

**Preaching Lab 2 (06PT5175/01)**  
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July 24-July 27 | 9:00 AM – 3:30 PM

**COURSE PURPOSE**

1. To receive concrete feedback both on sermon delivery *and* preparation process
2. To learn from instructor's experience of preaching and preparing
3. To analyze sermons from various (well-known) preachers

**COURSE DESCRIPTION**

1. Each day will begin with two hours of instruction on delivery and preparation
2. Each student will preach a sermon and receive feedback for the remainder of the day

**COURSE TEXTS (\* Required; ^ Recommended)**

1. ^ Allen, Lewis. *The Preacher's Catechism*
2. ^ Begg, Alistair. *Preaching for God's Glory*
3. ^ Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*
4. ^ Clowney, Edmund P. *Preaching and Biblical Theology*
5. \* Jeon, Paul, *On Preaching Better*
6. \* Goldsworthy, Graeme. *Preaching the Whole Bible as Christian Scripture*
7. ^ Greidanus, Sidney. *The Modern Preacher and the Ancient Text*
8. ^ Helm, David. *Expositional Preaching: How We Speak God's Word Today*
9. \* Keller, Timothy J. *Preaching: Communicating in an Age of Skepticism*
10. ^ Lloyd-Jones, D. Martyn. *Preaching & Preachers*
11. ^ Millar, Gray; Campbell, Phil. *Saving Eutychus: How to Preach God's Word and Keep People Awake*
12. ^ Motyer, Alex. *Preaching?: Simple Teaching on Simply Preaching*
13. ^ Piper, John. *The Supremacy of God in Preaching*
14. ^ Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages.*
15. ^ Ryken, Leland. *Preach the Word: Essays on Expository Preaching: In Honor of R. Kent Hughes*
16. \* Ryle, J. C. *Simplicity in Preaching*
17. ^ Spurgeon, Charles. *Lectures to My Students*
18. ^ Stanley, Andy. *Communicating for a Change*
19. \* Stott, John. *Between Two Worlds: The Challenge of Preaching Today*

**COURSE GRADING SCALE**

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|---------------------|-----|
| 1. Sermon 1         | 15% |
| 2. Sermon 2         | 20% |
| 3. Sermon 3         | 20% |
| 4. Sermon 4         | 20% |
| 5. Reflection Paper | 25% |

## **COURSE ASSIGNMENTS**

**Prior** to the course, students should have four sermons outlined and “prepared,” two from the Old Testament, two from the New Testament. The sermon should go for 15-20 minutes. Students are welcome to use sermons they have already prepared/preached.

**Reflection Paper:** Students will outline a plan for improving as preachers over the next decade. This plan should include ten bullet points on how to improve in their delivery and ten bullet points on how to improve in their preparation. This reflection paper should be marked by clarity, concreteness, and conciseness.

## **ATTENDANCE POLICY**

Full attendance is expected given this is an intensive.

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

Course: Pastoral Ministry (06PT5175/01)

Professor: Paul S. Jeon

Campus: Washington, DC

Date: July 24-27

<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> <ul style="list-style-type: none"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	<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. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	The class encourages discussion and requires students to express their opinions in the form of papers and presentations.
<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	All our discussions assume the authority of Scripture.
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	All our discussion presupposes a reformed worldview. In addition, I regularly refer to relevant sections of the Standards.
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	In our time together, we regularly reflect on "personal application" and ministry relevance.
<b>Worldview</b>	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.	Strong	See notes under "Reformed Theology."
<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.)	Strong	This is an absolute must especially for our DC students. I regularly bring in perspectives that differ from what we believe at RTS to demonstrate their respective strengths and weaknesses.
<b>Pastoral Ministry</b>	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.	Strong	This is basic to all <i>seminary</i> courses, especially when they are taught by pastor-scholars.