

2015 Preaching Concentration Cohort  
Year Four  
CHMN748  
PREACHING THE LITERARY FORMS  
OF THE BIBLE  
2018

*Kenley Hall, DMin*



Andrews  
University  
Seek. Affirm. Change.



CHMN748

# PREACHING THE LITERARY FORMS OF THE BIBLE

PREACHING CONCENTRATION, 2018

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## GENERAL MODULE INFORMATION

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Intensive location: SDA Theological Seminary—Ken Stout Preaching Lab S115  
Intensive Dates: July 9-20, 2018  
Credits offered: 5

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## INSTRUCTOR CONTACT

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Instructor: Kenley Hall, DMin  
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## BULLETIN MODULE DESCRIPTION

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Examination of biblical literature, including historical narrative, NT Epistles, and apocalyptic passages for preaching. Special attention is given to the skill of storytelling and how stories are processed by the human mind. It includes collegial and inductive reflection on the unique challenges and opportunities within epistolary and apocalyptic biblical texts.

SEVENTH-DAY ADVENTIST THEOLOGICAL SEMINARY

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## MODULE MATERIALS

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Required:

1. Arthurs, J. (2007). *Preaching with variety: How to re-create the dynamics of biblical genres*. Grand Rapids, MI: Kregel.
2. Greidnaus, S. (1999). *Preaching Christ for the old testament: A contemporary hermeneutical method*. Grand Rapids: Eerdmans
3. Long, T. (1985). *Preaching and the literary from of the bible*. Philadelphia: Fortress Press.
4. Bland, D. & Flee, D. Eds. (2005). *Performing the psalms*. Atlanta, GA: Chalice Press. Mays, J. L. (2006). *Preaching and teaching the Psalms*. Louisville: Westminster. (These two books are assigned to **Work Group One**)

McKenzie, A. M. (1996). *Preaching Proverbs: Wisdom for the pulpit*. Louisville: Westminster. O'Donnell, D. S. (2011). *The beginning and end of wisdom: Preaching Christ from the first and last chapters of proverbs, ecclesiastes and job*. Wheaton, IL: Crossway. (These two books are assigned to **Work Group Two**)

5. Edwards, J. K. (2005). *Effective first-person biblical preaching: The steps from text to narrative sermon*. Grand Rapids, MI: Zondervan.

Green, J. B. & Pasquarello, M.. Eds (2003). *Narrative reading, narrative preaching: Reuniting new testament interpretation and proclamation*. Grand Rapids: Baker.

Mathewson, S. D. (2002). *The art of preaching old testament narrative*. Grand Rapids: Baker.

Walsh, J. T. (2009). *Old testament narrative: A guide to interpretation*. Louisville: Westminster. (SELECT **ONE** of these four books)

Bloomberg, C. L. (2004). *Preaching the parables: From responsible interpretation to powerful proclamation*. Grand Rapids, MI: Baker.

Buttrick, D. (2000). *A homiletic guide: Speaking the parables*. Louisville, KY: Westminster.

Stiller, B. (2005). *Preaching parables to postmoderns*. Minneapolis: Fortress (SELECT **ONE** of these three books)

7. Gross, N. L. (2002). *If you cannot preach like paul*. Grand Rapids, MI: Eerdmans.

Thompson, J. W. (2001). *Preaching like Paul: Homiletical wisdom for today*. Louisville: Westminster.

(SELECT **ONE** of these two books)

Recommended:

1. Achtemeier, E. (1989). *Preaching from the old testament*. Louisville, KY: Westminster.
2. Allen, R. (2000). *Preaching luke-acts*. Atlanta, GA: Chalice Press.
3. Carter, T. G., Duvall, J. S. & Hays, J. D. (2005). *Preaching God's word: A hands-on approach to preparing, developing, and delivering the sermon*. Grand Rapids, MI: Zondervan.
4. Gibson, S., Ed. (2006). *Preaching the old testament*. Grand Rapids: Baker.
5. Goldsworthy, G. (2000). *Preaching the whole bible as christian scripture*. Grand Rapids: Eerdmans.
6. Green, J. B. & Pasquarello, M., Eds (2003). *Narrative reading, narrative preaching: Reuniting new testament interpretation and proclamation*. Grand Rapids: Baker.
7. Greidanus, S. (2012). *Preaching Christ from daniel: foundations for expository sermons*. Grand Rapids, MI: Eerdmans.
8. Greidanus, S. (2010). *Preaching Christ from ecclesiastes: Foundations for expository sermons*. Grand Rapids, MI: Eerdmans.
9. Greidanus, S. (2007). *Preaching Christ from genesis: Foundations for expository sermons*. Grand Rapids, MI: Eerdmans.
10. Jones, L. P. & Sumney, J. L. (1999) *Preaching apocalyptic texts*. Atlanta, GA: Chalice Press.
11. Jacobson, D. S. (1999). *Preaching in the new creation: The promise of the new testament apocalyptic texts*. Louisville: Westminster
12. Kaiser, W.C., Jr. (2003). *Preaching and teaching from the old testament*. Grand Rapids, MI: Baker.
13. McKenzie, A. M. (2010). *Novel preaching: Tips from top writers on crafting creative sermons*. Louisville, KY: Westminster.
14. Piper, J. (2004). *The supremacy of God in preaching*. Grand Rapids, MI: Baker.
15. Stevenson, J. (2008). *Preaching from the minor prophets to a postmodern congregation*. Hollywood, FL: Redeemer Publishing.
16. Tucker, A. B. (2008). *The preacher as storyteller: The power of narrative in the pulpit*. Nashville, TN: B&H.

