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## PROFESSOR'S CONTACT INFORMATION

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

**EMAIL:** [mglodo@rts.edu](mailto:mglodo@rts.edu)

**PHONE:** 407.278.4476

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## COURSE DATES

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**REGISTRATION DEADLINE:** May 29, 2023

**COURSE DATES:** May 29 – August 5

**ONLINE DATES:** May 29 – July 8

**IN-CLASS DATES:** July 10-14, 9:00am – noon

**COURSE COMPLETION DATE:** August 5

### SUMMARY OF DUE DATES:

See [course schedule](#) on pp. 5-6.

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## COURSE OVERVIEW

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### DESCRIPTION:

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).  
*2 credit hours*

### PURPOSE:

The purposes of this course are to impart foundational commitments undergirding a biblical approach to preaching, to apply these commitments by writing an expository sermon, to provide a framework and experience for leading in public prayer, and to equip you with the needed skills for preparing and preaching expository sermons.

## GOALS:

- *Comprehension: to understand...*
  - the variety of scriptural prayers and their function in pastoral ministry and worship.
  - the biblical and theological foundations for preaching and teaching scripture.
  - the importance of expository preaching as the primary approach to preaching.
  - the attributes and constituent parts of an excellent 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.

## COMMUNICATION:

Canvas offers several ways of interacting with Professor Glodo. 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 an individual question. Third is the *Big Blue Button*. BBB 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 threaded replies to the *Ask the Professor* discussion or via the BBB.

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

## COURSE REQUIREMENTS

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The course does not officially open online until the online date indicated above. Students are advised to begin reading the assigned texts and locating exegetical resources as soon as possible.

The optimal pattern of learning would be to watch the lectures and do the reading before the weekend and then complete the homework after, rather than trying to do everything on a Saturday.

The course requirements with their respective percentages are as follows:

Leading in prayer assignments	15%
Quizzes on Chapell reading & online lectures	20
Student-professor discussions	5
Sermon preparation assignments	20
Lecture notes	15
Sermon manuscript	25

## READING/VIEWING

Chapell, Bryan. *Christ-Centered Preaching*. 3<sup>rd</sup> ed\*. Grand Rapids: Baker Publishing, 2018. ISBN 978-0801099748.

Glodo, Michael J. "In Defense of the Ass: Is the Sermon a 'Relic of the Reformation?'" *Reformation* 21, April 2015. [Available on Canvas]

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\* Using a previous edition means you assume the risk of any quiz questions which may be unique to the third edition.

- . "The Aaronic Blessing and Worship," chapter 6 of *The Lord Bless You and Keep You: The Promise of the Gospel in the Aaronic Blessing* (Wheaton, IL: Crossway, 2023), 137-67. [Available on Canvas]
- . "Prayer and Worship." Wisdom Wednesday, Feb 14, 2017. [https://youtu.be/zfloD286\\_ng](https://youtu.be/zfloD286_ng).
- Johnson, Terry L. and J. Ligon Duncan III, "Reading and Praying the Bible in Corporate Worship" in *Give Praise to God: A Vision for Reforming Worship*, ed. Philip Graham Ryken, *et al.* Phillipsburg, NJ: P&R Publishing, 2011. 140-69. [Available on Canvas]
- Old, Hughes Oliphant. *Leading in Prayer: A Workbook for Worship*. Grand Rapids: Eerdmans Publishing, 1995. ISBN 978-0802808219.

## EXEGETICAL RESOURCES

The sermon preparation assignments and final sermon manuscript will be based on an assigned scripture text. You will be assigned to a Canvas group working on your scripture passage by the start of the course. Study packets for those sermon texts will be available on Canvas, but you are welcome and encouraged to obtain and use your own sound and substantive exegetical resources such as a New Testament introduction, Bible dictionaries or encyclopedias, and exegetical commentaries. Sermons of others are not to be used as study resources. You may consult study Bibles, but they don't qualify as resources since they consist of summarized conclusions rather than the information on which conclusions are drawn. Use of homiletical commentaries, printed or recorded sermons, and other similar "finished products" is discouraged for purposes of this course.

## 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. Each individual assignment is to be submitted as a document upload on Canvas but be sure to retain a copy of your assignments for yourself.

