Preaching Lab IA (2PT510A)  
Course Syllabus – Fall 2015

Instructor: Associate Professor Michael Glodo

Office hours: Tuesdays 9:00-10:00 a.m., 3:00-4:00 p.m.
Wednesdays 11:00 a.m.-noon; 1:00 - 2:00 p.m.
Thursdays 11:00 a.m.-noon

If these hours make it difficult for you to meet with me, I will be glad to work out alternatives by appointment. During my published office hours I will be in or near my office or else available in one of the public campus spaces such as outside or in the bookstore. If I’m not in my office, there will be a note on my door indicating where I am or Joyce will know.

Contact information:  
Professor Glodo: mglodo@rts.edu, 407.278.4476  
Administrative Assistant Joyce Sisler: jsisler@rts.edu, 407.278.4552  
Teaching assistant: Tim Inman (inmantimr@gmail.com)

Communication: I prefer communicating in person, but email is fine, too. If we are Facebook “friends,” please don’t use 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: Mondays 3:00-5:00pm (Section 02)  
Tuesdays 10:00am-noon (Section 01)

Course web page: Will be available through Canvas.

Preaching Lab I (2PT510) is a 1 hour credit course.

Important deadlines:
- Start of second week of class: Student to professor introduction
- Draft sermon proposition: Third week of class
- Sermon manuscript/notes: If preaching Monday, by 5:00pm the Friday before.
- If preaching Tuesday, by noon the day before
- Within 10 days after you preach: View video (with spouse if married), meet with professor for assessment
- Term paper deadline: Self-assessment

Course objectives.

Knowing:
- Gain knowledge of sound sermon practices through preaching and listening to others.
Preaching Lab I - Preaching I - Fall 2015

- Self-knowledge: begin to learn one’s own strengths and areas of needed improvement in preaching.

Being:

- To receive the means of grace in the Word as preached by classmates.
- Heightened gratitude for God’s gift of the preached word to the church and for the privilege of being Christ’s ambassador.
- Deepened humility about one’s own need for growth in preaching and God’s grace that is necessary for that growth.
- Increased commitment to biblical principles of preaching.

Doing:

- Experience in sermon preparation and delivery.

Course requirements.

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<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Preach two (2) expository sermons</td>
<td>60%</td>
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<tr>
<td>Self-assessment</td>
<td>10</td>
</tr>
<tr>
<td>Class attendance &amp; participation</td>
<td>20</td>
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<tr>
<td>Book report</td>
<td>10</td>
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There is no assigned reading for the course. Students will read a book chosen from a recommended reading list (minimum 175pp) and write a review that will be shared with other students.

Required reading.

Each student must complete the student to professor introduction on the course web page by the start of the second week of class. This introduction will provide part of the basis of the self-assessment at the end of the semester (see below).

Expository sermons.

Each student will preach two expository sermons in class of no more than 30 minutes in length (including scripture reading). Scripture texts will be discussed at the start of class (though if you have opportunity to preach them outside of class during the semester that would be highly encouraged).

Students must submit their sermon manuscript by the deadline specified above. Late submissions will suffer a grade penalty. The purpose of this deadline is to compel you to complete the sermon writing process in time to be able to prepare yourself to preach it.

Following the preaching of the sermon, the professor will lead the class in a constructive critique of the sermon, including both encouragements and suggestions for improvement.
Each classmate will complete an evaluation form (a sample is available on the course webpage) which will be provided to the student who preached.

Students will be provided a video recording of their sermons on a flash drive so they can copy and retain it for viewing. The flash drive should be returned to the professor’s campus mailbox promptly for reuse.

Sermons will be evaluated based on the instruction given in Communication 1. This includes:

- **Expository** – this does not mean verse by verse commentary, but that the sermon faithfully expounds the authorial intent of a single scripture passage in its contexts (2 Tim. 2.15).
- **Unified** – Is the sermon about one “big idea?”
- **Progression** – Does the sermon have an argument? Is it persuasive?
- **Application** – since Scripture was inspired by God for the purpose of transforming his people throughout all ages (Rom. 15.4; 2 Tim. 3.16), the sermon must contain application relevant to the contemporary audience which is reflective of the meaning of the scripture text.
- **Redemptive** – since the person and work of Christ is the hermeneutical key to Scripture and the decisive point of redemptive history (Luke 24; Gal. 4.4-5), exposition and application must point to, draw from and depend upon His person and work. This may be done in numerous ways within a sermon, taking into account the preaching occasion (context, audience, pastoral purpose etc.) as well as the specific Scripture text. For example, it may be done throughout the sermon; at the beginning with what follows being the implication; near the end to provide ultimate resolution and a number other ways. The primary basis to determine your redemptive angle (similar to “Christ focus”) will be determined by your scripture text.
- **Clarity** – structure, choice of words and phrases, appropriate and compelling of language, clarity of sermon points or movements, ability to be followed by listeners, elocution, etc. should be clear. Clarity is enhanced greatly with recapitulation and transitional statements.
- **Delivery** – voice, gestures, eye contact, absence of distracting elements.

