

This is not a self-paced course but has weekly pre-campus assignments and deadlines with cumulative learnings. You may *work ahead* if you have vacations, youth retreats, missions trips, etc., but must keep current otherwise.

PROFESSOR'S CONTACT INFORMATION

NAME: Rev. Michael J. Glodo, Professor of Pastoral Theology

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COURSE DATES

REGISTRATION DEADLINE: June 1, 2026

COURSE DATES: June 1 – August 8

ONLINE DATES: June 1 – July 11

ON-CAMPUS DATES: July 13 – 17, 9:00am – noon

COURSE COMPLETION DATE: August 8

SUMMARY OF DUE DATES:

See [course schedule](#) on p. 6.

COURSE OVERVIEW

DESCRIPTION:

This course introduces the theological framework and basic skills required for interpreting and communicating the Bible within the context of the church's ministry (both formal and informal).
2 credit hours

PURPOSE:

The purposes of this course are to impart foundational commitments undergirding a biblical approach to preaching, to apply these commitments by writing an expository sermon, to provide a framework and experience for leading in public prayer, and to equip you with the needed skills for preparing and preaching expository sermons.

GOALS:

- *Comprehension: to understand...*
 - the variety of scriptural prayers and their function in pastoral ministry and worship.
 - the biblical and theological foundations for preaching and teaching scripture.
 - the importance of expository preaching as the primary approach to preaching.

- the attributes and constituent parts of an excellent expository sermon.
- *Competence: to be able to...*
 - prepare and lead in public prayer.
 - prepare an expository sermon.
- *Character: to be*
 - confident in the exposition of scripture as a means of God's grace for his people.
 - committed to a sound expository method of sermon preparation and composition.
 - confident in one's beginning and developing ability to expound scripture.

COMMUNICATION:

If this is your first course, familiarize yourself the Canvas immediately. Prior to and after the on-campus week Canvas is where everything happens – submission of assignments, receiving announcements, getting assignment feedback, etc.

When you enroll you will be assigned an rts.edu email address. **It is absolutely critical that you monitor that address regularly.** I recommend adding this email account to your email program (e.g., Outlook, iOS Mail) or adding an alternative email that you do actively monitor to your Canvas Settings. A [brief video](#) shows you how to do this.

Please read carefully course [Announcements](#) as they are issued. If you have enrolled after some announcements have been posted, be sure to go back and read any announcements you missed.

Canvas offers several ways of interacting with Professor Glodo.

- *Ask the Professor.* This is the place for posting questions of interest to the whole class and has the benefit of allowing classmates to profit from the dialog.
- *Canvas Inbox* functions like email and can be used if you have an individual or private question.
- *Email* at mglodo@rts.edu.

Canvas also allows for interaction with classmates via threaded replies to the *Ask the Professor* discussion thread. Once you are assigned a specific final sermon scripture text, you will be placed in a discussion group with classmates assigned the same scripture text.

See FAQ on the Home Page or at Modules > Course Resources for instructions on various Canvas features.

COURSE REQUIREMENTS

The course does not officially open online until the online date indicated above, but students are well-served to begin reading the assigned texts and locating exegetical resources as soon as possible.

The optimal pattern of learning would be to watch the lectures and do the reading before the weekend and then complete the homework and quizzes rather than trying to do everything on a Saturday.

The course requirements with their respective percentages are as follows:

Leading in prayer assignments	15%
Quizzes on Chapell reading & online lectures	25
Student-professor discussions	5
Sermon preparation assignments	25
Sermon manuscript	30

READING/VIEWING

Chapell, Bryan. *Christ-Centered Preaching*, 3rd ed. Baker Publishing, 2018. ISBN 978-0801099748. Previous editions have different pagination and may not contain information covered in

quizzes so you assume the risk if you use an earlier edition. Items marked with an asterisk (*) are available on Canvas.

