



REFORMED THEOLOGICAL SEMINARY – WASHINGTON, D. C.

COMMUNICATIONS 06PT5100

COURSE SYLLABUS

Tuesday, 12:30 pm to 2:30 pm
August 29 to December 5, 2023

Visiting Lecturer in Pastoral Theology: Dr. David V. Silvernail, Jr.

- **CONTACT INFORMATION FOR DR. SILVERNAIL:** If you have questions, cannot attend a class, or need any further assistance, please don't hesitate to contact me.

Address: Potomac Hills Presbyterian Church
2 Cardinal Park Drive, SE Suite 101A
Leesburg, VA 20175

Cell #: (703) 431-0046

Email: dsilvernail@potomachills.org (best way to reach me)

A brief biography of Dr. Silvernail is available at
<http://www.potomachills.org/dr-david-silvernail>

- **OFFICE HOURS:**
 - Office hours will be in the classroom on Tuesdays from 11:00 am to 12:00 pm. Otherwise, please make an appointment to meet at the RTS office or you may contact the instructor to setup an alternate time and place.

NOTICE – PLEASE READ CAREFULLY!
THERE ARE READING REPORTS
DUE ON THE FIRST DAY OF CLASS!

- **COURSE DESCRIPTION:** This course addresses 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.

- **CLASS COUNSEL**
 - I recognize that many of you work long days and have awkward commutes. Please leave sufficient time to battle adverse traffic so that you can arrive on time.

 - Please come to each class prepared, with readings and reading reports completed. From the first class, I will call on students to discuss assigned material. It is a courtesy to teacher and fellow students alike if your class contributions are informed by prior study. Take notes of these discussions. These exchanges are a vehicle for learning, and you will be expected to retain the material that we discuss.

 - Please ask questions in class. When necessary, I will establish the boundaries and let you know when I need to press on in delivering information and when we should stop to enjoy a discussion. But a certain amount of time is set aside each week for discussion, and I would be disappointed if we did not make it useful.

 - Give some thought to your questions. There is no question too simple to ask (although there are many that are too difficult to answer). But please do not stop the class to regale it with stories, ride hobbyhorses, play teacher to your fellow students, or ask to have a word spelled.

 - Please turn off your cell phones. Checking your mobile phone in a class discussion or lecture is as thoughtless as checking it while holding a conversation.

 - Please do not use web access for web-surfing, chatting, and emailing.

 - You may quietly snack and drink and stretch in class, or pace about the back of the room if it helps you stay alert.

The focus of this course is not on the history and philosophy of preaching/teaching, although there will be some materials on that subject. Rather, we will spend the bulk of our time discussing the mechanics of “Gospel Communication” in relation to the ministry of the Word of God in the local church. The principles discussed in this class will often times seem more testimonial than principal. Students should know that there is more than one correct way to prepare for Scriptural instruction and they will be encouraged to discover their own practices as it is helpful to them.

- **COURSE OBJECTIVES:** Objectives are in two parts which parallel the hybrid nature of the course.
- **A MIND FOR TRUTH (Cognitive — Know/Understand):**
 - The student will gain a greater knowledge of Communication theory:
 - ✓ To understand the biblical and theological principles of homiletics.
 - ✓ To understand basic sermon components and their functions.
 - ✓ To understand the fundamentals of sermon preparation and delivery.
 - ✓ To understand the priority and practice of Christ-centered preaching.
 - The student will gain a greater confidence in the Logos (The Word) itself and its ability to affect transformation in the lives of people.
- **A HEART FOR GOD (Affective — Feel/Motivation):**
 - The student will gain a greater respect for how the preacher must be prepared — personally, pastorally, and prayerfully.
 - The student will gain a greater sense of how to minister, through preaching, to the hearts and minds of the individuals in the congregation.
 - The student will grow in conviction regarding the necessity of Christ-centered preaching for the spiritual health of both the preacher and the congregation.
 - The student will gain a greater confidence in the exercise of Pathos (Passion / Compassion) and his own ability to believe what he is preaching to others, in a way that is clear to the others.
- **FOR SERVANT LEADERSHIP (Volitional — Do/Competencies):**
 - The student will increase personal competency in Christ-centered preaching.
 - The student will gain a greater respect and appreciation for how sermons are used in the spiritual formation in the life of a local congregation.
 - The student will gain a greater understanding of how sermons are contextualized for a particular congregation, with respect to demographic diversity.
 - The student will gain a greater confidence in the presentation of Ethos (Character / Personality) and the congregation's ability to believe what he is preaching, based on trust in his character.

