



SYLLABUS

**RELP 330 Homiletics – Introduction
to Preaching**

202341

REL P 330 Homiletics-Introduction to Preaching

School of Distance Education

Self-Paced Format

This course follows a self-paced online format. This format allows you to set your own pace of study. While you have 180 days from your start date to complete the course with Andrews University, it is your responsibility to meet any deadlines set by your home institution. The last day to withdraw with a full refund is 15 days after your start date. See [more withdrawal details here](#).

Instructor Contact

Please refer to course in Learning Hub for the teacher contact information.

Communication with the Instructor

It is important to remember that while the Internet is available 24 hours a day, your instructor is not. You can expect that your instructor will respond to e-mail message to you within *2 business days* during the week and may not be available to respond on weekends.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Description

Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion/theology majors.

Required Text/Material

Note: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

1. *The Bible*: (A good Bible for study; not a paraphrase.)
2. Robinson, Haddon. *Biblical Preaching: The Development and Delivery of Expository Messages*. Grand Rapids, MI: Baker Academic, 2014. ISBN 9780801049125

Optional Text/Material

1. Robinson, Haddon and Craig Brian Larson. Eds. *The Art & Craft of Biblical Preaching: A Comprehensive Resource for Today's Communicators*. Grand Rapids, MI: Zondervan, 2005.
2. Warren, Mervyn. *Ellen White on Preaching*. Hagerstown, MD: Review and Herald Publishing, 2010.

Credit Hour and Commitment

This course is offered for 2 semester credits; therefore it is expected that you will spend 90 hours total on this course. This course has 16 modules with 16 lessons. Each module represents a week of a typical semester course. It is recommended that you budget 6 hours for studying and completing the activities for each module. There are suggested schedules to accomplish this work included in this syllabus.

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Student Learning Outcomes

1. Demonstrate proper study methods for the preparation of expository sermons through contextual analysis and exegesis of a passage.
2. Practice expository preaching, evidenced through outlining, writing and delivering expository sermons.
3. Develop an effective filing system for supporting materials used in sermons.

Mental Health Support

Andrews University seeks to foster belonging and care. It is not uncommon for students to face challenges that hinder academic progress, like academic stress, sleep disturbances, managing multiple responsibilities, relationship issues, anxiety or feelings of despair or depression. If you or someone you know is grappling with any of these concerns, we urge you to seek assistance. The university offers valuable, free resources that can help address these problems effectively.

- If you are struggling with this class, please contact the course instructor as soon as possible.
- Contact your academic advisor if you are struggling in multiple classes or unsure whether you are making the most of your time at, or unsure what academic resources are available at Andrews University
- Students in the U.S., access [Andrews Telehealth](#) for new medical, counseling therapy, psychiatry, and diet & nutrition support to [schedule a consultation](#).
- **If you are experiencing a mental health crisis, contact Academic Live Care 24/7 remote crisis services at 1-866-349-5575.**
- **Contact 911 for life threatening emergencies.**

Additional information and resources are at the [School of Distance Education Student Wellbeing webpage](#).

Part 2: Course Methods and Delivery

Methods of Instruction

Methods of instruction include assigned readings from the textbook and the course material, short essays and reflections on the reading, interactions with the instructor via forums, and video assignment. Regular participation in the course is essential to good performance.

Technical Requirements

- Computer: PC (Win 10 or newer) or MAC (10.14 or better)
- A webcam with microphone, and speakers (or plug in headset)
- Internet: 2.4 Mbps or faster DSL, cable or Wi-Fi connection
- Browser: Current version of Chrome or Firefox
- Software: Office 2013 or newer ([Office 365 available here](#))

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: Activity and assignment details will be explained in detail within each learning module. If you have any questions, please contact your instructor.

Your Schedule

In Learning Hub, you will access online lessons, course materials, and resources. This course is self-paced. You must complete the course within 180 days. This is the Consortium policy. You may have a stricter deadline imposed by graduation, financial aid, or other restrictions.

Start by creating a schedule for completion of the course.

- Determine your deadline. Do you need a transcript sent to your home institution?
- Working from your deadline, count backwards. Allow 2 weeks after you take your final exam for your final grade to be calculated. Allow another 2 weeks for the transcript to be processed and sent.
- Now use the suggested schedules to create a schedule for yourself that ensures

completion 4 weeks before your deadline.

Submit your course plan to your instructor within Learning Hub AND discipline yourself to make regular progress.

