

**PT5175 HOMILETICS/PREACHING
LAB II
SYLLABUS**



**REFORMED THEOLOGICAL
SEMINARY
CHARLOTTE**

SPRING 2026

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SYLLABUS FOR PT5175 HOMILETICS/PREACHING LAB II
REFORMED THEOLOGICAL SEMINARY - CHARLOTTE
THUSDAYS, SPRING 2026
ROD CULBERTSON, JR.
ADJUNCT PROFESSOR OF PRACTICAL THEOLOGY

COURSE DESCRIPTION:

This course provides actual preaching opportunities for the senior seminary student. Experience will be provided in the following areas: Expository preaching from a narrative portion of Scripture, a Baptism sermon and a Wedding homily.

Prerequisites: Communication I, Preaching Lab I, Communication II.

COURSE OBJECTIVES:

COGNITIVE (KNOW/UNDERSTAND)

1. The student will learn how to apply previous instruction, from preaching to actual practice.
2. The student will learn how to preach from the Old Testament and New Testament narratives.
3. The student will discover his/her strengths and weakness in preaching and delivering sermons.

AFFECTIVE (FEEL/MOTIVATION)

1. The student will gain a greater conviction for the delivery of expository sermons as a means of grace for God's people.
2. The student will grow in his/her motivation to preach biblical sermons from the text.
3. The student will grow in his/her desire to preach biblically based baptism homilies.
4. The student will gain an appreciation for the preaching of a brief wedding homily which is personal and Christ-centered.

VOLITIONAL (DO/COMPETENCIES)

1. The student will preach two expository sermons from assigned texts, striving for improvement in all observable aspects of delivery.
2. The student will preach a baptism sermon for the purpose of experience and critique.
3. The student will preach a wedding homily for the purpose of experience and critique.

Course Objectives Related to MDiv* Student Learning Outcomes

Course: PT5175 Preaching Lab II
 Professor: Dr. Rod Culbertson
 Campus: Charlotte
 Date: Spring 2026

<u>MDiv* Student Learning Outcomes</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> <i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i>		<u>Rubric</u> • Strong • Moderate • Minimal • None	<u>Mini-Justification</u>
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	Will integrate hermeneutics, theology, biblical understanding, using verbal communication skills
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	Will integrate biblical study, theological and cultural understanding into a text and will apply to the specific preaching context
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Minimal	Sermons should demonstrate that Reformed theology is a foundation principle in preparation, delivery and application
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Preaching before a live audience always sanctifies the preacher who is sensitive to God's will
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	Application of preached Word from text to audience
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.)	Minimal	Emphasizes winsome approach to preaching the Word of God
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	Student will be tutored in the ability to preach God's word in clarity and with passion and application to parishioners' needs

REQUIRED TEXTBOOK:

Davis, Dale Ralph, [*The Word Became Fresh*](#).

Note: If you have already read this text, please refer to the list below or see Dr. Culbertson for an alternate textbook suggestion (see options below).

REQUIREMENTS AND EVALUATION:

I. Class attendance and discussion

You will be expected to attend **every class** in order to participate in your classmates' sermon experience and evaluation. Unexcused absences will adversely affect and/or jeopardize your final grade.

II. Sermons (80 points total)

- A. Narrative Exposition #1: The student will be *assigned* a specific narrative passage (which tells one story only) from the Old Testament and will develop and preach this passage before his/her fellow students. Time allotted for this sermon will be a maximum of **20 minutes** per individual sermon. (25 points)
- B. Narrative Exposition #2: The student will be *assigned* a specific narrative passage (which tells one story only) from the New Testament and will develop and preach this passage before his/her fellow students. Time allotted for this sermon will be a maximum of **20 minutes** per individual sermon. (25 points)

EXPOSITORY SERMON GUIDELINES:

- 1. For these two expository sermons, the student will be expected to explain the text in an expository fashion. **Do not simply retell the story of the narrative!**
 - 2. The expository sermon does not have to be "Christ-centered" or "Redemptive Historical" in nature, although that methodology is certainly welcome and encouraged.
 - 3. For the second Narrative Exposition, the student will list **THREE AREAS OF IMPROVEMENT** prior to preaching the sermon!
 - 4. Your sermon should be delivered as if your audience *is a congregation in a local church* (normally) and **not seminary students**.
 - 5. The usual weaknesses in delivery are the following: 1) Very poor eye contact, 2) Failure to make thoughtful pauses (due to trying to finish in 20 minutes), and 3) inability to express thoughts with your hands.
- C. Baptism Homily: The student will preach a sermon appropriate for an infant (or adult, if Baptist in theology) baptism, explaining the significance of Christian infant (or believer's) baptism based on Christ and/or Biblical principles. A brief word clarifying the nature of the gospel can and should be included but is not required. This is a homily, not an actual sermon, so it must be brief. Use a few words to express a clear idea and make one main point. Time allotted for this sermon will be a **maximum of 7 (seven) minutes**. (15 points).