• **COURSE OBJECTIVES RELATED TO MDiv* STUDENT LEARNING OUTCOMES**

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<p><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></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<p>➤ Strong</p> <p>➤ Moderate</p> <p>➤ Minimal</p> <p>➤ None</p>	
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	<p>1. Students will prepare two sermon manuscripts.</p> <p>2. Students will submit 6 book reports and 11 chapter exercises</p>
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	<p>1. Students will prepare sermon manuscripts from an Epistle (Romans) and a Gospel (John). They will have to demonstrate faithfulness to the text in their sermons.</p>
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	<p>1. Students will read and discuss the Biblical and theological principles of homiletics.</p>
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	<p>1. Students will not only learn about the mechanics and styles of preaching but will be encouraged to directly apply what they're learning to their own personal lives.</p>
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.	Minimal	<p>1. Students will work on appropriate life application for their congregations in their preaching preparation.</p>

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.)	Moderate	1. Students will learn how to winsomely evaluate sermons in an honest but constructive manner.
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.	Strong	<p>1. This is the primary purpose of the course; however, the focus is on the preaching process rather than the worship service as a whole.</p> <p>2. Student will open and close each class in prayer.</p> <p>3. Most pastoral ministry (shepherding, counseling, etc.) begins with the exposition of God's Word. There will be emphasis on ministering to the congregation through the use of appropriate life application.</p> <p>4. Students come from a variety of denominational backgrounds and will learn how to work with others; even though the course is taught within the context of a Presbyterian and Reformed ecclesiology.</p>

- **REQUIRED READING.** The reading requirement for this course is on par for a Master's degree course, as is evident below. *Assigned reading meets the academic requirements for both the Communications 1 Class and the Preaching 1 Lab (500 pages per credit hour).* Students will be responsible for the reading assignment as the requirements of the course will demonstrate.

☐ Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 3rd Edition. Grand Rapids: Baker Academic, 2018. (401 pages)

- ☐ Ash, Christopher. *The Priority of Preaching*. Scotland: Christian Focus, 2009. (122 pages)
- ☐ Capill, Murray. *The Heart is the Target*. Phillipsburg, NJ: Presbyterian and Reformed, 2014. (247 pages)
- ☐ Johnson, Dennis. *Him We Proclaim: Preaching Christ from all the Scriptures*. Phillipsburg, NJ: Presbyterian and Reformed, 2007. (400 pages)
- ☐ Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York, NY: Viking, 2015. (240 pages)
- ☐ Kim, Matthew. *A Little Book for New Preachers*. Downers Grove, IL: InterVarsity Press, 2020. (122 pages)
- ☐ Reed, Rick. *The Heart of the Preacher: Preparing Your Soul to Proclaim the Word*. Bellingham, WA: Lexham Press, 2019. (219 pages)
- ☐ Stott, John R. W. *Between Two Worlds: The Art of Preaching in the Twentieth Century*. Grand Rapids: Eerdmans, 1982. (340 pages)

