assignment 5: Prayers of Intercession**

Reading: Old 175-95

1. What are the three theological foundations for intercessory prayer in public worship?
2. What are the five areas of intercession delineated in Olds’ sample prayers?
3. Compose a prayer of intercession using scriptural phrases.

Reading: Old 291-306

4. What three components of a thanksgiving prayer does Isaac Watts recommend?
5. Choose a psalm of thanksgiving and compose a prayer of thanksgiving following the contours of that psalm.

**Prayer Project Assignment 6: The Ordering of Public Prayer**

Reading: Old 361-70

Reflect by responding to the following questions:

1. Has this prayer project (readings, lectures and assignments) changed your outlook on prayer in worship? If so, how?
2. In what way do you think your church could grow most in public prayer together?
3. What personal challenges has this prayer project presented to you?

**Further Reading**

An extended bibliography will be supplied during the on-campus meetings.
### Course Objectives Related to MDiv* Student Learning Outcomes

<table>
<thead>
<tr>
<th><strong>Course:</strong> 02PT508-Communication I</th>
<th><strong>Professor:</strong> Michael J. Glodo</th>
<th><strong>Campus:</strong> Orlando</th>
<th><strong>Date:</strong> Summer 2015</th>
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#### 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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<tbody>
<tr>
<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>
<td>Major assignments and class exercise all primarily involve communicating biblical truth well.</td>
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<tr>
<th>Scripture</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>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.)</td>
<td>Strong</td>
<td>Emphasis on exposition of original meaning of scripture. Lectures and assignments on Biblical foundations of preaching, Praying scripture and Divine reading of scripture.</td>
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<tr>
<th>Reformed Theology</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Strong</td>
<td>Reformed doctrine of the preached word provides the foundations for the course. Reformed distinctives as they occur within scripture.</td>
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<tr>
<th>Sanctification</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Demonstrates a love for the Triune God that aids the student's sanctification.</td>
<td>Strong</td>
<td>Units on praying scripture and divine reading of scripture aimed at personal as well as ministerial development.</td>
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<tr>
<th>Desire for Worldview</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Moderate</td>
<td>Preaching will be presented as the primary force in worldview shaping of church.</td>
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<tr>
<th>Winsomely Reformed</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td>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.)</td>
<td>Moderate</td>
<td>Preaching must be evangelical (winsome) in tone, aimed at winning people, yet consistent with and affirming of the rule of faith of the Reformed tradition.</td>
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<tr>
<th>Preach</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Strong</td>
<td>All assignments lead toward or involve preaching.</td>
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<th>Worship</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Knowledgeable of historic and modern Christian worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Moderate</td>
<td>Instruction and assignments in leading public prayer.</td>
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<th>Shepherd</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<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>Strong</td>
<td>Preaching is one of the principal means of shepherding. Unit on prayer makes pastor applications.</td>
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<tr>
<th>Church/World</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
<td>Preaching must relate to and address the world’s problems and concerns.</td>
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