- *Glodo, Michael J. "In Defense of the Ass: Is the Sermon a 'Relic of the Reformation?'" *Reformation 21*, April 2015.
- "The Aaronic Blessing and Worship," chapter 6 of *The Lord Bless You and Keep You: The Promise of the Gospel in the Aaronic Blessing*. Crossway, 2023), 137-67.
- *----- "Pastoral Formation as Wisdom." *Reformed Faith & Practice*, Spring 2026.
- "Prayer and Worship." Wisdom Wednesday, Feb 14, 2017. <https://rts.edu/resources/what-is-the-place-of-prayer-in-worship/>.
- "How Should the Biblical Story Shape Our Worship?" Wisdom Wednesday, Apr 19, 2023. <https://rts.edu/resources/how-should-the-biblical-story-shape-our-worship/>.
- *Johnson, Terry L. and J. Ligon Duncan III, "Reading and Praying the Bible in Corporate Worship" in *Give Praise to God: A Vision for Reforming Worship*, ed. Philip Graham Ryken, et al. P&R Publishing, 2011. 140-69. [Available on Canvas]
- Old, Hughes Oliphant. *Leading in Prayer: A Workbook for Worship*. Eerdmans Publishing, 1995. ISBN 978-0802808219.

For a sampling of my sermons, homilies, and other resources, go to www.mikeglodo.com.

PRE-CAMPUS VIDEO LECTURES

There will be video lectures each week during the pre-campus phase of the course, usually of 2-3 hours total each week. Lecture outlines are available for the entire course in a single document found on Canvas home page. Students who prefer printed outlines for the on-campus week will have an opportunity to indicate that during the pre-campus phase.

EXEGETICAL RESOURCES

The sermon preparation assignments and final sermon manuscript will be based on an assigned scripture text. Though each student will do their own assignments and final sermon, at the start of the course you will be assigned to a Canvas group who are all working on the same passage. Study packets for those scripture texts will be available on Canvas, but you are welcome and encouraged to obtain and use your own sound and substantive exegetical resources such as a New Testament introduction, Bible dictionaries or encyclopedias, and exegetical commentaries. Sermons of others (recorded or printed) are not to be used as study resources. You may consult study Bibles, but they don't qualify as resources since they consist of summarized conclusions rather than the information on which conclusions are drawn. Besides recorded and printed sermons, use of homiletical commentaries, and other similar "finished products" is discouraged for purposes of this course.

LEADING IN PRAYER ASSIGNMENTS

With the ultimate aim of preparing you to conduct the ministry of public prayer, you will complete the prayer project assignments found at the end of this syllabus and submit them according to the course schedule below. These will be based on Hughes Old's *Leading in Prayer* and are to be submitted on the course web page. Compose your work in this syllabus or in a separate document, then copy and paste the relevant portion into the respective assignments.

QUIZZES ON CHAPPELL READING & LECTURES

Quizzes are based on the assigned readings and the lectures for each week and will be made available as soon as the video lecture for that week is available. You may not consult lecture notes and reading while taking the quiz. Quizzes will not be available after their deadline has passed. They are timed and

to be taken without notes. The material covered, number of questions, and time allotted will be indicated on Canvas before you begin each quiz. You may take each quiz up to twice with the average score counting. If English is your second language or you have a diagnosed learning disability, you may request added time for each quiz by contacting me ahead of time.

STUDENT-PROFESSOR INTERACTIONS

The hybrid format of the class requires a certain number of direct interactions between the professor and students. These interactions will consist of simple questions soliciting students' thoughts about a variety of issues related to preaching and will require only a few moments of reflection to respond. Because they are set up as discussions, your responses are visible to other students. If students wish to share personal or confidential information as part of your responses, you may email them to me directly.

SERMON PREPARATION ASSIGNMENTS

In the weeks leading up to and during the week on campus you will complete steps toward preparing your sermon manuscript. These pre-campus components are included in the course schedule below. Additional steps will be covered during the on-campus period. At the start of the course, you will be assigned a scripture passage with a small group of classmates.

The primary objectives for these preparation assignments are as follows:

- Exegetical research on your sermon scripture passage.
- Identify a Fallen Condition Focus (FCF) and formulate a sermon thesis (Big Idea) for your sermon according to the directions in the Chapell readings and recorded lectures.
- Develop a main point outline which implements your Big Idea.
- Drafting your sermon introduction and conclusion.