- D. Wedding homily: The student will preach a sermon appropriate for a marriage ceremony, explaining the significance of a Christian marriage, or a marriage based on Christ and/or Biblical principles. A brief word clarifying the nature of the gospel can be included but is not required – it is encouraged, however. This is a homily, not an actual sermon, so it must be brief. Use a few words to express a clear idea and make one main point. Time allotted for this sermon will be a **maximum of 4 (four) minutes**. (15 points). **NOTE: You will not need the podium or lectern for this sermon, so bring a notebook or folder for your homily notes that is appropriate for the occasion.**

Method of delivery: The student has the freedom to preach these four sermons with or without a manuscript or notes. However, a Bible must be used in the Narrative expositions.

Appropriate Attire: The student will be expected to wear a coat and tie, or a suit and tie.

Evaluation: The student will be evaluated through a sermon critique form provided by the professor. This critique form will cover the following elements expected to be present in the preached sermon: Introduction, Outline, Transitions, Explanation, Illustrations, Application, Conclusion, and Movement/Progression.

This evaluation will be provided by two sources:

- A. Professor's evaluation (75%)
- B. Combined peer student preacher evaluations (25%)

III. Sermon Review (10 points)

The student is required to review **both** DVDs of his two Expository sermon deliveries in their entirety. These reviews must be done after the respective sermon. The student will give an account of his sermon review on the honor system.

IV. Manuscript (5 points)

Besides preaching the text, the student will be required to turn in a manuscript demonstrating the actual preparation for delivery of the sermon. This can be done through a couple of methods (student's choice):

1. A fully written out manuscript of the sermon.
2. A Homiletical Outline: loose notes or a bullet point outline demonstrating the student's work and thoughts in preparation.
3. Also, the student must provide a summary of his work on the Hebrew or Greek, including how the Hebrew or Greek has helped him understand the text better. It is not expected that the student will do a full exegesis of the Hebrew or Greek, but key verses/key words should be examined.

V. Reading (5 points)

The reading of, [*The Word Became Fresh*](#), by Dale Ralph Davis, in its entirety, will be required. ***This reading will be evaluated on the honor system, requiring a statement of material read and the student's signature.***

Suggested Reading (*or alternate textbook*)

1. Azurdia III, Arturo G. [*Spirit-Empowered Preaching*](#). London: Mentor, 1998. (Available as [eBook here](#))
2. Beeke, Joel R. [*How to Evaluate Sermons*](#). Darlington, England: EP Books, 2012.
3. Bewes, Richard [*Speaking in Public Effectively*](#). This is a brief, but very practical book on just what the title indicates! Dr. Bewes is a successor to Dr. John R. W. Stott at All Souls', Langham Place, London, one of the strongest evangelical parishes in the Church of England.
4. Broadus, John A. [*On the Preparation and Delivery of Sermons*](#).
5. Chapell, Bryan. [*Using Illustrations to Preach with Power*](#).
6. Davis, Dale Ralph, [*The Word Became Fresh*](#).
7. Doriani, Daniel M. [*Putting the Truth to Work: The Theory and Practice of Biblical Application*](#). Phillipsburg, NJ: P&R Publishing, 2001. (Available as [eBook here](#))
8. Goldsworthy, Graeme. [*Preaching the Whole Bible as Christian Scripture*](#). Grand Rapids, MI: Eerdmans, 2000. (Available as [eBook here](#))
9. Gordon, David T. [*Why Johnny Can't Preach*](#).
10. Greidanus, Sidney. [*The Modern Preacher and the Ancient Text*](#).
11. Hughes, Jack, [*Expository Preaching with Word Pictures*](#).
12. Johnson, Dennis, [*Him We Proclaim*](#). (Available as [eBook here](#))
13. Keller, Timothy. [*Preaching*](#). New York, New York: Viking, 2015. (Available as [eBook here](#))
14. Killinger, John. [*Fundamental of Preaching*](#).
15. Larsen, David, [*Telling the Old, Old Story*](#).
16. Liftin, Duane, [*Public Speaking*](#).
17. Lewis, Ralph, and Lewis, Gregg. [*Inductive Preaching: Helping People Listen*](#).
18. Lloyd-Jones, D. Martyn. [*Preaching & Preachers: 40th Anniversary Edition*](#). Grand Rapids, MI: Zondervan, 2011.
19. Logan, Samuel. [*The Preacher and Preaching*](#).
20. Mathewson, Steven D. [*The Art of Preaching Old Testament Narrative*](#). (Available as [eBook here](#))
21. Mawhinney, Bruce. [*Preaching with Freshness*](#).
22. Meyer, Jason C. [*Preaching: A Biblical Theology*](#). Wheaton, IL: Crossway, 2013. (Available as [eBook here](#))

