

Preaching Lab IA

PT5125

Reformed Theological Seminary – Charlotte

Spring 2026

Tuesdays 1-5pm

Professor: Dr. Mantle Nance

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Course Description

This course provides opportunities for students to prepare and deliver a variety of Christian messages. Each student will preach an expository sermon from a Psalm, another from a New Testament epistle, a funeral meditation, and an evangelistic meditation.

Prerequisites: Communication I

Course Objectives

1. To grow as servants whose preaching is marked by sound doctrine and sincere love.
2. To develop an understanding of preaching as a means of grace and an element of corporate worship.
3. To develop the skill of the public reading of Scripture.
4. To develop the skill of offering the prayer of illumination before the sermon.
5. To develop the skill of preaching from the Psalms and New Testament epistles.
6. To develop the skill of delivering funeral and evangelistic meditations (i.e., brief homilies).
7. To explore what it means to “preach Trinitarianly” and to develop that skill.

Required Reading

Mantle Nance, “Two Big-Picture Questions to Ask When Preparing, Delivering, and Evaluating Sermons” (2 pages, available on Canvas)

“Reading the Holy Scriptures” and “Preaching and Hearing the Word” in *The Directory of Public Worship (ARP)*, pages 13-16. (4 pages) <https://arpchurch.org/wp-content/uploads/2020/05/I-Directory-of-Public-Worship.pdf>

Requirements and Evaluation

1. Class attendance and participation: You must attend every class in order to preach your own sermons and to discuss and evaluate the sermons of your classmates. Unexcused absences will result in a deduction of your final grade.
2. Sermons
 - a. A Psalm: You will be *assigned* a Psalm from which you will preach an expository sermon of 20-25 minutes (clock starts *after* you have read your passage and prayed). You will turn in the following to the professor just before you preach:
 - i. A hard copy of a full typed manuscript of your sermon (though you do not have to preach from it). The document that you turn in should include the following.
 1. Your name
 2. Your text
 3. The title of your message
 4. A New Testament scripture reference that complements the psalm / theme you are preaching on. Here, you are imagining that you are crafting a Sunday worship service around the theme of your sermon, and you are choosing a separate New Testament passage to be read earlier in the service that touches on the theme you want to emphasize or an application you want to make in your sermon.
 5. Along the same lines, the title of one Christian hymn (old or new) that connects with the theme you are preaching on and helps turn that theme into praise of the Triune God.
 6. A brief (1-5 sentences), thoughtful, and well-prepared prayer of illumination. This may be prayed before or after you read your text. (You won't pray another prayer after the sermon. Please simply conclude your sermon with something like "Amen" or "In the name of the Father, Son, and Holy Spirit, Amen.")
 7. The full manuscript of your sermon. You should prepare and deliver your sermon as though you are preaching to the congregation of a local church.
 - ii. If you have taken Hebrew, a paragraph summary of your work on the Hebrew, including how the Hebrew helped you understand the text better. You are not expected to do a full exegesis of the Hebrew, but key words or phrases should be examined.
 - b. New Testament epistle: You will be *assigned* a specific passage from an epistle from which you will preach an expository sermon of 20-25 minutes (clock starts *after* you have read your passage and prayed). You will turn in the following to the professor just before you preach:
 - i. A hard copy of a full typed manuscript of your sermon *or*, for this sermon, an outline consisting of the main points and transitional statements of your

sermon (you do not have to preach from either). The hard copy that you turn in should include the following.