2091 Total Pages

- ***Assigned reading for the Communications 1 Class for those who are not taking the Preaching 1 Lab (500 pages per credit hour).*** Students will be responsible for the reading assignment as the requirements of the course will demonstrate.
 - ☐ Chapell, Bryan. *Christ-Centered Preaching: Redeeming the Expository Sermon*. 3rd Edition. Grand Rapids: Baker Academic, 2018. (401 pages)
 - ☐ Ash, Christopher. *The Priority of Preaching*. Scotland: Christian Focus, 2009. (122 pages)
 - ☐ Keller, Timothy. *Preaching: Communicating Faith in an Age of Skepticism*. New York, NY: Viking, 2015. (240 pages)

- ❑ Stott, John R. W. *Between Two Worlds: The Art of Preaching in the Twentieth Century*. Grand Rapids: Eerdmans, 1982. (340 pages)

1103 Total Pages

• **REQUIREMENTS:**

- **ATTENDANCE:** Each student is required to attend each class. If you know you cannot make it to a class session, notify me in advance. Pastors readily reflect that some of the most important lessons learned in seminary were learned from classmates. Therefore, a portion of the final grade will be allotted to attendance and participation in the listening and feedback process.
- **POLICY ON CHEATING AND PLAGIARISM:** Cheating is the use of another person's work on behalf of your own work, with the assumption being that it is your work. The MLA Handbook for Writers of Research Papers says, "To plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else." Plagiarism is the use of ideas, information and content from a particular source without giving credit to that source by footnoting the source or accounting for it in a bibliography. Plagiarism is a Serious Violation of Academic Standards and will result in a grade of zero for that assignment. Plagiarism, whether intentional or unintentional, is considered academic theft. The RTS academic consequences of plagiarism are as follows: 1) First offense: The student must rewrite the paper and receive no better than a passing "D" grade for it. 2) Second offense: The student fails the entire course and will result in a referral to the Academic Dean for Disciplinary Action.
- **POLICY ON GRAMMAR AND SPELL CHECK:** Any work turned in which appears to lack "proofing" or displays poor grammar will receive a small penalty affecting the grade.
- **POLICY ON LATE ASSIGNMENTS:** Late assignments will be dropped **one full grade** on the above scale for each **day** they are late. For example, an assignment that is **one day late** will be dropped from an A to a B, **two days late** will be dropped from an A to a C, and so on. Missing assignments will be given a zero (0).

** Late and Missing assignments are the primary reason for low course grades. **

- **ALL WRITTEN WORK SHOULD HAVE NAME, DATE, COURSE, AND ASSIGNMENT LISTED IN THE HEADER (FIRST PAGE ONLY) ACCORDING TO THE FOLLOWING FORMAT:**

Name of Student Here
August 23, 2022

Communications 6PT5100
Kim Reading Report

- **ALL WRITTEN WORK IS TO BE SUBMITTED IN MICROSOFT WORD (NO PDF'S).**
 - **ALL WRITTEN WORK IS TO BE SUBMITTED IN TIMES NEW ROMAN, 12 POINT, DOUBLE-SPACED, ONE INCH MARGINS, SINGLE-SIDED, WITH PAGE NUMBERS.**
 - **AS THIS IS AN ACADEMIC COURSE, EACH STUDENT WILL FOOTNOTE ALL THEIR WORK (INCLUDING SERMON MANUSCRIPTS) WITH ANY REFERENCES THEY USE FROM ANY OTHER WRITTEN TEXT, AUDIO, OR INTERNET SOURCE.**
- **ASSIGNMENTS:**

1. **Reading Reports:**

Chapell Reading Report: In place of a Midterm exam, each student will turn in a Reading Report on the required reading textbook by Bryan Chapell (normally two chapters per week). At the end of each chapter, there are a series of “Questions for Review and Discussion.” Students are to answer those questions (at least one paragraph per question) and turn them in on the date that chapter is covered in class. Students are not required to do the exercises that follow the discussion questions.

Preaching Books Reading Reports: In place of a Final exam, each student will turn in a Reading Report on **ALL** of the other required reading textbooks. Students will write a brief report (approximately four pages) following the form provided below. Students are to answer those questions and turn them in on the date that book is covered in class.