Assessment Descriptions

Quizzes

There will be a total of five online quizzes throughout the semester (refer to course itinerary below). Each quiz is worth 2.8% of your final grade and will cover the class material and assigned reading proceeding from the previous quiz. There are no make-up quizzes.

Eight Minute Sermon

Each student will preach an eight-minute sermon on an assigned text or passage. This should be a short but complete sermon, explaining the meaning of the text, expressing the sermonic ideas and providing clear application of the text. The sermon should include the core development of the “big idea” of the text and provide clear application and appeal for the congregation. You will receive a 1/3 letter grade deduction for every 30-seconds over the time limit. You will also receive a 1/3 letter grade penalty for going under 6 minutes for this sermon. Scripture reading and prayer count toward the time. You will need to submit the sermon video and manuscript through LearningHub. The manuscript should be 1-1.5 pages single spaced.

SERMON TEMPLATE

TITLE OF THE SERMON

Scripture Text:

Introduction: Complete lead sentence.

Propositional Statement: The central idea of the sermon.

I. First compliment – verses

A. Sub-compliment (if needed) – verses

B. Sub-compliment (if needed) – verses.

TRANSITION: Using an illustration or a lead sentence.

II. Second compliment – verses

A. Sub-compliment (if needed) – verses

B. Sub-compliment (if needed) – verses

TRANSITION: Using an illustration or a lead sentence.

III. Third compliment – verses

A. Sub-compliment (if needed) – verses

B. Sub-compliment (if needed) – verses

TRANSITION: Begin to process the conclusion.

CONCLUSION: Bring us back to your proposition.

A. Review of main compliments

- B. Application of truth to the listener's heart
 C. Direction for the listener to respond to the living word of God.
 (Always know how to stand up, when to speak up, and when to shut up.)

SERMON EVALUATION FORM

Your sermon will be evaluated using the following grading scale:

1 - Poor 2 - Fair 3 - Good 4 - Excellent 5 - Outstanding

CONTENT AREA	GRADE
CONTENT:	
Preacher clearly sets the context of the passage	
Main points of sermon came directly from the preaching portion/pericope	
Use of Relevant Illustrations and Practical Applications	
STRUCTURE:	
Introduction (attention-getting and in line with the main text)	
Central Theme or Big Idea (clarity; well-developed)	
Main points of the sermon were fully developed	
Transition points (clear, flowed easily)	
Conclusion (appropriate, relevant)	
Clear Appeal (presented clear way to respond to message)	
DELIVERY, STYLE AND APPEARANCE:	
Appropriate Voice Inflection (voice clarity; projection; rate of speaking)	
Dynamic delivery and ease of communication	
Pronunciation, grammar (avoid filler words – 'uh, um, okay, like, right...')	
Posture and Gestures	
Use of Notes (preacher not stuck to manuscript)	
Eye contact with the people (not staring at the ceiling, etc.)	
Attire	
EFFECT:	
Sermon was Christ-centered or Gospel-focused	
Sermon was relevant to the needs of the people	
Aided in Christian growth (enabled change in behavior and thinking)	
I would love if my non-Christian friend(s) could hear this sermon	
TOTAL POINTS EARNED	

Fifteen Minute Sermon

Each student will develop a 15-minute sermon on an assigned pericope of Scripture (several verses that form a literary unit and encompass a unified theme). Beware of the temptation of using a few words or a brief phrase to launch into a sermon, which is not contextual, exegetical nor expository. You will receive a 1/3 letter grade deduction for every 30-seconds over the time limit. You will also receive a 1/3 letter grade penalty for going under 12 minutes for this sermon. Scripture reading and prayer count toward the time. You will need to submit the sermon video and manuscript through LearningHub. The manuscript should be no longer than 3 pages single spaced.

Student Self-Evaluation (2)

For each of the sermons preached, students will write a two-page, double-spaced self-evaluation, which will answer the following questions:

1. *Delivery*: What pleased you most as you watched your sermon on video?
2. *Delivery*: What displeased you most as you watched the video tape?
3. *Content*: What part(s) of this sermon's preparation gave you the most problem?
4. *Content*: Did the introduction convince the audience that they ought to listen? How could you strengthen it?
5. *Content*: How well did your proposition, main points, and sub-points fit together to develop the text?
6. *Content*: Were illustrations helpful to explain or persuade? Were applications direct and relevant?
7. *Content*: Did the conclusion do a good job of wrapping up the sermon's main idea and motivate the listeners to respond appropriately?
8. What single change might have improved the sermon the most?

Each evaluation is due the week that the sermon video is submitted.