## LECTURE NOTES

You will be provided basic lecture outlines to use for your notetaking. At the conclusion of the on-campus phase of the course you will submit all your lectures notes—pre-campus as well as on-campus. Notes may be typed or handwritten but must be your own work. They may be submitted in Word, RTF, or PDF format (no Pages documents). Your notes are to be the product of your own attentive listening to the lectures, both recorded and live. They are not required to be transcriptions. In fact, transcribing is not optimal learning. On the other hand, learning isn't the same as simply listening. Hearing and understanding a concept when it is said does not mean you remember it and recognize ways to apply the concept. If you are unaccustomed to taking careful notes, there are numerous resources on the web giving good advice.

## QUIZZES ON CHAPPELL READING & LECTURES

You will read the assigned pages in Chappell according to the course schedule below and take a series of objective or short answer quizzes based on the assigned reading and the online lecture(s) indicated in the quiz titles. Quizzes are on the assigned readings and the lectures for each week. Quizzes are timed and to be taken without notes. The material covered, number of questions, and time allotted will be indicated on Canvas before you begin each quiz. While all the quizzes will be open at any time, they must be taken in order and by the deadline. You may take each quiz up to twice with the average score counting. If English is your second language or you have a diagnosed learning disability, you may request added time for each quiz.

## STUDENT-PROFESSOR INTERACTIONS

The hybrid format of the class requires a certain number of direct interactions between the professor and student. These interactions will consist of simple questions soliciting students' thoughts about a variety of issues related to preaching and will require only a few moments of reflection to respond.

## SERMON PREPARATION ASSIGNMENTS

In the weeks leading up to and during the week on campus you will complete steps toward preparing your sermon manuscript. These pre-campus components are included in the course schedule below. Additional steps will be covered during the on-campus period. At the start of the course, you will be assigned a scripture passage with a small group of classmates. You will have the opportunity to share research resources with one another on Canvas. To fulfill the student-to-student interactions required by the hybrid format of the course, these assignments will include a peer review portion in which each group member will review and comment on fellow group members' assignments. Those peer reviews are typically due the week following the assignment itself. Peer reviews are expected to be substantive, i.e., specific observations or questions. The peer review prompt will not appear until the deadline for the related assignment has come.

The primary objectives for these preparation assignments are as follows:

- Exegetical research on your sermon scripture passage.
- Identify a Fallen Condition Focus (FCF) and formulate a sermon thesis (Big Idea) for your sermon according to the directions in the Chapell readings and recorded lectures.
- Develop a main point outline which implements your Big Idea.

As the pre-class assignments are submitted, you will receive feedback from me which will assist you in progressing to the next steps and the final sermon manuscript. Be sure to bring this work with you to campus so that it will be available for additional steps. Following is a list and brief explanation of these assignments. Complete instructions will be provided on the exegetical worksheet instructions document on the Canvas home page.

*Book summary, exegetical outline & exegetical summary of meaning for scripture passage* – an exegetical outline of your assigned passage along with a summary statement of the meaning of the text for the original audience and list of research sources fitting the criteria provided in the lectures.

*Sermon thesis (Big Idea) & Fallen Condition Focus (FCF)* – a sermon proposition is a single statement in indicative/imperative format summarizing the sermon.

*Main Point Outline* – the main points of your sermon, each point in indicative/imperative form.

*Sermon introduction & conclusion* – a manuscript of your sermon introduction and conclusion which includes the elements as set forth in the reading and recorded lectures.

## SERMON MANUSCRIPT

By the date indicated in the schedule you will submit a full sermon manuscript for a 30-minute sermon (approx. 3,000 words ±500) based on the scripture text assigned by the professor and conforming to the requirements covered in the readings and lectures.

The manuscript should have a cover sheet which states your FCF(s), thesis, main point outline, and transitional statements. A sermon manuscript checklist will be provided to help you review your manuscript before submission. The manuscript is to be uploaded to the course web page by the date indicated above in Word, RTF, or PDF format (no Pages documents).

## EXAMS

There are no exams.

## GRADING POLICY

Late work will be penalized unless prior permission for late submission was granted. Assignment deadlines are typically 6:00 p.m. on Saturday evenings so that you can begin to properly prepare for the Sabbath. If you are not in the Eastern U.S. time zone and Canvas indicates the assignment is late, ignore the late notice. I will take into account the necessary time zone adjustment.