For ISBN and price information, please see the listing at the Bookstore  
[www.andrews.edu/bookstore](http://www.andrews.edu/bookstore).

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## PROGRAM LEARNING OUTCOMES

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The following program learning outcomes reflect the intended impact of the Doctor of Ministry Program:

1. Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.
2. Conduct research and implement an intervention in response to ministry challenges and trends in a global context, related to the primary field of service
3. Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one's personal experience and ministry.

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## PRIMARY EDUCATIONAL OBJECTIVES

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The Doctor of Ministry program seeks to develop the person, knowledge, and practice of its students.

### **Being:**

- a) Seek deeper Christ-like biblical spirituality
- b) Experience enrichment of personal and family life
- c) Intensify commitment to ministry
- d) Develop an Adventist perspective of discipleship, evangelism, mission, and ministry

### **Knowing:**

- a) Acquire exceptional theoretical knowledge that contributes to advanced ministry
- b) Foster a holistic view of society and its needs
- c) Articulate theological and theoretical understandings that advance global ministry
- d) Understand the biblical model of servant leadership

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## STUDENT LEARNING OUTCOMES

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The Doctor of Ministry in Preaching Concentration seeks to develop the person (Being), knowledge (Knowing), and practice (Doing) of its participants. Following are outcomes that are important to evaluate. These outcomes guide the curriculum, and should be reflected in the Ministry Development Plan developed by the participant.

### Being

The graduate will experience transformational development in the following ways:

1. Experiencing security in the high calling to ministry
2. Enrichment of personal and family life
3. Greater commitment to ministry
4. Positive collegial relationships

5. A global view of society and ministry

**Assessed by:** Requiring students to complete a section in their Ministerial Development Plan (MDP) in which they will name strategies for biblical spirituality and practices they adopted to grow spiritually as a result of the DMin program and the direct assessments in module two on theological and spiritual foundations administered by faculty.

**Knowing:**

The graduate will have:

1. Exceptional understanding of theory in the field of homiletics
2. A faithful Adventist theology of prophetic preaching
3. An understanding of servant leadership
4. Knowledge to integrate preaching and worship
5. An understanding of the contextual nature of preaching

**Assessed by:** The direct assessment provided by the faculty in all modules for various assignments and by completing two theoretical chapters in their project documents (Chapters 2 and 3) where students will provide theological reflection on their research topic and show a high level of acquaintance with the current literature on the subject assessed with the project.

**Doing:**

The graduate will have enhance preaching skills to

1. Produce excellent exegesis of scripture
2. Learn and practice diverse styles of preaching
3. Evaluate the effectiveness of preaching
4. Deliver prophetic sermons with excellence
5. Read scripture in public effectively
6. Articulate a theological understandings that advances preaching and worship
7. Take the Various Literary Forms into Account in their movement from text to sermon
8. Develop and Preach sermons that reflect both what the text says and what it does
9. Preach in a way that not only says something but creates an experience for the congregation

**Assessed by:** Successful presentation and assessment of their project before peers and their respective project committees as well as direct assessments of case studies and journals administered by faculty in the modules.

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## THE COHORT

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This module is open to members of this cohort, who take the sequence of modules and the project seminar together. Cohort members will meet in groups between intensives and pursue projects that advance their competencies. On completion, they will have completed a Preaching Concentration in their DMin program.

Participants in the 2015 Preaching Concentration take the following modules and the project seminar in the following sequence:

<b>Course Number</b>	<b>Course Name</b>	<b>Instructors</b>	<b>Intensive Dates</b>	<b>Intensive Location</b>
CHMN743	Prophetic Preaching in the Worship Context (4cr)	Hyveth Williams	June 8-16, 2015	Andrews University
GSEM790	DMin Project Seminar (4 cr)	Bill Knott and/or David Penno	June 17-23, 2015	Andrews University
GSEM706	Spiritual and Theological Foundations for Ministry (8cr)  (Field Research Symposium April 18-19,PetrCincala)	Jon Dybdahl	April 6-19, 2016	Andrews University
	Implementation Symposium	David Penno	December 13, 2016 1:00-5:00 pm, EST	virtual meeting via Zoom
CHMN744	A History of Preaching: Periods, Personalities, Propensities (5 cr) Daily schedule for intensive	Hyveth Williams	July 7-14, 2017	Andrews University
GSEM796	DMin Project ( 3 cr)		Summer semester 2017	
CHMN748	Preaching the Literary Forms of the Bible (5 cr)	Kenley Hall	July 6-13, 2018	Andrews University
GSEM796	DMin Project (3 cr)		Summer semester 2018	

Always consult the Doctor of Ministry program planner at [www.doctorofministry.com](http://www.doctorofministry.com) for possible adjustments to the date and locations of future teaching intensives.