As the pre-class assignments are submitted, you will receive feedback from me which will assist you in progressing to the next steps and the final sermon manuscript. Even though I will offer suggestions, you are not expected to resubmit any of these assignments unless I specifically ask. Be sure to bring this work with you to campus so that it will be available for additional steps. Following is a list and brief explanation of these assignments. Complete instructions will be provided on the exegetical worksheet instructions document on the Canvas home page.

Book summary, exegetical outline & exegetical summary of meaning for scripture passage – an exegetical outline of your assigned passage along with a summary statement of the meaning of the text for the original audience and list of research sources fitting the criteria provided in the lectures.

Sermon thesis (Big Idea) & Fallen Condition Focus (FCF) – a sermon proposition is a single statement in indicative/imperative format summarizing the sermon.

Main Point Outline – the main points of your sermon, each point in indicative/imperative form.

Sermon introduction & conclusion – a manuscript of your sermon introduction and conclusion which includes the elements as set forth in the reading and recorded lectures.

SERMON MANUSCRIPT

By the date indicated in the schedule you will submit a full sermon manuscript for a 30-minute sermon (approx. 3,000 words, ±500) based on the scripture text assigned by the professor and conforming to the requirements covered in the readings and lectures.

The manuscript should have a cover sheet which states your FCF(s), thesis, main point outline, and transitional statements. Your sermon will not be considered submitted without the cover sheet. A sermon manuscript checklist will be provided to help you review your manuscript before submission. The manuscript is to be uploaded to the course web page by the date indicated above in Word, RTF, or PDF format (no Pages documents).

GRADING POLICY

Late work will be penalized unless prior permission for late submission is granted. Assignment deadlines are typically 6:00 p.m. on Saturday evenings so that you can begin to properly prepare for the Sabbath. If you are not in the Eastern U.S. time zone and Canvas indicates the assignment is late, ignore the late notice. I will take into account the necessary time zone adjustment. Please do not message me “just to make sure.” You may confirm that your assignment has been properly by submitted by verifying on the Canvas assignment itself.

The published RTS grading scale is used in this course. See the RTS Catalog.

IN-CLASS TECHNOLOGY

Electronic lecture outlines will be provided for the pre-campus recorded lectures. Printed outlines for the week’s on-campus lectures will be distributed in class and will also be available in electronic form.

Students are required to have a print bible every day for the on-campus sessions.

Laptops and tablets are only permitted if you limit them to class use while class is in session. I reserve the right to ask during class if you are observing the policy. If you don’t feel you can honor this policy, you should plan on taking handwritten notes using the printed handouts.

Mobile phones are to be out of sight and not used when class is in session unless you need to be reachable for timely or urgent professional or personal reasons. (e.g., you are a fireman on call, your wife is over seven months pregnant, or you are a member of Seal Team Six). Please inform me if that is the case. I reserve the right to ask you to put your phone away while class is in session if I observe non-compliance.

USE OF RESOURCES

Students are expected to do their own original research and writing unless stipulated otherwise. Assignments must be the student’s original composition except when attributed through citation (e.g. footnotes). Students may not use artificial intelligence bots, language generation models, or similar tools (e.g. Chat-GPT) for research, compilation of materials, or completion of assignments.

Writing aids such as Grammarly may not be used except for spell and grammar checking. They may not be used for modification or composition. AI detection protocols will be utilized for student assignments. Since this is a communication as well as preaching class, it is essential that I have a true representation of your present ability to communicate.

The reason for these policies is that the ministry of the Word is a calling in which the Lord’s servant takes into himself the counsels of God and, through character and wisdom, speaks out of the abundance of his heart. “I have stored up your word in my heart, that I might not sin against you” (Ps. 119.11). Integrity is the integration of the whole person, including one’s speech, not the projection of a public persona that is inconsistent with the person’s inner life. Artificial intelligence is a powerful capability and very beneficial for many things, but not for the minister’s study, preparation, and exposition.

If you have any questions or reservations about specific aspects of this policy, please contact me. Students will be asked at the end of the course to confirm their compliance with this policy. If you are unclear about the application of this policy, please see me.