23. Miller, Calvin. *[Preaching: The Art of Narrative Exposition](#)*. Grand Rapids, MI: Baker, 2010. (Available as [eBook here](#))
24. Muller, Richard A., and Rowland S. Ward. *[Scripture and Worship: Biblical Interpretation & the Directory for Worship](#)*. Phillipsburg, NJ: P&R Publishing, 2007.
25. Perkins, William *[The Art of Prophesying](#)*.
26. Perry, Lloyd M. *[Biblical Sermon Guide](#)*.
27. Piper, John. *[The Supremacy of God in Preaching](#)*. Grand Rapids, MI: Baker, 2015. (Available as [eBook here](#))
28. Robinson, Haddon W. *[Biblical Preaching: The Development and Delivery of Expository Messages](#)*. (Available as [eBook here](#))
29. Smith, Steven W. *[Dying to Preach](#)*. Grand Rapids, MI: Kregel, 2009.
30. Spurgeon, C. H. *[Lectures to My Students](#)*. (Available as [eBook here](#))
31. Stott, John. *[Between Two Worlds](#)*. Grand Rapids, MI: Eerdmans, 1982. (Available as [eBook here](#))
32. Yawn, Byron F. *[Well-Driven Nails: The Power of Finding Your Own Voice](#)*.

OT Passage	Narrative	Preacher
1. Genesis 28:10-22	Jacob's Dream	
2. Exodus 3:1-15	Moses and the Burning Bush	
3. Exodus 4:1-17	Signs for Moses	
4. Exodus 19:9-25	Israel at Mount Sinai	
5. Numbers 12	Miriam and Aaron Attack Moses	
6. Numbers 13:25-14:4	Return from Canaan Exploration	
7. Numbers 25:1-13	The Zeal of Phinehas	
8. Joshua 7:10-26	Achan's Sin	
9. 2 Samuel 12:1-15a	Nathan's Rebuke of David	
10. 1 Kings 11:1-14	Solomon's Demise	
11. Nehemiah 2:1-10	Nehemiah and the King	
12. Nehemiah 4:1-9	Opposition to Rebuilding the Wall	
13. Job 1	Job's Trial	

NT Passage	Narrative	Preacher
1. Mark 1:1-8	John the Baptizer, Forerunner of Jesus	
2. Mark 1:21-28	Jesus Heals a Man with Unclean Spirit	
3. Mark 1:40-45	Jesus Cleanses a Leper	
4. Mark 2:1-12	Jesus Heals a Paralytic	
5. Mark 4:35-41	Jesus Stills the Storm	
6. Mark 5:1-20	Jesus Heals a Man with a Demon	
7. Mark 5:21-34	Jesus Heals a Sick Woman	
8. Mark 6:14-29	The Death of John the Baptizer	
9. Mark 6:30-44	Jesus Feeds the 5000	
10. Mark 7:1-23	Jesus Confronts the Pharisees' Traditions	
11. Mark 10:35-45	The Request of James and John	
12. Mark 14:32-42	Jesus Prays in Gethsemane	
13. Mark 15:1-15	Jesus Before Pilate	

Note: RTS affirms that local churches, denominational structures, parachurch organizations, educational institutions, and mission agencies present many strategic ministry and leadership opportunities where preparation through the MDiv degree can be particularly helpful for women and other non-ministerial students. While RTS limits the MDiv preaching labs to male students, women in the MDiv degree program can either (a) take elective courses in the place of the two preaching labs, or (b) take a directed study in general communications, which may involve women or other non-ministerial students attending a section of the preaching lab with similar but alternative assignments.

PREACHING LAB II SCHEDULE 2025

Class	Reading	Sermon	Preacher 1	Preacher 2	Preacher 3	Preacher 4
2/05		Introduction				
2/12		Expository #1	1	2	3	
2/19			4	5	6	
2/26			7	8	9	
3/05			10	11	12	
3/12		Expository #2	1	2	3	
3/19		NO CLASS: SPRING READING WEEK				
3/26			4	5	6	
4/02			7	8	9	
4/09			10	11	12	
4/16		Baptism	1-12			
4/23		Wedding	1-12			
4/30		NO CLASS UNLESS NECESSARY				
5/07		NO CLASS UNLESS NECESSARY				

EXPOSITORY SERMON CRITIQUE FORM

PREACHER _____

EVALUATOR _____

TEXT _____

DATE _____

Rating Scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor (Use whole #'s only).

THE SERMON

____ **I. Introduction (Captures the Attention/Relevant to the Sermon Theme)**

____ **II. Proposition (The “Big Idea” is Clear)**

____ **III. Outline: Major Points** 1.

2.

3.

