

SYLLABUS FOR PT5125 HOMILETICS/PREACHING LAB I

REFORMED THEOLOGICAL SEMINARY - CHARLOTTE

THURSDAYS 1-5 PM, SECTION 1B, SPRING 2026

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COURSE DESCRIPTION:

This course provides students with multiple preaching opportunities, coaching and feedback in order to develop expository and gospel preaching skills. The student will be required to preach two expository sermons, a funeral homily and an evangelistic homily as well as give a public reading of an assigned Scripture lesson.

Prerequisites: Communication I

Course Objectives

- 1) To develop and grow in the ability to preach expository and gospel-driven sermons.
- 2) To develop good pulpit presence and delivery while considering logos, pathos and ethos.
- 3) To demonstrate the ability to produce good structure, points and proper emphases in sermons.
- 4) To strengthen the use of the original languages in sermon preparation.
- 5) To reinforce how the message of the Bible is relevant to people's lives as a significant part of preaching.
- 6) To practice reading a portion of Scripture with good diction and delivery.
- 7) To practice a way of preparing for sermons that continues on for years to come.

REQUIRED TRAINING:

Video Series: The student must watch the Simeon's Trust First Principles online course (8-40 minute videos) within the first month and preferably before classes start (link: <https://simeontrust.org/courses/first-principles/>). Register through checkout and waive the fee with: Deaf (Simeon's Trust has graciously given RTS-C permission to use their materials in this way.)

10 minute Coaching Tips: The professor will give you a series of coaching tips to help you in preparation and delivery of sermons.

REQUIREMENTS WITH EVALUATION:

I. Class attendance and discussion

You will be expected to attend every class in order to preach and participate in your classmates' sermon experience and evaluation. Critiques should be clear and charitable. Encouragement should be generous. Unexcused absences will affect your final grade adversely. Please be punctual.

II. Sermons

- A. Dress like a Preacher: You must wear a coat and tie for the first sermon and funeral homily. Wear "contextualized" clothing for the second sermon and evangelistic talk.
- B. First Sermon: the student will be *assigned* a specific passage from Ephesians to preach an expository sermon of no more than 25 minutes (you will be penalized for going over 25 mins). Use a manuscript/detailed outline for this sermon. Besides preaching the text the student will turn in the following:
 1. For the class + professor: A written Outline consisting of the Big Idea for Them/Then, the Big Idea for your assumed audience (with note of WHO you are preaching to), the outline points with any applications. (Considerations for the lost, the hungry-to-grow or hurting in your congregation must be taken into account.)
 2. For the professor: A summary of your work using the Simeon's Trust Worksheet. For those who have taken Greek and Hebrew, you should include very brief summaries of key word/transitions or concept studies from the original languages in the exegesis section. You should also highlight any key systematic theology (ST), biblical theology (BT) or even historical theology (HT) points in the Gospel/Theological reflection section. It is not expected that the student will do a full exegesis of the Greek/Hebrew, but key verses or key words or transitions should be noted. This is not required if the student does not know Greek/Hebrew.
- C. Second Sermon: the student will be assigned a specific text from the book of Psalms to preach to preach a 25-minute sermon. Use a manuscript/detailed outline for this. Besides preaching the text the student will turn in the following:
 1. For the class + professor: A written Outline consisting of the Big Idea for Them/Then, the Big Idea for your assumed audience (with notation of WHO you are preaching to), the outline points with any applications. Considerations for the lost, the hungry-to-grow, or hurting in your congregation must be taken into account.
 2. For the professor: A summary of your work using the Simeon's Trust Worksheet. For those who have taken Greek and Hebrew, you should include very brief summaries of key word/transitions/ or concept studies from the original languages in the exegesis section. You should also highlight any key systematic theology (ST), biblical theology (BT) or even historical theology (HT) points in the Gospel/Theological reflection section. It is not expected that the student will do a

full exegesis of the Greek/Hebrew, but key verses or key words or transitions should be examined. This is not required if the student does not know Greek.