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## MODULE REQUIREMENTS

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### I. Pre-Intensive

#### A. Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the first three required pre-session titles. The journal (there will be 3, one for each of the first three required books) is an informal reflection of your thoughts as you read the book. Reflection in this context suggests a cognitive and imaginative process. Examine what you read in the book and “bounce it off” what you have experienced or imagined. Consider the text in the light of your values, experiences, ideas, and hopes. The result is your “reflection” on the text. Give deliberate and intentional attention to how the text relates to your life and relate it with written clarity. Journals are usually four to six pages, need not follow any particular style, and will not be graded for grammar, writing, etc. Begin the journal for each book with a simple statement that you have read the required book or state what you have read of the book.

1. Arthurs, J. (2007). *Preaching with variety: How to re-create the dynamics of biblical genres*. Grand Rapids, MI: Kregel.
2. Greidnaus, S. (1999). *Preaching Christ for the old testament: A contemporary hermeneutical method*. Grand Rapids: Eerdmans
3. Long, T. (1985). *Preaching and the literary from of the bible*. Philadelphia: Fortress Press.

Books can be purchased in any manner convenient to the participant.

#### B. Pre-intensive Work Group Assignment:

Each workgroup has been assigned a *particular literary form*. Each member of the group should read the two-assigned books for that literary form. The work group should be prepared to lead a **three-hour** discussion regarding what they have discovered about preaching in the literary form assigned to that work group. Additionally, each member of that work group should prepare and come to the intensive ready to preach a **30-minute sermon** *from their work groups assigned literary form*. A **sermon prep paper** and **full manuscript** must be turned in no later than *the morning of the day you preach*.



**Work Group One: *Preaching Poetry* (Psalms)**

**Work Group Two: *Preaching Wisdom* (Proverbs, Ecclesiastes)**

If you have forgotten your work group there is rooster at the end of this syllabus.

4. Bland, D. & Fleer, D. Eds. (2005). *Performing the psalms*. Atlanta, GA: Chalice Press.

Mays, J. L. (2006). *Preaching and teaching the Psalms*. Louisville: Westminster.

McKenzie, A. M. (1996). *Preaching Proverbs: Wisdom for the pulpit*. Louisville: Westminster.

O'Donnell, D. S. (2011). *The beginning and end of wisdom: Preaching Christ from the first and last chapters of proverbs, ecclesiastes and job*. Wheaton, IL: Crossway.

## **II. The Intensive**

A. Punctual attendance is required for all intensive sessions. A maximum of 10% absence of total activities is allowed.

B. On some evenings a daily journal will be required.

C. Participation in discussion, group activities, journaling, and compilation of notes is expected.

D. Each group will lead a three-hour discussion regarding what they have discovered about preaching in the literary form assigned to that work group.

E. Each participant in a group will preach a 30-minute sermon from their work groups assigned literary form.

F. A cohort field experience may be planned for Saturday and Sunday.

## **III. Post Intensive**

A. Journal and report the following three books in the same manner as for the pre-intensive books. **Journal due on November 1, 2018.**

1. Greidanus, S. (2012). *Preaching Christ from daniel: foundations for expository sermons*. Grand Rapids, MI: Eerdmans.

Greidanus, S. (2010). *Preaching Christ from ecclesiastes: Foundations for expository sermons*. Grand Rapids, MI: Eerdmans.

Greidanus, S. (2007). *Preaching Christ from genesis: Foundations for expository sermons*. Grand Rapids, MI: Eerdmans.

(SELECT **ONE** of the above titles)

2. Edwards, J. K. (2005). *Effective first-person biblical preaching: The steps from text to narrative sermon*. Grand Rapids, MI: Zondervan.

Green, J. B. & Pasquarello, M.. Eds (2003). *Narrative reading, narrative preaching: Reuniting new testament interpretation and proclamation*. Grand Rapids: Baker.

Mathewson, S. D. (2002). *The art of preaching old testament narrative*. Grand Rapids: Baker.

Walsh, J. T. (2009). *Old testament narrative: A guide to interpretation*. Louisville: Westminster.