The published RTS grading scale is used in this course. See the RTS Catalog.

## IN-CLASS TECHNOLOGY

Electronic lecture outlines will be provided for the pre-campus recorded lectures. Printed outlines for each day's on-campus lectures will be distributed in class and will be available in electronic form.

Students are required to have a print bible every day for the on-campus sessions.

Laptops and tablets are only permitted if you limit them to class use while class is in session.

Additionally, mobile phones are to be out of sight and not used when class is in session unless you need to be reachable for timely or urgent professional or personal reasons. (e.g., you are a fireman on call, your wife is pregnant, or you are a member of Seal Team Six). Please inform me if that is the case.

Students should bring a printed Bible to class each day.

## COURSE SCHEDULE

### ONLINE SCHEDULE

Weekly assignments are due by 6:00 p.m. on the Saturday indicated (deadline will be set for Eastern Daylight Time, so you may ignore late notices due to time zone differences.). This is to encourage you to be present with your family on Saturday evenings and to begin preparation for the Sabbath. Many assignments are open at the beginning of the course and can be completed at any time prior to their deadline, so any planned travel, vacation, or other responsibilities should be anticipated and planned for in advance. Late assignments submitted on the Sabbath will not mitigate their lateness. It would be better to finish them on Monday and turn them in then. Consider giving the Lord your best and not planning on Sunday being coursework day.

<u>Week ending</u>	<u>Lecture Topic(s)</u>	<u>Reading/Viewing Assigned</u>	<u>Assignments Due</u>
<i>June 3</i>	Course introduction Prayer in preparation & public ministry Exegetical method introduced	<i>Leading in Prayer, 11-23</i> Glodo Wisdom Wednesday video on Prayer Glodo, "The Aaronic Blessing..." Johnson & Duncan, "Reading & Praying the Bible..." <i>Chapell, intro &amp; chs 1-3</i>	<i>Prayer project 1</i> <i>Lectures &amp; Reading Quizzes</i> <i>Exegesis step 1 – resources, Bible book summary</i> <i>Student-to-professor discussion 1</i>
<i>June 10</i>	Expository preaching defined & defended	<i>Leading in Prayer, 55-75</i> <i>Chapell, chs 4-5</i>	<i>Prayer project 2</i> <i>Lectures &amp; Reading Quizzes</i> <i>Student-to-professor discussion 2</i> <i>Peer review on previous sermon prep assignment</i> <i>[Study assigned scripture passage]</i>

<u>Week ending</u>	<u>Lecture Topic(s)</u>	<u>Reading/Viewing Assigned</u>	<u>Assignments Due</u>
June 17	Sermon development & the big idea	<i>Leading in Prayer</i> , 77-90 Chapell, ch 6	Prayer project 3 Lecture & Reading Quizzes Exegesis step 2 – exegetical summary & outline Student-to-professor discussion 3
June 24	Sermon structure Sermon unity & progression	<i>Leading in Prayer</i> , 139-152 Chapell, chs 7-8	Prayer project 4 Lecture & Reading Quizzes Exegesis step 3 – FCF & Big Idea Student-to-professor discussion 4 Peer review on previous sermon prep assignment
July 1	Introductions & conclusions	<i>Leading in Prayer</i> , 175-195, 291-306 Chapell, ch 9	Prayer project 5 Lecture & Reading Quizzes Exegesis step 4 – Revised Big Idea, main point outline Peer review on previous sermon prep assignment
July 8	Christ-centered preaching	<i>Leading in Prayer</i> , 361-370 Chapell, chs 10-11	Prayer project 6 Lecture & Reading Quizzes Sermon introduction & conclusion Peer review on previous sermon prep assignment
Week of July 10-14	Theological foundations for preaching Exposition Application Illustrations Christ-centered exposition Sermon delivery	Glodo, “In Defense of the Ass”	Peer review on previous sermon prep assignment
July 17			Lectures notes due on Canvas
July 22			Prayer project 7
August 5			Final sermon manuscript due on Canvas

## PRAYER PROJECT ASSIGNMENTS

Following are the specific assignments for the prayer project requirement. These assignments are to be submitted as document uploads on Canvas. The following is provided in a separate document on Canvas to be downloaded and saved by you and used as a template and to store your cumulative work. For the individual assignments, submit only the portion due for that week.

