CHMN743 Prophetic Preaching in the Worship Context
Spring 2021
Hyveth Williams, DMin

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location: Andrews University, MI
Class meeting times: March 17-26, 2021
Course Website: learninghub.andrews.edu
Instructor Telephone: (269) 471-6363
Instructor Email: hyveth@andrews.edu

BULLETIN DESCRIPTION OF COURSE

Participants will develop a biblically based Adventist theology of prophetic preaching and worship. Use of Scripture, communication theory, and cognitive psychology to connect with contemporary audiences and diverse preaching expressions will be examined. Includes advanced work in the area of hermeneutics, exposition, contextualization, and sermon design.

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the Program Learning Outcomes basic to your chosen profession. Your Program Learning Outcome primarily addressed in this course is:

• Critically reflect on, articulate, and apply biblically based principles and values for excellence in mission and ministry.

• Conduct research and implement an intervention in response to ministry challenges and trends in a “global” context, related to the primary field of service.

• Integrate knowledge and skills acquired into an effective ministry practice and evaluate the resultant impact on one’s personal experience and ministry.
The following **Course Learning Outcomes** contribute to the overall Program Learning Outcomes by identifying the key learnings to be achieved by diligent work in this course:

**PROGRAM LEARNING OUTCOMES**
(Do not change, this is the same for all concentrations.)

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.

**PRIMARY EDUCATIONAL OBJECTIVES**
(Do not change, this is the same for all concentrations.)

1. **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

2. **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

3. **Doing:**
   - a. Enhance the ability to evaluate ministerial practices through theological reflection
   - b. Use appropriate tools to analyze the needs of churches and communities
   - c. Refine skills that facilitate ministerial effectiveness
   - d. Reinforce habits of study that contribute to lifelong learning

**COURSE OVERVIEW**
Course topics and assignments have been selected to contribute to learning and evaluating these Course Learning Outcomes (CLOs) as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>CLOs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/17/2021</td>
<td>Pre-Intensive</td>
<td>Reading Assignments</td>
<td>all</td>
</tr>
<tr>
<td>7/01/2021</td>
<td>Post Intensive</td>
<td>Reading Assignments</td>
<td>all</td>
</tr>
<tr>
<td>5/30/2021</td>
<td>Post Intensive</td>
<td>Context Support Group</td>
<td>all</td>
</tr>
<tr>
<td>12/30/2021</td>
<td>Post Intensive</td>
<td>Ministry Development Plan (MDP)</td>
<td>all</td>
</tr>
<tr>
<td>7/31/2021</td>
<td>Post Intensive</td>
<td>Annotated Bibliography</td>
<td>all</td>
</tr>
</tbody>
</table>

2021 Preaching Cohort

Syllabi and schedule for the cohort that begins in 2020:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Intensive Dates</th>
<th>Intensive Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSEM743</td>
<td>Rhetoric, Preaching and the Call of Persuasion (4 cr)</td>
<td>Dr. Ken Chase</td>
<td>March 8-16, 2021</td>
<td>Andrews University</td>
</tr>
<tr>
<td>CHMN743</td>
<td>Prophetic Preaching in the Worship Context (4 cr)</td>
<td>Dr. Hyveth Williams</td>
<td>March 17-26, 2020</td>
<td>Andrews University</td>
</tr>
<tr>
<td>GSEM706</td>
<td>Spiritual &amp; Theological Foundations for Ministry (4 cr)</td>
<td>Dr. Allan Walshe</td>
<td>March 21-29, 2022</td>
<td>Andrews University</td>
</tr>
<tr>
<td>GSEM 790</td>
<td>DMin Professional Dissertation Seminar (2 cr)</td>
<td>Dr. James Wibberding</td>
<td>March 30-April 5, 2022</td>
<td>Andrews University</td>
</tr>
<tr>
<td>GSEM796</td>
<td>DMin Professional Dissertation (2 cr)</td>
<td>Dr. Hyveth Williams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHMN744</td>
<td>A History of Preaching: Periods, Personalities, Propensities (4 cr)</td>
<td>Dr. Kenley Hall &amp; Dr. Hyveth Williams</td>
<td>March 20-28, 2023</td>
<td>Andrews University</td>
</tr>
<tr>
<td>GSEM793</td>
<td>DMin Research Methods (2 cr)</td>
<td>Dr. James Wibberding</td>
<td>March 29-April 4, 2023</td>
<td>Andrews University</td>
</tr>
<tr>
<td>GSEM796</td>
<td>DMin Professional Dissertation (2 cr)</td>
<td>Dr. Hyveth Williams</td>
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</tbody>
</table>
Always consult the Doctor of Ministry program planner at www.doctorofministry.com for possible adjustments to the date and locations of future teaching intensives.