(SELECT **ONE** of the above titles)

3. Bloomberg, C. L. (2004). *Preaching the parables: From responsible interpretation to powerful proclamation*. Grand Rapids, MI: Baker.

Buttrick, D. (2000). *A homiletic guide: Speaking the parables*. Louisville, KY: Westminster.

Stiller, B. (2005). *Preaching parables to postmoderns*. Minneapolis: Fortress

(SELECT **ONE** of the above titles)

B. Review the Ministry Development Plan (MDP) of five to seven pages, double-spaced. The Ministry Development Plan should have four sections; a description of your situation when you began the program, your vision for your life and ministry following the program, the steps you have been taking and propose to take to move in the direction of that vision during your program, and a listing of the helping as well as hindering forces. The Ministry Development Plan should include spiritual, personal, relational, and professional context, vision, and activities to accomplish the vision in those areas. Due on **October 1, 2018**.

C. **Prepare, Preach and record** a sermon *from a literary form not assigned to your work group*. **Upload the video (by no later than December 1, 2018)** so those in your work group can view it. Your second post-intensive group meeting should focus on peer review of each group member's sermon. Additionally, you will need to drop into Moodle a sermon prep paper and sermon manuscript for this second sermon (**by no later than December 1, 2018**).

D. Chapter five of your project document, a paper of 16 - 22 pages, no more than 25 pages, will be required providing the narrative of your project challenge. Follow the instructions of your project seminar for the form of chapter five. This chapter is due on **February 1, 2019**.

*The Andrews University Standards for Written Work, 12<sup>th</sup> Edition* will provide the standards for all written work. Doctor of Ministry papers are done in APA style.

E. Meet again with your **context support group** of five to nine persons from your specific ministry context and review your MDP. The meeting should center on personal and professional progress. The meeting **must occur on or before September 17, 2018**. The group will review the MDP and its role with materials provided during the intensive. Report that you have had this meeting and give a brief synopsis of the meeting. **This report is due by September 22, 2018.**

F. Students will participate in a minimum of two **sessions of a work group** for peer support and sharing of experience.

1. A journal and attendance record of the group meetings will be required from a secretary for each group by **February 1, 2019**.
2. The first group meeting must occur on or before **October 20, 2018**, and review the work of students on their chapter five.
3. The second group meeting must occur on or before **January 19, 2019**, and review the sermon done by each student.
4. Groups may meet by phone conference, face-to-face, or via electronic conference.

G. Continue work with your field mentor, be involved in at least monthly sessions with your mentor, and report the 1) name, 2) contact information, and 3) a one page journal of session dates and reactions to the sessions to the lead teacher by **February 1, 2015**.

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## GRADING AND ASSESSMENT ITEMS

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### A. Credit-Hour Definitions and Calculations

The Doctor of Ministry program requires 56 hours of study for each semester credit. This module is 5 hours, so the entire course module is to require 280 hours. Following is a rule of thumb to help guide your reading, research, and writing for Seminary courses:

- Average reading speed 15-20 pages/hr.
- Average writing speed 3 hr./page

The time for this module is calculated as follows:

Ministry Development Plan = 1 hour

Reading and journaling (approximately 2,435 pages) = 121 hours for the reading and 30 for the Journaling = 151

Sermon Preparation (including sermon preparation paper (One pre and one post intensive) = 40

Work group preparation to lead a **three-hour** discussion on their assigned literary form = 18

Intensive = 60 hours

Journaling during the intensive = 2 hours

Context support group = 2 hours

Post intensive paper (**the writing time - 60 hours, plus experiential and research time - 64 hours, satisfies the 124 hours for 2 project credits**)

Peer group attendance and journaling = 5 hours

Mentoring = 7 hours

Total 286 hours (**not including the project credits**)

## B. Criteria for Grades

Assessment is accomplished by evaluating participation and assignments around the outcomes of the concentration. There are five outcomes in the area of being, five in the area of knowing, and nine outcomes in the area of doing. The chart below describes the process of judging the integration of those outcomes. Distinctions become vague when the contribution of all experience to the cyclical process of true learning in the areas of being, knowing, and doing are considered.

OUTCOMES OF THE CONCENTRATION	LEARNING RESOURCE FOR THIS MODULE	PROCESS OF ASSESSMENT
<b>BEING</b>		
Greater commitment to spiritual growth and ministry	Intensive presentation and participation  Ministry Development Plan	Evaluate intensive discussion and participation  Group work
Positive collegial relationships	Group work	Intensive participation  Work group reports
A global view of society and ministry	Pre-Intensive Reading	Evaluate global vision through ability to contextualize and de-contextualize in sermons
<b>KNOWING</b>		
Exceptional understanding of theory in the field of homiletics	Pre-intensive reading on preaching the literary forms of the	Evaluation of pre-intensive reading reports, journaling of literature, the quality of intensive presentations, group reflections, and class participation.