____ **IV. Transitions**

____ **V. Explanation (Including Movement/Progression)**

____ **VI. Illustrations**

____ **VII. Application**

____ **VIII. Conclusion (Summarizes/Crescendos/Inspires)**

Composite scoring: 40 (5.0), 39 (4.9), 38 (4.8), 37 (4.6), 36 (4.5), 35 (4.4), 34 (4.3), 33 (4.1), 32 (4.0), 31 (3.9) 30 (3.8), 29 (3.5), 28 (3.5), 27 (3.4), 26 (3.2), 25 (3.1), 24 (3.0), 23 (2.9), 22 (2.8), 21 (2.6), 20 (2.5).

Composite Score _____ Average (_____)

THE SPEAKER

____ **I. Stance**

____ **II. Voice/Passion/Sincerity/Persuasive**

____ **III. Diction/Enunciation/Pronunciation (Accessible to a Wide Audience?)**

____ **IV. Gestures/Mannerisms/Eye Contact**

Composite Scoring: 20 (5), 19 (4.9), 18 (4.5) 17 (4.3), 16 (4), 15 (3.8), 14 (3.5) 13 (3.3), 12 (3), 11 (2.8), 10 (2), 9 (2.5), 8 (2)

Composite Score _____ Average (_____)

Total Score (Sermon/Speaker – Combined Averages): _____

BAPTISM SERMON/HOMILY *CRITIQUE FORM*

PREACHER _____

EVALUATOR _____

TEXT _____

DATE _____

Rating Scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor (Use whole #'s only).

THE SERMON

- _____ **I. Use of Scripture**
- _____ **II. Explanation/Content (Biblical/Appropriate to the Speaker's Tradition)**
- _____ **III. Clarity/Connectedness (Easy to Understand for both believer and unbeliever)**
- _____ **IV. Includes the Gospel**
- _____ **V. Baptism as a Means of Grace (a sign and seal)**
- _____ **VI. Application to Audience (Remember Your Baptism/Love the Child)**
- _____ **VII. Movement/Progression/Made Sense**
- _____ **VIII. Brevity (7 Minutes)**

Composite scoring: 40 (5.0), 39 (4.9), 38 (4.8), 37 (4.6), 36 (4.5), 35 (4.4), 34 (4.3), 33 (4.1), 32 (4.0), 31 (3.9), 30 (3.8), 29 (3.5), 28 (3.5), 27 (3.4), 26 (3.2), 25 (3.1), 24 (3.0), 23 (2.9), 22 (2.8), 21 (2.6), 20 (2.5).

Composite Score _____ Average _____

THE SPEAKER

- _____ **I. Stance**
- _____ **II. Voice/Sincerity/Persuasiveness**
- _____ **III. Diction/Enunciation/Pronunciation**
- _____ **IV. Gestures and/or Mannerisms**

Composite Scoring: 20 (5), 19 (4.9), 18 (4.5), 17 (4.3), 16 (4), 15 (3.8), 14 (3.5), 13 (3.3), 12 (3), 11 (2.8), 10 (2), 9 (2.5), 8 (2)

Composite Score _____ **Average** _____

Total Score (Sermon/Speaker – Combined Averages): _____

WEDDING HOMILY *CRITIQUE FORM*

PREACHER _____

EVALUATOR _____

Text _____

Date _____

Rating Scale: 5 = Excellent; 4 = Good; 3 = Average; 2 = Fair; 1 = Poor (Use whole #'s only).

THE SERMON

____ **I. Introduction**

____ **II. Focused: One Major Point/Theme Was Expressed**

____ **III. Brevity (4 minutes)**

____ **IV. Explanation: Clarity (Understandable)**

____ **V. Use of Scripture (Biblical)**

____ **VI. Christ-centered (Gospel included)**

____ **VII. Conclusion**

____ **VIII. Movement/Progression**

Composite scoring: 40 (5.0), 39 (4.9), 38 (4.8), 37 (4.6), 36 (4.5), 35 (4.4), 34 (4.3), 33 (4.1), 32 (4.0), 31 (3.9), 30 (3.8), 29 (3.5), 28 (3.5), 27 (3.4), 26 (3.2), 25 (3.1), 24 (3.0), 23 (2.9), 22 (2.8), 21 (2.6), 20 (2.5).

Composite Score _____ Average _____

THE SPEAKER

____ **I. Stance**

____ **II. Voice**

____ **III. Diction/Enunciation/Pronunciation**

____ **IV. Gestures and/or Mannerisms**

Composite Scoring: 20 (5), 19 (4.9), 18 (4.5), 17 (4.3), 16 (4), 15 (3.8), 14 (3.5), 13 (3.3), 12 (3), 11 (2.8), 10 (2.5), 9 (2.5), 8 (2.)

Composite Score _____ **Average** _____

Total Score (Sermon/Speaker – Combined Averages): _____



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.