D. Each student will preach a **funeral homily** of no more than 10 minutes in length. You will be preaching this homily in your church for one of your church members. Keep in mind that you will be desirous of offering comfort to the grieving but also be aware that it is likely there will be a number of unbelievers in attendance. Use a detailed outline OR no notes for this. Students will be assigned one of the following scenarios:

1. An older man, who has been a member of your church for decades, has died. He came consistently to morning worship but rarely attended at other times. Although friendly and respectful, he never demonstrated great interest in the things of God. His wife is one of your most-devout members. The children and grandchildren all live in other places. Do not “preach him into heaven.”

2. A young husband and father in your church, who bore much fruit for the Kingdom and led an exemplary Christian life, has been killed in a workplace tragedy. He leaves behind his wife and two young children.

E. The student will preach an **evangelistic homily** that should exemplify the following characteristics: a) contextually makes a connection with the audience; b) seeks to persuade people to come to Christ; c) keeps things simple as a 1 point sermon; and d) is clear on the sinner's need so it can be shown how Christ meets that need; e) has a stated context (lessons and carols service at Christmas, talk with youth, talk with businessmen at local networking event, senior citizens event, etc). While evangelistic rubrics like God-Man-Christ-Response, Creation-Fall-Redemption-Restoration, Do-Done, Romans Road, etc, may be useful, be sure you stay grounded in the text. Use a detailed outline or no notes for this. The student may choose his own text for this homily but should only be a few verses. The time allotted for this sermon will be 10 minutes.

III. Evaluation of sermons

A. Rubric: The student will be evaluated by the professor and by fellow students through the use of an evaluation rubric/form.

B. Video Self-examination: The student will arrange with other students to video their sermon on their phone or through other means. Then the student will watch the video of the first sermon and write a short paragraph of what he learned about himself from watching the video (coupled with feedback). Any observation can be included here but the focus should be on sermon delivery.

IV. Oral Scripture Reading - Each student will be assigned a narrative portion of Scripture from 2 Chronicles or Leviticus to read orally. Students will be evaluated on clarity, emphasis and tempo in reading. Students may choose which translation they will use for the reading, but if the

student's choice is not the ESV, he must inform the instructor by email of his selection **no later than Monday of the week of this assignment. Also, the student must begin and end his reading with concise introductory and concluding phrases (this topic will be addressed briefly the first day of class).**

V. Grading

First Sermon	25%
Second Sermon	25%
Funeral Homily	15%
Evangelistic Homily	15%
Student Evaluations/Participation	10%
Scripture Reading/Sermon video reflections	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.

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 M. Div. 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.

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.

****APPLICATION for Preaching Lab I – Make sure you use proper citation for quotes. Also please see the RTS AI policy on MyPortal: <https://myportal.rts.edu/ICS/Academic/>

Course Objectives Related to MDiv* Student Learning Outcomes

Course: Preaching Lab I (PT5125)
 Professor: Dean Faulkner

Campus: Charlotte
 Date: Spring 2026

<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>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
<p>Articulation (oral & written)</p>	<p>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.</p>	<p>Strong</p>	<p>Student must integrate hermeneutics, biblical exposition, theological themes, historical information, cultural familiarity, and verbal skills in communicating the message of Scripture</p>
<p>Scripture</p>	<p>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.)</p>	<p>Strong</p>	<p>Student must understand the original meaning of Scripture through the use of the original language and be able to apply it in preaching the text</p>

Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Texts have theological messages that must be communicated to God's people
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	Preaching itself is a sanctifying process that should remind the student of complete dependence on God
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	This is one of the goals of preaching and so should be a desire of the preacher
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 a winsome approach to preaching, including the presentation of the truth of the gospel and the word of God to those who may not agree
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.	Moderate	Application of the preached word is a way of shepherding the flock and engaging the church with the world