COURSE SCHEDULE

ONLINE SCHEDULE

Weekly assignments are due by 6:00 p.m. on the Saturday indicated (deadline will be set for Eastern Daylight Time, so you may ignore late notices due to time zone differences.). This is to encourage you to be present with your family on Saturday evenings and to begin preparation for the Sabbath. Some assignments are open at the beginning of the course and can be completed at any time prior to their deadline, so any planned travel, vacation, or other responsibilities should be anticipated and planned for in advance. Late assignments submitted on the Sabbath will not mitigate their lateness. It would be better to finish them on Monday and turn them in then. Consider giving the Lord your best and not doing homework on Sundays.

<u>Week ending</u>	<u>Lecture Topic(s)</u>	<u>Reading/Viewing Assigned</u>	<u>Assignments Due</u>
June 6	Course introduction Prayer in preparation & public ministry Exegetical method introduced	<i>Leading in Prayer</i> , 11-23 Glodo Wisdom Wednesday videos on Prayer & Worship Glodo, "The Aaronic Blessing..." Johnson & Duncan, "Reading & Praying the Bible..." Chapell, intro & chs 1-3	Prayer project 1 Lectures & Reading Quizzes Exegesis step 1 – Bible book summary Student-to-professor discussion 1
13	Expository preaching defined & defended	<i>Leading in Prayer</i> , 55-75 Chapell, chs 4-5	Prayer project 2 Lectures & Reading Quizzes Student-to-professor discussion 2 [Study assigned scripture passage]
20	Sermon development & the big idea	<i>Leading in Prayer</i> , 77-90 Chapell, ch 6	Prayer project 3 Lecture & Reading Quizzes Exegesis step 2 – exegetical summary & outline Student-to-professor discussion 3
27	Sermon structure Sermon unity & progression	<i>Leading in Prayer</i> , 139-152 Chapell, chs 7-8	Prayer project 4 Lecture & Reading Quizzes Exegesis step 3 – FCF & Big Idea Student-to-professor discussion 4
July 4	Introductions & conclusions	<i>Leading in Prayer</i> , 175-195, 291-306 Chapell, ch 9	Prayer project 5 Lecture & Reading Quizzes Exegesis step 4 – Revised Big Idea, main point outline
11	Sermon exposition	<i>Leading in Prayer</i> , 361-370 Chapell, chs 10-11	Prayer project 6 Lecture & Reading Quizzes Sermon introduction & conclusion
Week of July 13-17	Theological foundations for preaching Application Illustrations Christ-centered exposition Sermon delivery	Glodo, "In Defense of the Ass"	Prayer project 7
August 8			Final sermon manuscript due on Canvas Resource use compliance quiz due

PRAYER PROJECT ASSIGNMENTS

Following are the specific assignments for the prayer project requirement. You may use this document or create a separate one for your work, but the individual assignments are to be copied and pasted as text entry into Canvas. I.e., you are to copy and paste the questions as well as your answers.

The below questions related to statements for worship bulletins are not based on the reading in Old, but require you to internalize and express what you have learned from Old.

PRAYER PROJECT ASSIGNMENT 1: INVOCATIONS

Reading: Old, pp. 11-23

1. What are the six biblical elements of an invocation?
2. Describe the three parts of an invocation?
3. Choose a scripture sentence appropriate to introduce an invocation.
4. Write two prayers of invocation incorporating the above six elements in the three parts, first using more formal language, then making the same prayer in less formal language.
5. In terms an average lay person will understand, write a brief (2-3 sentence) church bulletin announcement explaining to your congregation what an invocation is, why it's included in worship, and instilling a desire to pray accordingly.

PRAYER PROJECT ASSIGNMENT 2: PSALMS AS PRAYER

Reading: Old, pp. 55-75

1. What is a metrical psalm? (You may use additional sources to research this question.)
2. Why should a call to worship not replace the reading of a psalm?
3. What are the considerations for choosing particular psalms for a worship service?
4. What are the three ways one may work metrical psalmody into a worship service?

