

Preaching Lab I

Section 2

02PT5125



John Knox's Pulpit, St. Giles Church, Edinburgh

Reformed Theological Seminary – Orlando Campus

Fall 2022

Preaching Lab I (02PT5125)

Course Syllabus – Fall 2022

Meeting time: 1:00-5:00pm Tuesdays

Instructor: Rev. Michael J. Glodo, Assoc. Prof. of Pastoral Theology

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Office Hours: 9:00-10:00am Tuesdays
10:00-11:am Wednesdays
11:am-noon Thursdays

Preaching Lab I (PT5125) is a 2 hour credit course. Students must complete Communication I prior to taking this course.

Note: Qualifications for office in the church are the prerogative of the church alone. Therefore, participation in this lab doesn't constitute authorized preaching as prescribed in scripture. Therefore, participation in this class doesn't constitute ecclesiastically authorized preaching, especially given that students typically have a varied range of vocational goals. Nevertheless, the course will aspire to the principles and practices of good preaching since they have direct and indirect benefit for a variety of vocational ministry-related contexts. However, for the sake of clarity and simplicity, the terms "preaching" and "sermon" are used.

Course schedule.

The course schedule will be on a Google doc linked from the course Home pages on Canvas. Consult that document for the most up-to-date schedule.

Important deadlines:

Exegetical worksheets	Start of class on scheduled workshop weeks
Message thesis, main point outline, & introduction	Start of class one week before you preach
Message manuscript	By 11 p.m. the day before you preach
Video review (with spouse if married) & assessment	Start of class two weeks after you preach

Course objectives.

Knowing:

- Gain knowledge of sound sermon practices through preaching and listening to others.
- 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:

- Reinforce and practice principles for preaching expository sermons as learned in Communication 1.
- Experience in sermon preparation and delivery

Course requirements.

Exegetical worksheets & pre-preaching components	15%	(5% each)
Preach three (3) expository messages	75	(25% each)
Class attendance & participation	10	

Exegetical worksheet & pre-preaching components.

The exegetical worksheets (due on the scheduled workshop days) and the message thesis, outline, and introduction will be assessed prior to preaching in class. Assessment will be based on criteria provided in Comm1 and reviewed at the start of this class.

Exegetical worksheets

On the scheduled workshop days you will submit exegetical worksheets for each of the three assigned scripture texts and be prepared to discuss them in class. The purpose of this assignment is to enable you to complete the exegetical phase and receive input soon enough to spend sufficient time in the homiletical phase. This worksheet is to contain the following:

- Summary of the biblical book of your passage.
- Exegetical outline of your passage (not homiletical outline).
- The subject, complement, and telos of your text.
- Exegetical summary of your passage (not homiletical summary) which fairly summarizes the meaning of your passages to the original readers, including the subject, the complement, and the telos of your passage.

On the due date of the worksheets you will have five minutes to present to the class your exegetical outline and summary in order to show how you justify them in your text.

The first exegetical workshop day will be the second week of class.

Message thesis, main point outline & introduction

One week before you exhort in class you will submit on Canvas a document containing your message thesis, message introduction, and main point outline. These elements will be evaluated according to the criteria provided in Comm1.

Expository messages.

Each student will present three expository exhortations in class of no more than 30 minutes in length (including scripture reading) from assigned scripture texts from an epistle, the Pentateuch, and the Gospels, respectively.

Manuscript & delivery

By 11 p.m. the day before you preach in class, you are to upload a completed manuscript to Canvas.

- Do not include your scripture text in your manuscript since you are expected to read it from your Bible.
- Include a cover sheet which indicates your FCF, Big Idea and main point outline. The Big Idea and main points should be in indicative/imperative form as you learned in Communication 1. The manuscript checklist from Comm 1 is available on the course web page. These will be the criteria by which the manuscript will be assessed.
- Include headings in your manuscript indicating introduction, main points (subheadings for explanation, illustration and application) and conclusion.
- Highlight recapitulations and transitions at each transition point.

Not submitting on time or following the above instructions will result in a grade penalty.

Video review—grade may be reduced if this review is not submitted on a timely basis. By the start of class two weeks following your in-class exhortation you are to view your video (with spouse if married) and review your classmate feedback. Confirm you have done this by answering the one-question quiz provided for each message.

Class Procedure.

Following each exhortation in class, I will lead the class in constructive feedback will provide both encouragements and suggestions for improvement. Each classmate will complete a written evaluation form (a sample is available on the course web page) which will be provided to the student who exhorted. You will receive a scanned copy of these feedback forms on Canvas.