	Bible  Intensive presentation on assigned literary form	
A faithful Adventist theology of pastoral and prophetic preaching	group presentation  Post intensive assignment	Evaluation of the group presentation  Evaluate post intensive DVD sermon
Integration of preaching and worship	Sermon presented during the intensive and the one delivered post intensive	Evaluate how knowledge presented in preaching relates to congregational need
To articulate theological and theoretical understandings that advance preaching and worship	Ministry Development Plan Intensive participation  Chapter 5  Pre/Post Intensive reading reports	MDP Class Presentation Journaling  Evaluate Post- Intensive Praxis
<b>DOING</b>		
To produce excellent exegesis of scripture	Preaching praxis	Assess Intensive sermon
To learn and practice diverse styles of preaching	Sermon presented during the intensive and the one delivered post-intensive Pre & Post Intensive Reading Reports	Evaluate intensive sermon and receive feedback from peers on post-intensive sermon Book Journals
To read scripture in public effectively	Group Work Intensive Participation	Assess Intensive sermon
Take the Various Literary Forms into Account in their movement from text to sermon	Sermon Prep paper Sermon presented during the intensive and the one delivered post-intensive	Assess the sermon preparation paper Evaluate intensive sermon and receive feedback from peers on post-intensive sermon

Develop and Preach sermons that reflect both what the text says and what it does	Sermon Prep paper Sermon presented during the intensive and the one delivered post-intensive	Assess the sermon preparation paper Evaluate intensive sermon and receive feedback from peers on post-intensive sermon
Preach in a way that not only says something but creates an experience for the congregation	Sermon Prep paper Sermon presented during the intensive and the one delivered post-intensive	Assess the sermon preparation paper Evaluate intensive sermon and receive feedback from peers on post-intensive sermon

### C. Grade Points

Reading Journals- (40 x 6 = 240 points)

Group Presentation (300 points)

Ministry Development Plan – (20 points)

Chapter 5 – (500 points)

Context Support Group – (75 points)

Work Group Meetings – (100 x 2 = 200 points)

Report Regarding Mentor – (50 points)

Sermons (115 x 2 = 230 points)

Sermon Prep Papers and Manuscripts- (110 x 2 = 220 points)

Total (1835 points)

96 - 100% - A

93 - 95% - A-

90 - 92% - B+

85 - 89% - B

82 - 84% - B-

79 - 81% - C+

75 - 78% - C

72 - 74% - C-

### D. Assignment Submission

**Assignments should be submitted to the Moodle drop box.** No hard copies will be accepted.

E. Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date: (possible A grade)

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Late up to 30 days: (no more than A- grade)

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Late 31 to 60 days: (no more than B+ grade)

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Late 61 to 90 days: (no more than B grade)

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Late 91 days or more: (DN deferred and not completable\*)

*Reading journals for pre-intensive books* are **due the first session of the teaching intensive, July 6, 2018**. If submitted late, the work will be discounted 10%. Additionally the sermon preparation paper and manuscript for the sermon you will preach during the intensive is due on July 6, 2018. The remaining assignments are due no later than March 17, 2019. DGs (deferred grades) are provided in the semesters before assignments are due.

\* Graduation requires a 3.0 or better program GPA. Students who receive a DN must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

F. Student grades will be recorded by **July 1, 2019**

G. Graduation requires a 3.0 or better program GPA. Students who receive a DN for a module must seek permission from the DMin office to restart with another cohort and seek a new program time limit. Such requests are considered by the DMin program committee and not guaranteed. No tuition refunds are considered.

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ASSESSMENT GUIDELINES

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**Sermon Preparation Paper Formant Guide**  
**70 points**

1. Determine and describe the *parameters of the text* that you are preaching from?
2. What is the **genre/literary form** of the text?
3. What is the **rhetorical function** of this genre? What does the text do for and to the reader?
4. What literary devices does this genre employ to achieve its rhetorical effect? How does the text do what it does? What literary features are present in the text that allows it to accomplish its rhetorical work?
5. How does the text under consideration, in its own literary setting, embody the characteristics and dynamics described in the previous question?
6. How may the sermon in a new setting, say and do what the text says and does in its original setting? What portion of the text will you try to regenerate the impact of? What does that portion of the text say and do for a new and unique set of people?
7. Summarize the **original message** of the text to its original hearers—as you understand it into one clear concise sentence.
8. Interpret the **contemporary meaning** of the text and then express it in a clear concise sentence.
9. Shape the contemporary message of the text into a clear **sermon theme** and write it out as a single complete sentence.
10. Brainstorm about possible **sermon illustrations**. Select the one(s) that best connect with the sermon theme.

[Each of the first 10 questions are worth 4 points each]

11. **List six principles** from your *assigned reading* that you utilized in the preparation of this sermon. Be specific about both the principles and your application of the principles [30 points]

As a separate assignment **write a complete manuscript for your sermon** [40 points]. See the sermon manuscript rubric.