(Johnson and Stott only require one book report each)

2. **Illustration File:**

Each student will gather a preaching illustration from events since the last class. These illustrations cannot come from the required reading, or any other books related to preaching, but rather from the events of everyday life. Illustrations can come from the news, sports, movies, music, or any other medium. **But they must be fresh! (i.e. since the last class).** Illustrations should normally be one page in length.

3. Sermon Manuscripts:

Each student will have to prepare ready to preach sermon manuscripts as part of the class. Time will be spent during class on the preparation and delivery of public addresses and speaking.

Sermon Manuscript #1: Student will prepare a sermon manuscript based on a didactic passage in the Epistle to the Romans.

Sermon Manuscript #2: Student will prepare a sermon manuscript based on a narrative passage in the Gospel of John.

- Each sermon manuscript should be planned for a 25-minute delivery and be ready to be preached in the context of the student's current church.
- **A two-page outline and a full word-for-word manuscript** (Times New Roman, 12 point, double-spaced, single sided, with page numbers) of each sermon are to be provided to the instructor **on their due date**.
- Each sermon manuscript should have **three sentences** at the top (before the sermon is started):
 1. **Fallen Condition Focus** – what is the issue being addressed
 2. **Redemptive Focus** – how does Christ resolve the issue
 3. **Main Point** – what is the main point of the sermon

- **DUE DATES OF ASSIGNMENTS & PERCENTAGE OF TOTAL GRADE:**

- Chapell Reading Reports: 20% of total grade Sept. 5– Oct. 10 (weekly)
- Preaching Books Reports: 20% of total grade **Aug. 29;**
Oct. 24 – Dec. 5 (weekly)
- Romans Sermon Manuscript: 20% of total grade Oct. 31
- John Sermon Manuscript: 20% of total grade Dec. 5
- Illustration File: 10% of total grade Weekly
- Class Participation: 10% of total grade Weekly

- **GRADING SCALE:** The standard RTS grading scale will be used:

A	(97-100)	4.00	C	(80-82)	2.00
A -	(94-96)	3.66	C -	(78-79)	1.66
B +	(91-93)	3.33	D +	(75-77)	1.33
B	(88-90)	3.00	D	(72-74)	1.00
B -	(86-87)	2.66	D -	(70-71)	0.66
C +	(83-85)	2.33	F	(below 70)	0.00

CLASS SCHEDULE

August 29

1. Introduction to the Course
2. Gathering Preaching Illustrations
3. Introduction to Preaching

Reading

Kim

Ash

September 5

4. Word and Witness
5. Preaching Illustrations
6. Obligations of the Sermon

Chapell, chapter 1
Chapell, chapter 2,
Appendices 1-3

September 12

7. The Priority of the Text
8. Preaching Illustrations
9. Components of Exposition

Chapell, chapter 3

Chapell, chapter 4

September 19

10. The Process of Explanation
11. Preaching Illustrations
12. Outlining and Structure

Chapell, chapter 5

Chapell, chapter 6

September 26

13. The Pattern of Illustration
14. Preaching Illustrations

Chapell, chapter 7

October 3

15. The Pattern of Application
16. Preaching Illustrations
17. Introductions, Conclusions, and Transitions

Chapell, chapter 8

Chapell, chapter 9

October 10

18. A Redemptive Approach to Preaching
19. Preaching Illustrations

Chapell, chapter 10 & 11

October 17

No Class — Reading Week

Read Ahead and work on the Romans Sermon Manuscript which is due Oct. 31

October 18

20. Developing Redemptive Sermons #1
21. Preaching Illustrations

Johnson, chapters 1-5

October 31

- 22. Finding the Redemptive Focus Exercises
- 23. Preaching Illustrations
- 24. Johnson Book Report
- 25. Preaching in a Post-Modern Culture #1a