The below questions related to statements for worship bulletins are not based on the reading in Old, but require you to internalize and express what you have learned from Old.

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### PRAYER PROJECT ASSIGNMENT 1: INVOCATIONS

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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.

4. Write two prayers of invocation incorporating the above six elements in the three parts, first using more formal language, then making the same prayer in less formal language.
5. Write a brief (2-3 sentence) church bulletin announcement briefly describing an invocation and why it's included in worship.

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#### PRAYER PROJECT ASSIGNMENT 2: PSALMS AS PRAYER

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Reading: Old, pp. 55-75

1. What is a metrical psalm? (You may use additional sources to research this question.)
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.
6. Write a church bulletin announcement briefly describing the important role of Psalms in prayer.

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#### PRAYER PROJECT ASSIGNMENT 3: PRAYERS OF CONFESSION & SUPPLICATION

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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).
5. Write a church bulletin announcement briefly describing in terms a normal person would understand what prayers of confession and supplication are and why we pray them in public worship.

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#### PRAYER PROJECT ASSIGNMENT 4: PRAYER FOR ILLUMINATION

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Reading: Old pp. 139-52

1. What are the theological and biblical justifications for praying prayers of illumination?

2. Why should we pray prayers of illumination?
3. What should we pray for in a prayer of illumination?
4. Compose a prayer for illumination using scriptural expressions, first using formal language, then the same prayer in less formal language.
5. Write a church bulletin announcement briefly describing in terms a normal person will understand what a prayer for illumination is and why we pray them.

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#### PRAYER PROJECT ASSIGNMENT 5: PRAYERS OF INTERCESSION

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Reading: Old 175-95

1. What are the three theological foundations Old provides for intercessory prayer in public worship?
2. What are the five areas of intercession delineated in Old's sample prayers?
3. Compose a prayer of intercession using scriptural phrases.
4. Write a church bulletin announcement briefly describing in terms a normal person will understand what a prayer of intercession is and why we pray them in public worship.

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#### PRAYER PROJECT ASSIGNMENT 6: PRAYERS OF THANKSGIVING

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Reading: Old 291-306

1. What three components of a thanksgiving prayer does Isaac Watts recommend?
2. Choose a psalm of thanksgiving and compose a prayer of thanksgiving following the contours of that psalm.
3. Write a church bulletin announcement briefly describing in terms a normal person will understand what a prayer of thanksgiving is and why we pray them.

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#### PRAYER PROJECT ASSIGNMENT 7: THE ORDERING OF PUBLIC PRAYER

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Reading: Old 361-70

1. Write a brief statement about the help and importance of a good order for public prayer in worship.
2. Has this prayer project (readings, lectures, and assignments) changed your outlook on prayer in worship? If so, how?
3. In what way do you think your church could grow most in public prayer together?



4. What personal challenges has this prayer project presented to you?



### Course Objectives Related to MDiv\* Student Learning Outcomes

Course: 02PT5100/01–Communication I (Hybrid)

Professor: Michael J. Glodo

Campus: Orlando

Date: Summer 2023

<b>MDiv* Student Learning Outcomes</b> <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>		<b>Rubric</b> ➤ Strong ➤ Moderate ➤ Minimal ➤ None	<b>Mini-Justification</b>
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Strong	Major assignments and class exercise all primarily involve communicating biblical truth well.
<b>Scripture</b>	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	Emphasis on exposition of original meaning of scripture. Lectures and assignments on Biblical foundations of preaching, Praying scripture and divine reading of scripture.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Reformed doctrine of the preached word provides the foundations for the course. Reformed distinctives as they occur within scripture.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Units on praying scripture and divine reading of scripture aimed at personal as well as ministerial development.
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Moderate	Preaching will be presented as the primary means of shaping the worldview of church.
<b>Winsomely Reformed</b>	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	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.
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	All assignments lead toward or involve preaching.
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Strong	Instruction and assignments in leading public prayer which provides the primary structure for public worship.
<b>Shepherd</b>	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	Preaching is one of the principal means of shepherding. Unit on prayer makes pastoral applications.
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Preaching must relate to and address the world's problems and concerns.