1. Your name
 2. Your text
 3. The title of your message
 4. An Old Testament or a New Testament *Gospel* reference that complements the passage / theme you are preaching on. Here, you are imagining that you are crafting a Sunday worship service around the theme of your sermon, and you are choosing a separate text from the Old Testament or a Gospel to be read earlier in the service that touches on the theme you want to emphasize or an application you want to make in your sermon.
 5. Along the same lines, the title of one Christian hymn (old or new) that connects with the theme you are preaching on and helps turn that theme into praise of the Triune God.
 6. A brief (1-5 sentences), thoughtful, and well-prepared prayer of illumination. This may be prayed before or after you read your text. (You won't pray another prayer after the sermon. Please simply conclude your sermon with something like "Amen" or "In the name of the Father, Son, and Holy Spirit, Amen.")
 7. *A list of three areas of improvement that you hope to make from the preaching of the first sermon to the preaching of this one.*
 8. The full manuscript of your sermon *or*, for this sermon, an outline consisting of the main points and transitional statements of your sermon. You should prepare and deliver your sermon as though you are preaching to the congregation of a local church.
- ii. If you have taken Greek, a paragraph summary of your work on the Greek, including how the Greek helped you understand the text better. You are not expected to do a full exegesis of the Greek, but key words or phrases should be examined.
- c. Funeral Meditation (i.e., brief homily): After reading a passage of Scripture, you will deliver a well-crafted funeral meditation. You should turn in to the professor a hard copy of the notes or manuscript that you will use. This meditation should last 10-15 minutes.
- d. Evangelistic Meditation: After reading a passage of Scripture, you will deliver a well-crafted evangelistic meditation. You should turn in to the professor a hard copy of the notes or manuscript that you will use. This meditation should last 7-10 minutes.

3. Evaluation of sermons

- a. Your psalm and epistle sermons will be evaluated by the professor and your fellow students using an evaluation form. The evaluation form will include the following categories: Scripture reading, prayer of illumination, sound doctrine,

sincere love, clarity of a unified theme, clarity of outline (including introduction, main points, transitions, and conclusion), clarity of explanation of the passage, clarity and helpfulness of illustrations and application, technique of delivery (volume, intonation, eye contact, mannerisms).

- b. You will watch a video of your Psalm sermon and list *three areas of improvement from the Psalm sermon that you hope to implement in the epistle sermon*. As previously mentioned, a hard copy of this list will be turned in to the professor on the day you preach your epistle sermon.

4. Grades

Psalm Sermon	25%
Epistle sermon	25%
Funeral Meditation	15%
Evangelistic Meditation	15%
Student Evaluation Forms	10%
Attendance and Participation	10%

Extensions Policy for Assignments: In extenuating circumstances, a deadline extension of **up to one week** may be granted at the discretion of the professor. Requests for extensions of **more than one week** must be submitted to the Registrar for consideration by the Academic Dean in consultation with the professor. Extensions are granted only for significant emergencies or unforeseen circumstances, and a grade penalty may be applied. *All extension requests must be made prior to the assignment deadline.* No retrospective extensions will be granted.

RTS Charlotte

Student Instructions for Exams with LockDown Browser

1. Install the LockDown Browser application on the computer you intend to use for exams, prior to sitting for the exam, using this link:
<https://download.respondus.com/lockdown/download.php?id=998253613>
 - a. This link is ONLY for RTS students and covers Mac and Windows applications.
 - b. Be sure that you are able to log in to your Canvas account from the LockDown Browser before the day of the exam.
 - c. If you use internet filtering software (for example, Covenant Eyes) you may need to disable it before beginning an exam with LockDown Browser. Some types of filtering software can block your computer's connection to Canvas. Also, please be sure to add an exception for our Canvas URL: <https://rts.instructure.com>
2. The exam proctor should not be a current RTS student (current = taken a class within the past year but not yet graduated) or a member of the library staff.
3. The proctor must observe the student taking the exam and ensure that there are no devices or resources available other than the computer being used for the exam.
4. Access the exam during the date window specified for that exam.
 - a. Sign in with the proctor.
 - b. Start the LockDown Browser application using a wired or known reliable Wi-Fi connection. We do not recommend using restaurant or coffee shop Wi-Fi to take exams.
 - c. Have your student ID number and proctor details available to input into the exam.
 - d. Log in to your Canvas account.
 - e. Navigate to the exam. You will not be able to access the exam with a standard web browser. For additional details on using LockDown Browser, review this [Student Quick Start Guide \(PDF\)](#).
 - f. The time clock will begin once you open the exam.
 - g. The exam must be completed in one sitting. You may not exit and return to the exam later.
 - h. The exam will contain questions regarding an honor pledge, and certification that your proctor was present during the entire exam period.
 - i. Sign out with the proctor.
5. Proctors may be contacted to verify information regarding exam administration.
6. In the rare case of a technical issue (for example, if power goes out during exam) the proctor will document the date and time when the issue was reported. Once you open the exam using the LockDown Browser, you will not be able to access other programs on your computer.