Johnson, chapters 6-10

Romans Manuscript**November 7**

- 26. Recent Grads on Preaching Lessons learned
- 27. Preaching in a Post-Modern Culture #1b
- 28. Reed Book Report
- 29. Preaching Illustrations

(Guest Speakers)

Reed

November 14

- 30. How Women hear preaching
- 31. Preaching in a Post-Modern Culture #2
- 32. Keller Book Report
- 33. Preaching Illustrations

(Guest Speaker)

Keller

November 21

- 34. Preaching to the Heart
- 35. Engaging the Imagination
- 36. Capill Book Report
- 37. Preaching Illustrations

Capill

November 28

- 38. Diverse Congregations
- 39. Preaching Illustrations

Stott, chapters 1-4

December 5

- 40. Connecting to Christ
- 41. Answering the Why Question
- 42. Stott Book Report
- 43. Preaching Illustrations
- 44. Class Evaluations

Stott, chapters 5-8/9
(depending on edition)

John Manuscript

EXPOSITORY SERMONS ¹

Each student will prepare manuscripts for two expository sermons. These should be new sermon manuscripts prepared specifically for this class. Sermons will be evaluated on the following criteria:

1. **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 context (2 Timothy 2:15)
2. **Application** – since Scripture was inspired by God for the purpose of transforming His people throughout all ages (Romans 15:4; 2 Timothy 3:16-17), the sermon must contain application relevant to the contemporary audience which is reflective of the meaning of the Scripture text.
3. **Redemptive** – since the person and work of Jesus Christ is the hermeneutical key to Scripture and the decisive point of redemptive history (Luke 24; Galatians 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. The primary basis to determine your redemptive angle (or “Christ focus”) will be determined by your Scripture text.
4. **Clarity** – choice of words and phrases, appropriate and compelling language, clarity of sermon points or movements, ability to be followed by listeners, elocution, etc. should be clear. Clarity is greatly enhanced by recapitulation and transitional statements.

Each student is to list his Scripture text in full, followed by a written prayer for illumination, before the beginning his sermon. The reading of Scripture is a distinct element of worship, not buried inside the sermon after the introduction or later.

While illustrations are not listed above, good illustrations are great 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, giving just enough to capture the imagination of the listeners, but without too much 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 in such a way that they draw the listeners attention to the point. It’s especially important to formulate a clear tie-in statement to the point being illustrated. Writing out such statements help ensure that you as well as your hearers know what the point is.

Visual aids such as film clips or PowerPoint slides are NOT permitted in this course. Please do not incorporate them into your sermon manuscript.

¹ This page is an adaptation from the Communications course taught by Professor Michael Glodo of Reformed Theological Seminary in Orlando.

The proclamation of the Gospel (*kerygma*) should be distinguished from straight teaching (*didache*) which should both be utterly distinguished from entertainment or from the prioritizing of form over substance. While there is a continuum between *kerygma* and *didache* and while good proclamation contains some teaching and vice-versa, the preacher should always keep in mind that he is God's herald proclaiming the Good News of the Gospel as it's found in Jesus Christ. We must try to remember that it is the medium — the foolishness of the preached Word — which keeps us from voiding the power of God (1 Corinthians 1:17-18).

You should prepare your sermon manuscript for the specific context in which you would normally preach. Bear in mind that your sermons may be of some use in your future candidating. In that regard, the question of intended audience comes up. A preaching class is somewhat artificial by nature. Nevertheless, each of us are sinners 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.

- For male students, the context for preaching each sermon is that of a local church worship service.
- For female students, the context of teaching each lesson is that of a local church women's retreat.

If you have any questions, please see the instructor prior to the presentation of the sermon.

LEADING IN PRAYER

The ministry of public prayer is rapidly declining in North American worship (this might be so in other contexts, but this is the one with which I'm most familiar). The decline is reflected in ...

1. The absence of purpose for particular prayers and their functions within public worship;
2. The decreasing proportion of time spent in prayer in public worship;
3. The abandonment of public prayer by ministers of the Word and the handing over of that role to musicians and others without adequate understanding or training in the relationship of public prayer to the ministry of the Word;
4. Increased interest in fixed liturgies.