5. Choose a psalm to read responsively with your family, small group, Sunday school class, or worship service. After doing so, describe the experience.
6. In terms an average lay person will understand, write a church bulletin announcement briefly describing the important role of Psalms in prayer, why they are included in worship, and instilling a desire to pray accordingly.

PRAYER PROJECT ASSIGNMENT 3: PRAYERS OF CONFESSION & SUPPLICATION

Reading: Old 77-90

1. According to Matthew Henry and Isaac Watts, what should be included in a prayer of confession?
2. What is a prayer of supplication?
3. What are the benefits and limitations of using standard congregational prayers of confession and supplication?
4. Choosing a scripture passage(s) on which to base it, write a prayer of confession and supplication along with a scriptural assurance of pardon (in the actual words you would use in a worship service).
5. In terms an average lay person will understand, write a church bulletin announcement briefly describing what prayers of confession and supplication are, why it's included in worship, and instilling a desire to pray accordingly. Include an explanation of why we confess our sins when we have already been forgiven in Christ.

PRAYER PROJECT ASSIGNMENT 4: PRAYER FOR ILLUMINATION

Reading: Old pp. 139-52

1. What are the theological and biblical justifications for praying prayers of illumination?
2. Why should we pray prayers of illumination?
3. What should we pray for in a prayer of illumination?

4. Compose a prayer for illumination using scriptural expressions.
5. In terms an average lay person will understand, write a church bulletin announcement briefly describing what a prayer of illumination is, why it's included in worship, and instilling a desire to pray accordingly.

PRAYER PROJECT ASSIGNMENT 5: PRAYERS OF INTERCESSION

Reading: Old 175-95

1. What are the three theological foundations Old provides for intercessory prayer in public worship?
2. What are the five areas of intercession delineated in Old's sample prayers?
3. Compose a prayer of intercession using scriptural phrases.
4. In terms an average lay person will understand, write a church bulletin announcement briefly describing what a prayer of intercession is, why it's included in worship, and instilling a desire to pray accordingly.

PRAYER PROJECT ASSIGNMENT 6: PRAYERS OF THANKSGIVING

Reading: Old 291-306

1. What three components of a thanksgiving prayer does Isaac Watts recommend?
2. Choose a psalm of thanksgiving and compose a prayer of thanksgiving following the contours of that psalm.
3. In terms an average lay person will understand, write a church bulletin announcement briefly describing what a prayer of thanksgiving is, why it's included in worship, and instilling a desire to pray accordingly.

PRAYER PROJECT ASSIGNMENT 7: THE ORDERING OF PUBLIC PRAYER

Reading: Old 361-70

1. Write a brief statement about the help and importance of a good order for public prayer in worship.
2. Has this prayer project (readings, lectures, and assignments) changed your outlook on prayer in worship? If so, how?
3. In what way do you think your church could grow most in public prayer together?
4. What personal challenges has this prayer project presented to you?



Course Objectives Related to MDiv* Student Learning Outcomes

Course: 02PT5100/01–Communication I (Hybrid)

Professor: Michael J. Glodo

Campus: Orlando

Date: Summer 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 	
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	Major assignments and class exercise all primarily involve communicating biblical truth well.
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	Emphasis on exposition of original meaning of scripture. Lectures and assignments on Biblical foundations of preaching, Praying scripture and divine reading of scripture.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Reformed doctrine of the preached word provides the foundations for the course. Reformed distinctives as they occur within scripture.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Units on praying scripture and divine reading of scripture aimed at personal as well as ministerial development.
Desire for Worldview	Burning desire to conform all of life to the Word of God.	Moderate	Preaching will be presented as the primary means of shaping the worldview of church.
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	Preaching must be evangelical (winsome) in tone, aimed at winning people, yet consistent with and affirming of the rule of faith of the Reformed tradition.
Preach	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	All assignments lead toward or involve preaching.
Worship	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	Strong	Instruction and assignments in leading public prayer which provides the primary structure for public worship.
Shepherd	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	Strong	Preaching is one of the principal means of shepherding. Unit on prayer makes pastoral applications.
Church/World	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	Moderate	Preaching must relate to and address the world's problems and concerns.