**ATTENDANCE**

Regular attendance is required at all classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign 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.

**COURSE MATERIALS**

*Required Course Materials*

Required Reading - **BEFORE THE CLASS BEGINS**: 7 books


Required Reading - AFTER THE INTENSIVE – 6 books


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

Recommended:


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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**TIME EXPECTATIONS FOR THE COURSE**

**US Credit-Hour Regulations**

For every semester credit, the Andrews University credit hour definition requires that:

- **Courses for academic masters’ (e.g. MA [Religion]) and all doctoral degrees** include 15 instructor contact hours, and 45 hours of independent learning activities.

The **calculation of hours is based on the study skills of the average well-prepared graduate student**. Students weak in these skills: 1) may require more time and should consider taking fewer classes each
semester; and 2) can find skill development assistance through the Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

<table>
<thead>
<tr>
<th>Instructor Contact Hours</th>
<th>Academic Doctoral Programs</th>
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<tbody>
<tr>
<td>Face to Face Instructional Time (Intensive)</td>
<td>60 hrs</td>
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</table>

<table>
<thead>
<tr>
<th>Independent Learning Activities</th>
<th>Academic Doctoral Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and journaling (approximately 2,000 pages)</td>
<td>120 hrs (100 hours for the reading and 20 for journaling)</td>
</tr>
<tr>
<td>Ministry Development Plan (MDP)</td>
<td>15 hrs</td>
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<tr>
<td>Context support group</td>
<td>5 hrs</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>40 hrs</td>
</tr>
</tbody>
</table>

Total Hours: 240 hrs

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Weighting</th>
</tr>
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## I. Pre-Intensive

Pre-Intensive Reading:

A journal is due the first day of the teaching intensive for each of the seven required pre-session titles. The journal (there will be seven, one for each book) 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 article 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 in the book.

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Books can be purchased in any manner convenient to the participant.
## II. The Intensive

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

B. Participation in class discussion, group activities, journaling, and compilation of notes are expected.

C. Formation of a Ministry Development Plan will begin during the intensive.

D. A cohort field experience will be implemented.

### III. Post Intensive

A. Journal and report the following seven books in the same manner as for the pre-intensive books.


B. **Ministry Development Plan** (MDP) of five to seven pages, double spaced. The Ministry Development Plan will have four sections; a description of your current situation, your vision for your life and ministry following the program, the steps you propose 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. This first MDP will serve the context support group and form the foundation for a reflection paper at the time of your assessment at the end of the program. December 30, 2021
C. **Context Support Group:** Students will form a context support group of five to nine persons from their specific ministry context who will meet face-to-face annually with them to review their MDP. The meetings will center on personal and professional progress. The first meeting must occur on or before May 30, 2021. The group will review the MDP and its role with materials provided during the intensive. 10pts

D. **Annotated Bibliography for Preaching and Worship:** Annotated Bibliography for Leadership. To broaden the scope of preaching and worship, compile a minimum of 50 entries, including a listing of peer reviewed journal articles, published within the last ten (10) years. Provide a summary and evaluation of seven (7) to ten (10) sentences for each entry. Doctor of Ministry papers and bibliography are done in AU APA style. Due date is: July 31, 2021. 40pts

* For grading rubrics that specify grading criteria in more detail, see Appendices.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

**Submission of Assignments**

Submit assignments electronically to the Andrews University Learning Hub. Always keep a copy, and confirm submissions are posted after 10 days.