## Sermon Manuscript Rubric

### 40 Points

Category	Target 40	Acceptable 30	Needs Improvement 20	Unacceptable 10
<b>Introduction 10%</b>	Uses creativity and originality to effectively introduce and draw the reader/listener into the content .10X40= 4	Uses creativity to effectively introduce and draw the reader/listener into the content .10X30= 3	Lacks creativity and/or there is only a tangential relationship to the content .10X20= 2	There is no introduction and/or there is no relationship between the introduction and the content .10X10= 1
<b>Biblical Exegesis 20%</b>	Applies accurately the principles of biblical exegesis regarding all issues of content and genre .20X40= 8	Applies accurately the principles of biblical exegesis to most issues of content and genre .20X30= 6	Applies inaccurately the principles of biblical exegesis or ignores some issues of content and genre .20X20= 4	Does not apply the principles of biblical exegesis .20X10= 2
<b>Logical Organization 10%</b>	The content is organized in a logical sequence .10X40= 4	Most of the content is organized in a logical sequence .10X30= 3	The content is organized illogically .10X20= 2	There is no organization of content .10X10= 1
<b>The “Big Idea” 20%</b>	Presents one exegetically sound, clear and applicable “Big Idea” from the preaching passage .20X40= 8	Presents one exegetically sound and clear “Big Idea” from the preaching passage .20X30= 6	The “Big Idea” presented is not clear and/or applicable .20X20= 4	Never presents a “Big Idea” from the preaching passage or presents one that is not exegetically sound .20X10= 2
<b>Conclusion 10%</b>	Summarizes the content and calls for response appropriate to the content .10X40= 4	Summarizes the content and calls for a response largely appropriate to the content .10X30= 3	Summarizes the content but calls for a response unrelated to the content .10X20= 2	Does not summarize the content and/or call for a response .10X10= 1
<b>Use of Illustrations 10%</b>	All illustrations are clearly connected to supported points .10X40= 4	Most illustrations are connected to supported points .10X30= 3	Illustrations are only tangentially related to supported points .10X20= 2	Uses no illustrations .10X10= 1
<b>Engaging and Appropriate Style 10%</b>	Uses an engaging and appropriate style that holds the readers/listeners attention throughout .10X40= 4	Uses a mostly engaging and appropriate style that holds the readers/listeners attention most of the time .10X30= 3	Does not engage the readers/listeners throughout and/or uses an inappropriate style .10X20= 2	Does not engage the readers/listeners and/or use an appropriate style .10X10= 1

<b>Format 5%</b>	The manuscript formatting follows proper <i>Andrews Standards for Written Work</i> . .05x40= 2	There are 1 or 2 formatting mistakes. .05X30= 1.5	There are 3 or 4 formatting mistakes. .05X20= 1	There are more than 4 formatting mistakes. .05X10= .5
<b>Language Conventions 5%</b>	There are no spelling, grammar, or punctuation errors. .05x40= 2	There are 1 or 2 spelling, grammar, or punctuation errors. .05X30= 1.5	There are 3 or 4 spelling, grammar, or punctuation errors. .05X20= 1	There are more than 4 spelling, grammar, or punctuation errors. .05X10= .5

## Book Journal Rubric 120 Points

Category	Target 120	Acceptable 100	Needs Improvement 84	Unacceptable 60
<b>Content Accuracy 30%</b>	The journal entries focus on the contents covered in the book; the student writes only relevant entries. .30 x 120 = 36	Generally journal entries remain relevant to the topics covered in the book. .30 x 100 = 30	Often the journal entries stray from the topics covered in the book .30 x 84 = 26	Journal entries tend to be random writings with little or no relevance to the contents of the book .30 x 60 = 18
<b>Ideas 35%</b>	Ideas were expressed in a clear and organized fashion. It was easy to figure out the student's opinions. .35 x 120 = 42	Ideas were expressed in a pretty clear manner, but the organization could have been better. .35 x 100 = 35	Ideas were somewhat organized, but were not very clear. It was difficult to figure out the student's opinions. .35 x 84 = 29	The journal seemed to be a collection of unrelated sentences. It was very difficult to figure out what it was about. .35 x 60 = 21
<b>Insight 35%</b>	The student consistently shows thoughtfulness and interest in the content of the book .35 x 120 = 42	The student generally shows thought and interest in the content of the book. .35 x 100 = 35	The student often gives short, uninterested responses to the content in the book. .35 x 84 = 29	The student hardly focuses on the content of the book, and writes as little as possible. .35 x 60 = 21