PT5125 Preaching Lab I Schedule – Spring 2026

<u>Class</u>	<u>Date</u>	<u>Subject</u>
1	Feb 5	Introduction, Syllabus/Expectations, Coach Tips, Evaluation Tools, A Way to Prepare
2	Feb 12	1 st Sermon with Coaching Tip 1
3	Feb 19	1 st Sermon with Coaching Tip 2
4	Feb 26	1 st Sermon (Sub) or flex class
5	Mar 5	OFF
6	Mar 12	2 nd Sermon with Coaching Tip 3
7	Mar 19	Spring Break
8	Mar 26	2 nd Sermon with Coaching Tip 4
9	Apr 2	2 nd Sermon with Coaching Tip 5 (1/2 Class)
10	Apr 9	Funeral Homily with Coaching Tip 6
11	Apr 16	Funeral Homily (Sub) or flex class
12	Apr 23	OFF
13	Apr 30	Evangelistic Homily with Coaching Tip 7
14	May 7	Reading Scripture Properly with Final Exhortations
	May 14	No Papers or Exams

Put on your Calendar to go with DF: Simeon's Trust Workshop – Nov 11-13, 2026 @ Exodus Church, Gastonia; ask off with your professors. There are other ST Workshops in the region. ST is a great place to work on preparation habits in content and process – well after you graduate and well into years of preaching.

RTS Preaching Lab: Sermon Evaluation Form

Speaker _____ Text _____ Evaluator _____

Rating Scale: 5 = Excellent; 4 = Above Average; 3 = Average; 2 = Fair; 1 = Poor; Note: ½ numbers are appropriate.

Logos (Content First)

Scripture Reading: (Did the scripture reading seem measured, thoughtful and varied in emphasis?)

5 4 3 2 1

Introduction: (Did the intro engage the audience/interest with a need/contextual question tied to the text?)

5 4 3 2 1

Outline: (Did the sermon have a clear outline/structure that resonates with the text and emphases of the text? Was there a big idea or argument woven into the sermon resonant with the big idea of the text?)

5 4 3 2 1

Christ: (Did the sermon lead you to Christ and the gospel in some way? Or some other Trinitarian emphasis?)

5 4 3 2 1

Transitions: (Did the sermon move with progress and transition well between points so it was easy to follow?)

5 4 3 2 1

Conclusion: (Did the sermon have ONE clear ending connected to the Big Idea? Did the sermon make some kind of argument? Did it have purpose answering the hearer's question(s) – what do you want me to believe and/or do?)

5 4 3 2 1

Logos Average Score: _____

Ethos (considerations of the audience)

Explanation: (Was the sermon understandable to an unchurched skeptic or a 10-year-old kid?)

(Did the sermon explain complex or nuanced biblical concepts clearly? Or was it vague or high on the ladder of abstraction?)

5 4 3 2 1

Illustration: (Did the sermon illustrate points in a clear connection or merely to entertain? Would a kid or unchurched outsider get the illustration? Did the preacher use himself appropriately as a helpful illustration?)

5 4 3 2 1

Application: (Did the sermon connect with the AUDIENCE's specific practical questions related to the text? Was the application legalistic or was there any "so what"/proper use of the law at all? Did the sermon speak to unbelievers' questions and practical challenges? Did it address the hurting or the hungry-to-grow?)

5 4 3 2 1

Clarity: (Was the teaching clear? Were the illustrations and applications clear and effective?)

Ethos Average Score: _____

Pathos (Emotional Intelligence regarding self, the audience, and the text. Delivery)

Time: (Was there an awareness of time? End on time or hurry at the end?)

5 4 3 2 1

Gospel Life: (Did the preacher seem to have internalized the gospel/text for himself? Conviction for himself?)

5 4 3 2 1

Energy and Tone: (Did the preacher seem to enjoy, express energy about the gospel truths he was preaching? Or was he anxious or over expressive? Did the emotion/humanity of the preacher enhance or get in the way of the text and its tone?)

5 4 3 2 1

Non-distracting Mechanics and appearance: (Did the preacher have good volume/pitch, variation and tone, articulation, non-distracting clothing, and non-distracting physical movements with hands/eye contact/body movement?)

5 4 3 2 1

Personal Gospel Connection: (Did the sermon connect to you (the hearer) personally, even at the heart?)

5 4 3 2 1

Pathos Average Score: _____

What are 1 or 2 things you would affirm or encourage as good gospel preaching?

What are 1 or 2 things you would change or improve about the sermon?

Give this eval to the preacher once feedback is finished.