

Preaching Lab I

02PT5125



John Knox's Pulpit, St. Giles Church, Edinburgh

Reformed Theological Seminary – Orlando Campus

Fall 2026

Preaching Lab I (02PT5125)

Course Syllabus – Fall 2026

Instructor: Associate Professor Michael Glodo

Office hours: Tuesdays 9:00am-noon and other times by appointment.

I am on campus much more than these hours and am glad to meet at other times by pre-arrangement or drop-in. It's always best to reach out ahead to make sure we connect.

During my published office hours, I will be in or near my office or else available in one of the public campus spaces. If the latter, there will be note on my door indicating where I am.

Contact information: mglodo@rts.edu, (407)278-4476 direct

Communication: I prefer communicating in person (and so should you!), but email and Canvas are fine, too. If we are Facebook “friends,” please don’t use the messaging function in place of email. I won’t respond to email between Saturday evenings and Monday mornings.

Class meeting: Mondays, 1:00-5:00 p.m.

Preaching Lab I (PT5125) is a 2 hour credit course. Students will preach multiple sermons. Women and other non-ministerial candidates will substitute additional elective course hours for all Preaching Labs.

Note: Qualification for office in the church is the prerogative of the church alone. Therefore, participation in this class doesn't constitute ecclesiastically-authorized preaching, especially given that students typically have a variety of vocational goals. Nevertheless, the course will aspire to the principles and practices of good preaching since they have direct and indirect benefit for a variety of vocational ministry-related contexts. However, for the sake of simplicity, I will typically use the terms “preaching” and “sermon” at times to refer to exhorting.

Course schedule.

The course schedule will be on a Google doc linked from the course Home pages on Canvas. Consult that document for the most up-to-date schedule.

Because the semester schedule does not have us meeting until September 9, nearly two weeks after the semester start, I will provide a video lecture to be viewed and responded to by the end of the first week of classes (August 31). This will enable you to begin preparing your first sermon right away. The first in-class meeting will be September 9.

Important deadlines:

Exegetical worksheets	<i>Start of class one week before you preach</i>
Message manuscripts	<i>By 6 p.m. the Saturday before you preach</i>
Video review (with spouse if married)	<i>Start of class two weeks after you preach</i>

Course objectives.

Knowing:

- Gain knowledge of sound sermon practices through preaching and listening to others.
- Self-knowledge: begin to learn one's own strengths and areas of needed improvement in preaching.

Being:

- To receive the means of grace in the Word as preached by classmates.
- Heightened gratitude for God's gift of the preached word to the church and for the privilege of being Christ's ambassador.
- Deepened humility about one's own need for growth in preaching and God's grace that is necessary for that growth.
- Increased commitment to biblical principles of preaching.

Doing:

- Reinforce and practice principles for preaching expository sermons as learned in Communication 1.
- Experience in sermon preparation and delivery

Course requirements.

Exegetical worksheets (3)	15%	(5% each)
Preach three (3) expository messages	75	(25% each)
Class attendance & participation	10	

Written Assignments

Because communication is fundamental to learning as well as ministry, and because good writing is a reliable indicator that assignments have been completed in time to have been reviewed and improved before submission, the evaluation of all written assignments will include assessment of clarity, grammar, and spelling.

Exegetical worksheet & pre-preaching components.

The exegetical worksheets (due one week before you preach) will be assessed prior to preaching in class in order to a) determine you are on a good preparation pace and b) provide important feedback in advance of composing your sermon manuscript. Assessment will be based on criteria provided in Comm1 and reviewed at the start of this class. Late submissions will result in a grade penalty. These worksheets are to contain the following:

- Summary of the biblical book of your passage.
- Exegetical outline of your passage (not homiletical outline).
- Exegetical summary of your passage (not homiletical summary) which fairly summarizes the meaning of your passages to the original readers.
- A preliminary big idea for your sermon.

Expository messages.

Each student will present three expository exhortations in class of no more than 30 minutes in length (including scripture reading) from assigned scripture texts from an epistle, the Pentateuch, and the Gospels, respectively.

Manuscript & delivery

By 6 p.m. the Saturday before you preach in class, you are to upload a completed manuscript to Canvas.

- Do not include your scripture text in your manuscript since you are expected to read it from your Bible.
- Include a cover sheet which indicates your FCF, Big Idea, main point outline, and transition statements. The Big Idea and main points should be in indicative/imperative form as you learned in Communication I. The manuscript checklist from Comm 1 is available on the course web page. These will be the criteria by which the manuscript will be assessed.
- Include headings in your manuscript indicating introduction, main points (subheadings for explanation, illustration, and application) and conclusion.
- Highlight your Big Idea, main points, recapitulations, and transitional statements in your manuscript.

Not submitting on time or following the above instructions will result in a grade penalty.

Video review – sermon grade may be reduced if this review is not submitted on a timely basis. By the start of class two weeks following your in-class exhortation you are to view your video (with spouse if married) and review your classmates' feedback. Confirm you have done this by answering the single-question quiz provided for each message.

Class Procedure.

Each in-class exhortation will be presented live to fellow students and video recorded. Following, I will lead the class in constructive feedback which will include both encouragements and suggestions for improvement. Each classmate will complete a written evaluation form (a sample is available on the course web page) which will be provided to the student who exhorted. You will receive a scanned copy of these feedback forms on Canvas.