## Team Presentation Rubric

### 300 Points

Category	Target 300	Acceptable 249	Needs Improvement 210	Unacceptable 150
<b>Teamwork 10%</b>	The team worked well together to achieve objectives. Each member contributed in a valuable way to the presentation.  .10 x 300 = 30	The team worked well together most of the time, with only a few occurrences of communication breakdown.  .10 x 249 = 25	The team had some challenges working together, with numerous communication breakdowns.  .10 x 210 = 21	There was no apparent teamwork.  .10 x 150 = 15
<b>Subject Knowledge 30%</b>	The presentation demonstrated extensive knowledge of Preaching the assigned Literary Form of the Bible by integrating major and minor concepts. The presentation also demonstrated a deep level of thinking about the subject.  .30 x 300 = 90	The presentation demonstrated knowledge of Preaching the assigned Literary Form of the Bible by integrating major concepts. The presentation also demonstrated evidence of thinking about the subject.  .30 x 249 = 75	The presentation demonstrated only rudimentary knowledge of Preaching the assigned Literary Form of the Bible. The presentation also demonstrated that little thought was given to the subject.  .30 x 210 = 63	The presentation did not demonstrate knowledge of Preaching the assigned Literary Form of the Bible or evidence of thinking about the topic.  .30 x 150 = 45
<b>Creativity 10%</b>	The presentation was imaginative and effective in conveying ideas to the class participants  .10 x 300 = 30	The presentation techniques used were effective in conveying main ideas, but a bit unimaginative  .10 x 249 = 25	The presentation techniques used were only partially effective in conveying main ideas and was unimaginative  .10 x 210 = 21	The presentation failed to capture the interest of the class participants and/or was confusing in what it was communicating  .10 x 150 = 15
<b>Well Structured Presentation 30%</b>	A well-structured and highly engaging presentation with appropriate student engagement strategies, pacing, sequence, activities,	A well-structured presentation with appropriate student engagement strategies, pacing, sequence, activities, materials,	A semi structured presentation with only some elements of appropriate student engagement strategies, pacing, sequence, activities,	Unstructured presentation with disconnected student engagement strategies, pacing, sequence, activities, materials, and resources.  .30 x 150 = 45

	materials, resources, and technologies. .30 x 300 = 90	resources, and technologies. .30 x 249 = 75	materials, and resources. .30 x 210 = 63	
<b>Speaking Skills, Participation, Time Frame</b> <b>20%</b>	Presenters were poised and had clear articulation. Every team member spoke and participated at a very high and balanced level. Enthusiasm and confidence was exuded. The presentation fit into the time allotment of 3 hours. .20 x 300 = 60	Presenters were mostly audible and/or fluent on the topic, but: (1) not all team members spoke and/or participated in a high and balanced level; (2) Some enthusiasm and confidence was displayed; and/or (3) The presentation went slightly over or under the allotment of 3 hours .20 x 249 = 49	Presenters were often inaudible and/or hesitant and relied heavily on notes. One or 2 team members did most of the presentation. There was only minimal enthusiasm and confidence displayed. The presentation went considerably over or under the allotment of 3 hours .20 x 210 = 42	Presenters were hesitant and relied exclusively on notes. Only member did the presentation. There was no enthusiasm or confidence displayed. The presentation went substantially over or under the allotment of 3 hours .20 x 150 = 30

### Chapter Assessment Rubric for the Post Intensive Paper

#### Chapter Five: Narrative of Intervention Implementation

500 Points

Category	Target 500	Needs Improvement 415	Incomplete 350	Unacceptable 250
<b>Introduction</b> <b>20%</b>	The chapter begins with an introduction that invites the reader into the topic and presents a bird's eye view of what the chapter will be about .20 x 500 = 100	Same as target except the bird's eye view is incomplete. .20 x 415 = 83	The reader is invited into the topic, but there is no bird's eye view is given of what the chapter will cover. .20 x 350 = 70	There is no introduction or no clear connection between the introduction and the body of the chapter. .20 x 250 = 50
<b>Implementation Narrative</b> <b>30%</b>	A concise narrative of the precise chronological implementation f	A narrative of the precise chronological implementation of	The implementation narrative does not move in chronological	No narrative of the implementation of the intervention is given.