**Late Submission**

<table>
<thead>
<tr>
<th>Assignment due date:</th>
<th>(possible A grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late up to 30 days:</td>
<td>(no more than A- grade)</td>
</tr>
<tr>
<td>Late 31 to 60 days:</td>
<td>(no more than B+ grade)</td>
</tr>
<tr>
<td>Late 61 to 90 days:</td>
<td>(no more than B grade)</td>
</tr>
</tbody>
</table>

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

Reading reports and reading journals for pre-intensive books are due the first session of the teaching intensive. If submitted late, the work will be discounted 10%. The remainder of the assignments are due according to the above highlighted due dates.

* Graduation requires a 3.0 or better program GPA. Students 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.
ABOUT YOUR INSTRUCTOR

Dr. Hyveth Williams served for thirteen-and-a-half years as senior pastor of Campus Hill Church in Loma Linda, California. She is the first black female pastor and the first female senior pastor in the Seventh-day Adventist denomination. Prior to her appointment as professor in 2009, she also served as an adjunct professor of religion on the Loma Linda University Faculty of Religion and Andrews University Theological Seminary. A graduate of Columbia Union College with a Bachelor of Arts in Theology (1984), Pastor Williams received her Master of Divinity degree from Andrews University Theological Seminary (1989). In 1998 she graduated from Boston University School of Theology with a Doctor of Ministry degree. Dr. Williams holds the distinction of being the first non-Episcopalian to receive the prestigious Fellowship from the Episcopal College of Preachers, National Cathedral, Washington, D.C. She is the author of four books including her autobiography "Will I Ever Learn?: One Woman's Life of Miracles and Ministry"; "Anticipation: Waiting on Tiptoes for the Lord"; "Secrets of a Happy Heart: A Fresh Look at the Sermon on the Mount"; and "The Celt & the Christ: Another Look at the Letter to the Galatians" (co-authored with Dr. Dorothy Minchin-Comm). Articles by Pastor Williams have appeared in Insight, Signs of the Times, Adventist Review, Ministry, Women of Spirit, Message and Celebration magazines. Dr. Williams has written a monthly column called "Back to Basics" for the Adventist Review. As of February, 2020, Dr. Williams was appointed Director of the Doctor of Ministry program at the Seventh-day Adventist Theological Seminary, Andrews University.

OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, 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. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person’s ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
  - Correctly designed and inserted footnotes each time one makes use of another individual’s research and/or ideas; and
o Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.

• Presenting another’s work as one’s own (e.g., placement exams, homework assignments);
• Using materials during a quiz or examination other than those explicitly 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
• Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html

**Academic Accommodations**

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

**Use of Electronics**

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time.

**Communications and Updates**

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University e-mail, Moodle, and iVue alerts regularly.

**LearningHub Access**

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

<table>
<thead>
<tr>
<th>Username and password assistance</th>
<th><a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a></th>
<th>(269) 471-6016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical assistance with Learning Hub</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a></td>
<td>(269) 471-3960</td>
</tr>
</tbody>
</table>
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.

*Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at [www.learninghub.andrews.edu](http://www.learninghub.andrews.edu).*

**APPENDIX 1: INTERPRETING LETTER GRADES**

Letter Grades and Percentages

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100%</td>
<td>A</td>
</tr>
<tr>
<td>93-95%</td>
<td>A-</td>
</tr>
<tr>
<td>90-92%</td>
<td>B+</td>
</tr>
<tr>
<td>85-89%</td>
<td>B</td>
</tr>
<tr>
<td>82-84%</td>
<td>B-</td>
</tr>
<tr>
<td>79-81%</td>
<td>C+</td>
</tr>
<tr>
<td>75-78%</td>
<td>C</td>
</tr>
<tr>
<td>72-74%</td>
<td>C-</td>
</tr>
</tbody>
</table>

**The B Grade**

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

**The A Grade**

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

**The C Grade**

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

**The D Grade**

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one’s concentration and motivation levels. Again, with diligence, applying feedback from your
lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

**The F Grade**

A failing grade is given when very limited or no demonstrable competency has been observed.

### APPENDIX #2: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

Recommended:


**DICTIONARIES**


**COMMENTARIES**


**ENCYCLOPEDIAS**


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