RTS Charlotte Classroom Technology Usage

RTS Charlotte recognizes how essential it is for students to have reliable, campus-wide access to the internet. For that reason, we have made Wi-Fi available for our student body, not only in the library and student lounges, but also in the classrooms. We know that students need to use the internet to download class materials, access files on the Cloud, and locate other important information. However, we also recognize that internet access in the classroom provides opportunity for abuse and misuse. Some students have unfortunately used their internet access to engage in many activities that distract them from the classroom lectures (e.g., surfing the web, checking sports scores, playing games). Not only does such activity hamper a student's own seminary education, but it distracts other students who can easily view the screens of nearby students. In addition, donors and classroom guests (who often sit in the back) can see this inappropriate internet usage, which reflects poorly on RTS. Classroom etiquette includes leaving cell phones turned off, refraining from surfing the Internet or playing computer games or other distracting activities. In addition, students must respect standards set by individual professors regarding the use of technology during their class.

In order to address this issue, we must appeal to the integrity of the students as ones who are preparing for a lifetime of ministry to Christ and his church. We expect each student to take personal responsibility for proper classroom technology usage and to encourage others around them to do the same. All RTS-Charlotte students are accountable to the policies stated in the Student Handbook and Academic Catalog and are therefore expected to use technology in the classroom only for appropriate class-related activities. Student conduct is under the supervision of the Dean of Students.

Course Objectives Related to MACC Student Learning Outcomes

Course: PT5125 Preaching Lab IA
 Professor: Dr. Mantle Nance
 Campus: Charlotte
 Date: Spring 2026

<u>MACC Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<i>In order to measure the success of the MACC 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 MACC outcomes.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Articulation	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, cultural/global, and counseling-related information, including details, concepts, and frameworks.	Moderate	Students are given practical opportunities to develop the skill of preparing and delivering messages that communicate sound doctrine and sincere love.
Counseling Knowledge	Demonstrates knowledge of counseling theories and modern anthropology.	None	This course does not directly address counseling theories or modern anthropology.
Counseling Skill	Ability to apply biblical truths and common-grace insights in church-based counseling settings.	Moderate	Developing the ability to apply truth through preaching can translate into counseling.
Scripture	Significant knowledge of the original meaning of Scripture and ability to apply to modern counseling circumstances.	Moderate	Developing the ability to understand the original meaning of scripture and applying that meaning through preaching can translate into counseling.
Reformed Theology	Significant knowledge of Reformed theology and practice and ability to apply to modern counseling circumstances.	Moderate	Students are encouraged to preach messages that are theologically sound and rich.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Students are encouraged to view the prayerful preparation and delivery of sermons as sanctifying, worshipful acts of love

			for the Triune God and others.
Winsomely Reformed	Embraces a winsomely Reformed ethos.	Strong	Through practical opportunities, students are encouraged to understand their preaching as opportunities to win the lost, feed the sheep, and lead them in the worship of the Triune God.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: PT5125 Preaching Lab IA
 Professor: Dr. Mantle Nance
 Campus: Charlotte
 Date: Spring 2026

<u>MDiv* Student Learning Outcomes</u>		<u>Rubric</u>	<u>Mini-Justification</u>
<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> <small>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</small>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
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. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Students are given practical opportunities to develop the skill of preparing and delivering messages that communicate sound doctrine and sincere love.
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	Students are to study assigned Scriptural passages (in the original languages as they are able) in order to understand and apply those passages to the lives of others through preaching.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Students are encouraged to preach messages that are theologically sound and rich.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Students are encouraged to view the prayerful preparation and delivery of sermons as sanctifying, worshipful acts of love for the Triune God and others.
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	Students are encouraged to preach in such a way that equips the saints to view and live all of life in light of the Gospel.

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	Students are encouraged to preach in such a way that demonstrates the character of Christ (i.e., the fruit of the Spirit) towards those to whom they are speaking.
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	Through practical opportunities, students are encouraged to understand their preaching as opportunities to win the lost, feed the sheep, and lead them in the worship of the Triune God.