Your video recordings will be available on Canvas within a few days of preaching so you can view and retain them and complete the video review assignment (above).

Exhortation Assessment.

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

- Exegetically sound – does this message show a grasp of the original meaning of this passage as a whole in the context of the book in which it is found?

- Expository – does the message clearly and faithfully expound the meaning of this text? This does not mean verse by verse commentary, but that the message faithfully expounds the authorial intent of a single scripture passage in its context.
- Unified – Does the message have a Big Idea (proposition) in indicative/imperative form which is what the whole message is about? Do the main points clearly develop the Big Idea? Did you answer the question clearly “What is this message about?”
- Progression – Does the message proposition and outline have an argument? Do the main points build upon one another? Is it persuasive?
- Application – since Scripture was inspired by God for the purpose of transforming his people in every age (Rom. 15.4; 2 Tim. 3.16), the message must contain application throughout which is legitimately based upon the meaning of the scripture text and relevant to the contemporary listener. Did you answer the question in the Big Idea and the main points “What do you want me to do?”?
- 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 message, taking into account the speaking occasion (context, audience, pastoral purpose etc.) as well as the specific Scripture text. For example, it may be done throughout the message, at the beginning with what follows being the implications, near the end to provide ultimate resolution, and a number other ways. The primary basis to determine your redemptive angle (“Christ focus”) will be determined by your scripture text.
- Clarity – structure, choice of words and phrases, appropriate and compelling use of language, clarity of main points, ability to be followed by listeners, recapitulations and transitions, elocution, etc. should be clear.
- Delivery – voice, gestures, eye contact, pace, absence of distracting elements.

Each student is to read the scripture text, either preceded or followed by a prayer for illumination, before beginning their message. I.e., the reading of scripture should be a distinct element of worship, not buried inside the message after the introduction or later. Every message should be concluded with a prayer sealing the Word and supplication for the application of the thesis.

Illustrations.

While illustrations are not listed above, good illustrations are indispensable aids to listeners. Good illustrations are ones which further expound the meaning of the text and 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 vivid in life detail, but without extraneous detail which would attract more attention to the illustration than the point being made. Above all, they should actually illustrate the point being made and should be shaped to ensure that. 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. The entire class is limited to three sports and/or movie illustrations per semester. 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 speak. 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.

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). Speak not to a classroom of seminary students, but to an assembly of average believers and seekers needing God's grace. Therefore, you are not to speak to the idiosyncrasies of seminary students, but present messages which speak to a congregation as you envision it. If you wish to make additional particular assumptions about listeners (a church of a certain size and makeup) that is perfectly fine and up to you.

Class Attendance & Participation.

It's important to attend every class and be prompt because your classmates depend upon your listening and feedback. 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 all hours of the class, including on the days you present. Your attendance and participation grade will be based upon:

- Regular attendance (one absence permitted without grade penalty).
- Meaningful written feedback on the message evaluation form.
- Notes taken on back side of the evaluation form (this helps your classmates see what you heard).
- Regular quality participation in the verbal feedback session following each message.

Students are to listen attentively with Bibles open during classmate presentations and not perform other tasks. Computers, tablets, mobile phones, other books should be out of sight except during breaks or if by prior permission due to personal or professional obligations.

Full points for this assignment will not be awarded by default but must be earned.



Course Objectives Related to MDiv* Student Learning Outcomes

Course: O2PT5125, Preaching Lab 1

Professor: Michael Glodo

Campus: Orlando

Date: Fall 2022

MDiv* Student Learning Outcomes <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> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		Rubric ➤ Strong ➤ Moderate ➤ Minimal ➤ None	Mini-Justification
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	Course work & evaluation criteria are predominantly based on oral & written communication about biblical content.
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	Basis for methodology & content of all assignments is scripture, including research in original languages, integration of theological concepts, comprehension & articulation of biblical content.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Assignments & evaluation criteria based on Reformed understanding of preaching; class messages are expected to articulate Reformed distinctives when arising in scripture & to interpret scripture within the framework of Reformed theology.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Message preparation & in-class assessments require humility & love for neighbor.
Worldview	Burning desire to conform all of life to the Word of God. Includes ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Message assignments require significant application component which is purposed to shaping outlook & lives of hearers.
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.)	Strong	Messages are expected to offer Christ, be evangelical—that is, be <i>for</i> the listener even when the subject is difficult.
Pastoral Ministry	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.		Entirety of course is focused on preaching. Students are required to read scripture & pray as if in the context of a worship service. Pastoral care is integrally related to preaching & vice versa. Empathy is an important quality for both & is to be reflected in the exposition & especially the application of scripture.