Your video recordings will be available on Canvas within a few days of exhorting so you can view and retain them and complete the video review assignment (above).

Exhortation Assessment.

Exhortations will be evaluated based on the criteria given in Communication 1. This includes:

- Exegetically sound – does this message show a grasp of the original meaning of this passage as a whole in the context of the book in which it is found?
- Expository – does the message clearly and faithfully explain the meaning of this text? This does not mean verse by verse commentary, but that the message faithfully explains the authorial intent of a single scripture passage in its context.

- Unified – Does the message have a Big Idea (proposition) in indicative/imperative form which is what the whole message is about? Do the main points clearly develop the Big Idea? Did you answer the question clearly “What is this message about?”
- Progression – Does the message thesis and outline have an argument? Do the main points build upon one another? Is it persuasive?
- Application – since Scripture was inspired by God for the purpose of transforming his people in every age (Rom. 15.4; 2 Tim. 3.16), the message must contain application under each main point which is legitimately based upon the meaning of the scripture text and relevant to the contemporary listener. Did you answer the question in the Big Idea and the main points “What do you want me to do?”?
- Redemptive – since the person and work of Christ is the hermeneutical key to Scripture and the decisive point of redemptive history (Luke 24; Gal. 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 message, taking into account the speaking occasion (context, audience, pastoral purpose etc.) as well as the specific Scripture text. For example, it may be done throughout the message, at the beginning with what follows being the implications, near the end to provide ultimate resolution, and a number of other ways. The primary basis to determine your redemptive thrust (“Christ focus”) will be determined by your scripture text.
- Clarity – structure, choice of words and phrases, appropriate and compelling use of language, clarity of main points, ability to be followed by listeners, recapitulations and transitions, elocution, etc. should be clear.
- Delivery – voice, gestures, eye contact, pace, absence of distracting elements.

Each student is to read the scripture text, either preceded or followed by a prayer for illumination, before beginning their message. I.e., the reading of scripture should be a distinct element of worship, not buried inside the message after the introduction or later. Every message should be concluded with a prayer sealing the Word and supplicating for the application of the thesis.

Illustrations.

While illustrations are not listed above, good illustrations are indispensable aids to listeners. Good illustrations are ones which further expound the meaning of the text and 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 vivid in life detail, but without extraneous detail which would attract more attention to the illustration than the point being made. Above all, they should actually illustrate the point being made and should be shaped to ensure that. It is especially important to formulate a clear tie-in statement to the point being illustrated. Writing out tie-in statements helps ensure that you as well as your hearers know what the point is. Each student is limited to one movie illustrations for the semester.

Dress.

You should dress appropriately when you speak. As you choose what to wear, ask yourself what you desire to communicate to others about the role and the task you are fulfilling.

Intended audience.

A preaching lab is somewhat artificial by nature. Nevertheless, each of us (professor and students) is a sinner in need of the grace of God which comes especially through the preached Word (WSC 89, 90). Speak not to a classroom of seminary students, but to an assembly of average believers and seekers needing God's grace. Therefore, you are not to speak to the idiosyncrasies of seminary students, but present messages which speak to a congregation as you envision it. If you wish to make additional particular assumptions about listeners (a church of a certain size and makeup) that is perfectly fine and up to you.

Class Attendance & Participation.

It's important to attend every class and be prompt because your classmates depend upon your listening and feedback. If you are going to benefit from the feedback of your classmates, it's just that you be present to give them feedback. This attendance requirement includes all hours of the class, including on the days you speak. Your attendance and participation grade will be based upon:

- Regular attendance (one absence permitted without grade penalty).
- Meaningful written feedback on the message evaluation form.
- Notes taken on back side of the evaluation form (this helps your classmates see what you heard).
- Regular quality participation in the verbal feedback session following each message.

Students are to listen attentively with Bibles open during classmate presentations and not perform other tasks. Computers, tablets, mobile phones, other books should be out of sight except during breaks or if by prior permission due to personal or professional obligations.

Full points for this assignment will not be awarded by default but must be earned.

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, composition, or editing of assignments.

The reason for this policy 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 or actual abilities. 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 Objectives Related to MDiv* Student Learning Outcomes

Course: O2PT5125, Preaching Lab 1

Professor: Michael Glodo

Campus: Orlando

Date: Fall 2026

MDiv* Student Learning Outcomes <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>		Rubric ➤ Strong ➤ Moderate ➤ Minimal ➤ None	Mini-Justification
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	Course work & evaluation criteria are predominantly based on oral & written communication about biblical content.
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	Basis for methodology & content of all assignments is scripture, including research in original languages, integration of theological concepts, comprehension & articulation of biblical content.
Reformed Theology	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Moderate	Assignments & evaluation criteria based on Reformed understanding of preaching; class messages are expected to articulate Reformed distinctives when arising in scripture & to interpret scripture within the framework of Reformed theology.
Sanctification	Demonstrates a love for the Triune God that aids the student's sanctification.	Moderate	Message preparation & in-class assessments require humility & love for neighbor.
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	Message assignments require significant application component which is purposed to shaping outlook & lives of hearers.
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	Messages are expected to offer Christ, be evangelical—that is, be <i>for</i> the listener even when the subject is difficult.
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	Entirety of course is focused on preaching. Students are required to read scripture & pray as if in the context of a worship service. Pastoral care is integrally related to preaching & vice versa. Empathy is an important quality for both & is to be reflected in the exposition & especially the application of scripture.