Each student is to read his scripture text, either preceded or followed by a prayer for illumination, before beginning his sermon. I.e., the reading of scripture should be a distinct element of worship, not buried inside the sermon after the introduction or later.

Professor evaluations will be provided orally in a personal meeting with the professor within the ten days of the date preached. Students must view their sermon video prior to this meeting. Married students must watch the video with their spouses for constructive feedback. It is the student’s responsibility to schedule this meeting.

**Illustrations.**

While illustrations are not listed above, good illustrations are indispensable aids to the listener. The best illustrations are ones which further expound the meaning of the text. Illustrations should not drive the exposition, be distracting, cause the listener to stumble, overshadow the exposition of the Scripture text or be emotionally manipulative. Good illustrations are often vivid in life detail, but without extraneous detail which would attract more attention to the story than the point being made. Above all, they should actually
illustrate the point being made and should be fashioned to ensure it. It is especially important to formulate a clear tie-in statement to the point being illustrated. Writing out tie-in statements helps ensure that you as well as your hearers know what the point is. Students are limited to one sports or movie illustration per semester. This allowance may not be traded to other students. Students who use neither will receive a special bonus from the professor at the end of the semester.

*Dress.*

You should dress appropriately when you preach. As you choose what to wear, ask yourself what you desire to communicate to others about the role and the task you are fulfilling.

*Intended audience.*

The question of intended audience sometimes comes up. A preaching lab is somewhat artificial by nature. Nevertheless, each of us (professor and students) is a sinner in need of the grace of God which comes especially through the preached Word (WSC 89, 90). Preach not as to a classroom, but to an assembly of believers needing God’s grace. If you wish to make additional particular assumptions about audience (e.g. a youth group, a church of a certain size and makeup) that is perfectly fine and up to you.

*Self-assessment.*

By the term paper deadline you will submit a 1-page minimum (single-spaced) self-assessment of your progress through the class during the semester and your own sense of your strengths and weaknesses in preaching. This may include

- ways in which you have grown in your preaching during semester;
- the most helpful thing(s) you learned through this class (from classmates as well as me);
- your assessment of your delivery skills from having watched your own sermon videos;
- areas were you feel you have the most continued need for growth;
- any remaining significant issues about preaching on which you feel you still need greater understanding
- Conclude with a summary of your own sense of your readiness and/or progress toward preaching as a Minister of the Word.

This paper should be submitted through the course web page in either Word or Rich Text Format (no pdfs).

*Class Attendance & Participation.*

It’s important to attend every class and be prompt because your classmates depend upon your listening and feedback. Furthermore, if you are going to benefit from the feedback of your classmates it’s important that you be present to give them feedback. This attendance requirement includes both hours of class even on the days you preach.

Pastors readily reflect that some of the most important lessons learned in seminary were learned from classmates. Preaching labs rely heavily upon the range of impressions received by
classmates and shared during feedback. Further, seeing more faces in the room is an encouragement in preaching well. You will receive the blessing of feedback from classmates; therefore it is incumbent on you to return that blessing by being present to hear them preach – especially in the weeks before fall break and end of semester. Therefore, a portion of the final grade will be allotted to attendance and participation in the listening and feedback processes.

**Book Report.**

Each student will choose one book from a recommended list to read and write a brief report. The list will be provided at the start of the semester, although students are welcome to offer their own suggestions. Minimum number of pages to be read is 175. Students will write a one page (single-spaced) assessment of the book’s value with one page of quotations from the book which may excite interest in others to read it. This book report is due at the term paper deadline.
## Course Objectives Related to MDiv* Student Learning Outcomes

Course: 2PT510B (Preaching Lab IB)  
Professor: Michael J. Glodo  
Campus: Orlando  
Date: Fall 2015

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<tr>
<th>MDiv* Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Strong</td>
<td>-preaching 2 expository sermon</td>
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<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>
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<td>-writing self-assessment</td>
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<td><strong>Scripture</strong></td>
<td>Strong</td>
<td>-preaching 2 expository sermons</td>
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<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>
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<td><strong>Reformed Theology</strong></td>
<td>Moderate</td>
<td>-sermons will address Reformed distinctives as they occur in the scripture texts preached</td>
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<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
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<td><strong>Sanctification</strong></td>
<td>Moderate</td>
<td>-preaching 2 sermons is personally challenging &amp; humbling, providing opportunity for growth in grace -hearing other sermons subjects students to ministry of the Word.</td>
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<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Minimal</td>
<td>-to the extent that application requires audience and world analysis</td>
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<td>Burning desire to conform all of life to the Word of God.</td>
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<td><strong>Winsomely Reformed</strong></td>
<td>Strong</td>
<td>-student must preach in a persuasive manner</td>
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<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>
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<td><strong>Preach</strong></td>
<td>Strong</td>
<td>-preaching 2 sermons -self-assessment -evaluating sermons of classmates</td>
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<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
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<td><strong>Worship</strong></td>
<td>Strong</td>
<td>-preaching 2 sermons</td>
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<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
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<td>Sheikhld</td>
<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>Moderate</td>
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<td>Church/World</td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Moderate</td>
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