Sermon Notebook

Students will create a sermon notebook detailing supporting materials used in sermons. The notebook is to be divided into the following different sections: (a) 20 three-stage sermon outlines; (b) 30 sermon illustrations; (c) 30 Quotations from Ellen White on Preaching (10 on the Preacher's Life, 10 on voice culture, and 10 on the importance of Preaching); (d) 25 preaching portions for future sermons; (e) class lecture notes and any other information a preacher might find useful. The assignment is broken up as smaller tasks throughout the course.

Notebook Sections	Percentage of Grade
Three-stage Sermon Outlines (20)	6%
Sermon Illustrations (30)	6%
Ellen White Preaching Quotations (30)	6%
Preaching Portions (25)	6%

Class Lectures and Miscellaneous Material	6%
Total	30%

Written Projects

All written projects are to be handed in with 12-point font size, Times New Roman, double-spaced and saved as a pdf file before uploading to LearningHub. Points will be deducted from a paper that exceeds the assigned page limit.

All submissions must include a title page, footnotes, subtitles, pagination, and a bibliography per current Turabian guidelines, as outlined in the *AU Standards for Written Work* - <https://www.andrews.edu/grad/documents/andrews-university-standards-for-written-work-as-of-october-2011.pdf>

Blogs

There are several blog questions throughout this course that you will answer. Responses should be at least 400 words. Make sure that questions are fully answered. Be sure to cite your sources.

Suggested schedule for completion in 8 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Introduction to Class (Syllabus) Preaching in the 21 st Century	Palmer, <i>The Holy Spirit and Preaching</i>	Introduction Forum	SLO 1, 2
	Lesson 2: The Case for Expository Preaching The Big Idea	Robinson, chapters 1 & 2	Blog 1	SLO 1, 2
2	Lesson 3 Sermon Preparation Process: Step 1: Select a Preaching Passage Step 2: Study the Passage Gather Notes	Robinson, chapter 3	Blog 2 Quiz 1	SLO 1, 2
	Lesson 4: Step 3: Discover the Exegetical Idea Step 4: Craft your Preaching Idea	Robinson, chapters 4 & 5	Blog 3	SLO 1, 2
3	Lesson 5: Step 5: Determine Sermon's Purpose Step 6: Select a Sermon Form Step 7: Gather Supporting Material	Robinson, chapter 6 & 7	Blog 4 Quiz 2	SLO 1,2,3
	Lesson 6: Step 8: Develop your Introduction Step 9: Craft your Conclusion & Appeal	Robinson, chapter 8	Blog 5	SLO 1,2,3
4	Lesson 7: Step 10: Birth your Manuscript	Robinson, chapters 9	Blog 6	SLO 1,2,3
	Lesson 8: Step 11: Internalize your Sermon Step 12: Listen when you Preach	Robinson, chapter 10	Quiz 3	SLO 1,2,3
5	Lesson 9: Midterm Assessment		8 Minute Sermon Video 8 Minute Sermon Manuscript Self-Evaluation 1	SLO 1,2,3
	Lesson 10: Preaching without Notes	Arthurs, <i>No Notes, Lots of Notes, Brief Notes</i>	Blog 7 Sermon Notebook: Three Stage Sermon Outlines	SLO 1,2,3
6	Lesson 11: Planning the Sermonic Calendar	Kidder, <i>Planning a Sermonic Year</i>	Blog 8 Sermon Notebook: Sermon Illustrations	SLO 1,2,3
	Lesson 12: Preaching with Cultural Intelligence	Kim, <i>Faithful Cultural Exegesis</i> Handout: <i>Preaching to Different Ethnic Groups</i>	Blog 9 Quiz 4	SLO 1,2,3

Module	Lessons	Readings	Assignments	Outcomes Met
7	Lesson 13: Preaching for Different Occasions	Handout: <i>Minister's Handbook</i>	Blog 10 Sermon Notebook: Ellen White Preaching Quotations	SLO 1,2,3
	Lesson 14: Trauma-Informed Preaching	Sancken, <i>Preaching Amidst Global Trauma</i>	Blog 11 Sermon Notebook: Preaching Portions	SLO 1,2,3
8	Lesson 15: Practical Pointers from the Preaching Ministry of Jesus	Morris, <i>Practical Pointers from the Preaching Ministry of Jesus</i>	Sermon Notebook: Class Lecture and Miscellaneous Material Quiz 5	SLO 1,2,
	Lesson 16: Final Assessment		15 Minute Sermon Video 15 Minute Sermon Manuscript Self-Evaluation 2	SLO 1,2,3

Suggested schedule for completion in 16 weeks:

Module	Lessons	Readings	Assignments	Outcomes Met
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Schedule Introduce Yourself Academic Integrity Quiz Academic Integrity Statement	
1	Lesson 1: Introduction to Class (Syllabus) Preaching in the 21 st Century	Palmer, <i>The Holy Spirit and Preaching</i>	Introduction Forum	SLO 1, 2
2	Lesson 2: The Case for Expository Preaching The Big Idea	Robinson, chapters 1 & 2	Blog 1	SLO 1, 2
3	Lesson 3 Sermon Preparation Process: Step 1: Select a Preaching Passage Step 2: Study the Passage Gather Notes	Robinson, chapter 3	Blog 2 Quiz 1	SLO 1, 2
4	Lesson 4: Step 3: Discover the Exegetical Idea Step 4: Craft your Preaching Idea	Robinson, chapters 4 & 5	Blog 3	SLO 1, 2
5	Lesson 5: Step 5: Determine Sermon's Purpose Step 6: Select a Sermon Form Step 7: Gather Supporting Material	Robinson, chapter 6 & 7	Blog 4 Quiz 2	SLO 1,2,3
6	Lesson 6: Step 8: Develop your Introduction Step 9: Craft your Conclusion & Appeal	Robinson, chapter 8	Blog 5	SLO 1,2,3
7	Lesson 7: Step 10: Birth your Manuscript	Robinson, chapters 9	Blog 6	SLO 1,2,3
8	Lesson 8: Step 11: Internalize your Sermon Step 12: Listen when you Preach	Robinson, chapter 10	Quiz 3	SLO 1,2,3

Module	Lessons	Readings	Assignments	Outcomes Met
9	Lesson 9: Midterm Assessment		8 Minute Sermon Video 8 Minute Sermon Manuscript Self-Evaluation 1	SLO 1,2,3
10	Lesson 10: Preaching without Notes	Arthurs, <i>No Notes, Lots of Notes, Brief Notes</i>	Blog 7 Sermon Notebook: Three Stage Sermon Outlines	SLO 1,2,3
11	Lesson 11: Planning the Sermonic Calendar	Kidder, <i>Planning a Sermonic Year</i>	Blog 8 Sermon Notebook: Sermon Illustrations	SLO 1,2,3
12	Lesson 12: Preaching with Cultural Intelligence	Kim, <i>Faithful Cultural Exegesis</i> Handout: <i>Preaching to Different Ethnic Groups</i>	Blog 9 Quiz 4	SLO 1,2,3
13	Lesson 13: Preaching for Different Occasions	Handout: <i>Minister's Handbook</i>	Blog 10 Sermon Notebook: Ellen White Preaching Quotations	SLO 1,2,3
14	Lesson 14: Trauma-Informed Preaching	Sancken, <i>Preaching Amidst Global Trauma</i>	Blog 11 Sermon Notebook: Preaching Portions	SLO 1,2,3
15	Lesson 15: Practical Pointers from the Preaching Ministry of Jesus	Morris, <i>Practical Pointers from the Preaching Ministry of Jesus</i>	Sermon Notebook: Class Lecture and Miscellaneous Material Quiz 5	SLO 1,2,
16	Lesson 16: Final Assessment		15 Minute Sermon Video 15 Minute Sermon Manuscript Self-Evaluation 2	SLO 1,2,3

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed. Assignments and exams must be completed **within 180 days** of course registration date. This timeframe is subject to change depending on deadlines set by your home institution.

Part 4: Grading Policy

Graded Course Activities

Percent %	Description
12	Blogs (12 including Introduction) (10 point each)
14	5 Quizzes
30	Sermon Notebook: Three Stage Sermon Outlines (6%) (Total 100 point)
	Sermon Notebook: Sermon Illustrations (6%) (Total 100 point)
	Sermon Notebook: Ellen White Preaching Quotations (6%) (Total 100 point)
	Sermon Notebook: Preaching Portions (6%) (Total 100 point)
	Sermon Notebook: Class Lectures & Miscellaneous Materials (6%) (Total 100 point)
44	8 Minute Sermon Video (10%) (Total 100 point)
	8 Minute Sermon Manuscripts (4%) (Total 50 point)
	15 Minute Sermon Video (20%) (Total 100 point)
	15 Minute Sermon Manuscripts (4%) (Total 50 point)
	Student Self-Evaluation Papers (6%) (25 each point)
100	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf>. Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieus with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty. Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.

AI Generated Work

Student work may be submitted to AI or plagiarism detection tools in order to ensure that student work product is human created. The submission of AI generated work constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students.

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