	the intervention is given.  .30 x 500 = 150	the intervention is given.  .30 x 415 = 123	fashion and/or gets ide-tracked with tangents not relevant to the implementation process.  .30 x 350 = 105	.30 x 250 = 75
<b>Conclusion</b>  <b>20%</b>	The chapter ends with a conclusion that reiterates the main points, restates the thesis in light of its substantiation and exemplification reflects on the journey that has led to this concluding moment, and acknowledges directions for further research and theological reflection.  .20 x 500 = 100	The chapter ends with a conclusion that reiterates the main points and restates the thesis in light of its substantiation and exemplification.  .20 x 415 = 83	One of the main points is not reiterated in the conclusion. Or in addition to reiterating what was discovered in the body of the chapter the conclusion presents new evidence or makes claims that are not substantiated in the body of the chapter.  .20 x 350 = 70	There is no conclusion or the conclusion does not capture the main points of the chapter.  .20 x 250 = 50
<b>Format</b>  <b>5%</b>	The chapters format follows proper <i>Andrews Standards for Written Work</i>  .05 x 500 = 25	There is one formation mistake.  .05 x 415 = 21	There are two formatting mistakes.  .05 x 350 = 17	There are 3 or more formatting mistakes.  .05 x 250 = 12
<b>Style</b>  <b>5%</b>	The chapter follows <i>APA Style</i> including in-text referencing to cite sources.  .05 x 500 = 25	There is one stylistic mistake.  .05 x 415 = 21	There are two stylistic mistakes.  .05 x 350 = 18	There are three or more stylistic mistakes  .05 x 250 = 13
<b>Language Conventions</b>  <b>5%</b>	There are no spelling, grammar, or punctuation errors.  .05 x 500 = 25	There is one spelling, grammar, or punctuation error.  .05 x 415 = 21	There are two spelling, grammar, or punctuation errors.  .05 x 350 = 17	There are three or more spelling, grammar, or punctuation errors  .05 x 250 = 12
<b>Clearly Written</b>  <b>10%</b>	This chapter is written in a reader-friendly manner that models clarity of expression.	This chapter is written in a mostly reader-friendly manner. There is a slight tendency to	Expression of some ideas is confusing to the reader. Uses lots of	The chapter does not promote reader understanding and/or is unclear in language use and

	.10 x 500 = 50	use a few long rambling sentences. .10 x 415 = 42	long rambling sentences. .10 x 350 = 35	expression. Uses long rambling or run-on sentences. .10 x 250 = 25
<b>Length</b>	20-25 pages	26-30 pages	31-40 pages	More than 40 pages
<b>5%</b>	.05 x 500 = 25	.05 x 415 = 21	.05 x 350 = 18	.05 x 250 = 13

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## UNIVERSITY POLICIES

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### Classroom Seating

Provide a statement about your policy on classroom seating (e.g., In order to facilitate learning everyone's name please select a permanent seat until instructed otherwise).

### Computer Use and "Engagement Policy"

Computers may be used during each regular class, **but not during sermons.** However, computers may only be used **to take class or discussion notes.** Any breach of this computer use policy will make the student *ineligible to use* the computer at all during the rest of the semester!

### Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### Late Assignment Submission

Assignment submission / Late Submission deadlines will be applied as follows:

Assignment due date: (possible A grade)

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Late up to 30 days: (no more than A- grade)

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Late 31 to 60 days: (no more than B+ grade)

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Late 61 to 90 days: (no more than B grade)

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Late 91 days or more: (DN deferred and not completable\*)

**Examinations**

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”.

*AU Bulletin*

**Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements.

*AU Bulletin*

**Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”.

*AU Bulletin*

**Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”.

*AU Bulletin*

**Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher”.

*AU Bulletin*

**Academic Integrity**

“In harmony with the mission statement (p.18), Andrews University expects that students will demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts: falsifying official documents; plagiarizing, which includes copying others’ published work, and/or failing to give credit properly to other authors and creators; misusing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University); using media from any source or medium, including the Internet (e.g., print, visual images, music) with the intent to mislead, deceive or defraud; presenting another’s work as one’s own (e.g. placement exams, homework, assignments); using material during a quiz or examination other than those specifically allowed by the teacher or program; stealing, accepting, or studying from stolen quizzes or examination materials; copying from another student

during a regular or take-home test or quiz; assisting another in acts of academic dishonesty (e.g., falsifying attendance records, providing unauthorized course materials).

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee for Academic Integrity for recommendations on further penalties. Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university

Departments or faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses". *AU Bulletin*

### **Emergency Protocol**

Andrews University takes the safety of its student seriously. Signs identifying emergency protocol are posted throughout buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

### **Children in the Classroom**

The classroom is dedicated for students and the pursuit of academic learning. It is not a childcare facility. *Therefore no children are allowed in the classroom.*

### **Food in the Classroom**

The seminary commons is the dedicated place in the seminary where food can be consumed. There is no eating allowed in the classroom.

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## **INSTRUCTOR PROFILE**

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Kenley Hall spent 15 years in pastoral ministry primarily within the rich ethnic/cultural diversity of the Oakland/San Francisco Bay area in northern California. He received his DMin in Homiletics in 2008 from the Seventh-day Adventist Theological Seminary at Andrews University. His project dissertation was titled "A Model for Preaching in a Multiethnic/Multicultural Context: Understanding and Connecting with 'Every Nation, Kindred, Tongue, and People' in the Preaching Event." He currently serves as an associate professor of Christian Ministry and as Director of Theological Field Education at the Seventh-day Adventist Theological Seminary. Kenley is married to Roshelle. They have three children (Sara, KL, and Josh) and one grandson (Dylan).



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