Most students have not experienced practiced, sound ministries of public prayer before or during seminary. This absence of examples further perpetuates the decline without conscious efforts to the contrary. **Each class will open and close with prayer and each student will lead in said prayers over the course of the semester.**

COMMUNICATIONS 1

PREACHING BOOKS READING REPORT

Name of Student here
November 14, 2023

Communications 1 06PT5100
Keller Book Review

Topic – What is this book about?

Give a brief overview of the book, including its theme and the author's theological perspective. (one paragraph)

Audience – Who is this book written for?

Who does the author identify as his audience? And why? (one paragraph)

Purpose – Why did the author write this book?

Explain its argument – not your reaction to its argument. (approximately 1/2 page)

Structure – How has the author structured the book?

How does he progress from the first chapter to the last? Some books are heavily dependent upon a specific structure while other books are much less so. The more heavily dependent the book is upon a structure, the more important it is that you describe it. (approximately 1/2 page)

Value – What is unique about this book?

What makes this book different from others that deal with the same topic? (approximately 1/2 page)

Critique – How well does the author succeed?

Earlier you identified the book's topic, audience, purpose and structure. Now you want to tell how well he succeeded in these things. Did he do justice to the topic? Did he write in such a way that will appeal to his audience? Did he achieve his purpose? Did he follow a clear structure and was that structure helpful? (at least 1 page)

- What strengths did you identify?
- What weaknesses did you identify?
- Is it faithful to Scripture?

Application – How did (or will) the book affect you in ministry?

Offer some specific application to your own ministry demonstrating the value and relevance of the material in this book. (approximately 1/2 page)

Student: _____

Grade _____

EVALUATION FORM FOR SERMON MANUSCRIPTS

Sermon Title: _____ Text: _____

Introduction

A B C D F

Did it grab my attention?

Did he give me a problem (F.C.F) from the text?

The Preaching Point ("The Big Idea")

A B C D F

Was a clear point to the message presented?

Was the point evident throughout the sermon?

Was the sermon what the text is about?

The Content of the Message

A B C D F

What were the major points of the outline? (List them)

How well did he explain/prove the points?

How well did he point back to the text?

Did the exegesis aid rather than impress?

Application

A B C D F

How well did he apply the points?

Was the application relevant?

Was the application effective?

Illustrations

A B C D F

Did the illustrations enhance the points?

What illustrations were used? (List them)

Conclusion

A B C D F

How well did he summarize the message?

How clearly did he restate the main point?

Was there a definite, purposed, pointed end?

Delivery

A B C D F

Did he use short, easy to follow sentences?

Did he use repetition for clarity and emphasis?

Were the transitions smooth?

Was the sermon written to be heard (not read)?

COMMENTS

How effective do you think this sermon will be at prompting people to become doers of the Word?

Was Jesus Christ central to the ideas and application of this sermon? How so?

How might this sermon be improved?

COMMUNICATIONS 1

STUDENT SURVEY ²

To be completed and turned in on the first day of class

Name _____ Date _____

I have preached in an actual church worship service approximately _____ times (Do not count youth group or other ministry opportunities).

Up to this point in time, I have taught or spoken publicly (counting all opportunities)

Check One:

- ☐ Quite a bit
- ☐ Several Times
- ☐ A Limited Number of Times

At this point in time, Lord willing,

- ☐ I have a strong sense of call to a preaching / teaching ministry.
- ☐ I expect to preach and teach as a supplemental aspect of the ministry I will be doing after I graduate.
- ☐ I'll use my time in seminary to better discern what role public ministry might have in my future.

For me individually, the hardest part of preaching is

One subject I would like us to discuss some time in class this semester is

² This page is an adaptation from the Communications course taught by Professor Michael Glodo of Reformed Theological Seminary in Orlando.