



CHMN745 Rhetoric, Preaching and the Call of Persuasion

Spring 2021

Dr. Ken Chase, Chair, Communication Department, Wheaton College (IL)

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Andrews University, MI
Class meeting times:	March 8-16 2021
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(630) 752-5261
Instructor Email:	kenneth.chase@wheaton.edu

BULLETIN DESCRIPTION OF COURSE

The ancient practices of Greek and Roman oratory shaped cultural ideals of persuasion that spread through the Roman empire, affecting not only the Jewish rabbis and scholars in Palestine but also the early Christians. The New Testament reflects the influence of ancient rhetoric, and Church Fathers for centuries directly engaged with rhetorical teaching in their views of preaching and spiritual formation. Participants will survey the prominent Greek and Roman approaches to persuasive public speaking and discuss their relationship to the Christian sermon. We also will look at contemporary approaches to rhetorical practice, considering how the persuasive resources of language, dialogue, and culture affect the proclamation of the Gospel.

PROGRAM & COURSE LEARNING OUTCOMES

Learning Outcomes:

By the end of this unit, each student will be able to:

1. describe multiple techniques –from both ancient and contemporary rhetorical theories—for persuading an audience;
2. articulate a theological rationale for Christian persuasion;
3. identify multiple rhetorical traditions and explain their value for the Christian preacher;
4. discuss the rhetorical strengths and weaknesses of a sermon;
5. perform elements of the persuasive sermon, including story, argumentation, and motivational appeals.

2021 Preaching Cohort				
Syllabi and schedule for the cohort that begins in 2020:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
GSEM745	Rhetoric, Preaching and the Call of Persuasion (4 cr)	Dr. Ken Chase	March 8-16, 2021	Andrews University
CHMN743	Prophetic Preaching in the Worship Context (4 cr)	Dr. Hyveth Williams	March 17-26, 2020	Andrews University
GSEM706	Spiritual & Theological Foundations for Ministry (4 cr)	Dr. Allan Walshe	March 21-29, 2022	Andrews University
GSEM 790	DMin Professional Dissertation Seminar (2 cr)	Dr. James Wibberding	March 30-April 5, 2022	Andrews University
GSEM796	DMin Professional Dissertation (2 cr)	Dr. Hyveth Williams		
CHMN744	A History of Preaching: Periods, Personalities, Propensities (4 cr)	Dr. Kenley Hall & Dr. Hyveth Williams	March 20-28, 2023	Andrews University
GSEM793	DMin Research Methods (2 cr)	Dr. James Wibberding	March 29-April 4, 2023	Andrews University
GSEM796	DMin Professional Dissertation (2 cr)	Dr. Hyveth Williams		
CHMN748	Preaching the Literary Forms of the Bible (5 cr)	Dr. Kenley Hall	March 18-28, 2024	Andrews University

2021 Preaching Cohort				
Syllabi and schedule for the cohort that begins in 2020:				
Course #	Course Name	Instructor	Intensive Dates	Intensive Location
GSEM796	DMin Project (3 cr)	Dr. Hyveth Williams	Summer Semester 2023 (no intensive)	Andrews University

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

Pre-Intensive Reading

A “Journal Reflection” is due the first day of the teaching intensive for each of the five required pre-session books and each of the three essay/excerpt groups (thus, a total of eight “Journal Reflections”). A “Journal Reflection” 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/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. “Journal Reflections” for this course will be four to six (typed, double-spaced) pages and you need not follow any particular style or structure. You will be expected to proofread for spelling and grammar before submitting. Begin the journal for each book/article grouping with a simple statement that you have read the required book/articles or state the portions you have completed.

Books:

Augustine, *On Christian Doctrine (De doctrina Christiana)*. Recommended Translation: *Teaching Christianity*, trans. Edmund Hill (New City Press, 1995).

Marcus Tullius Cicero, *How to Win an Argument: An Ancient Guide to the Art of Persuasion*, trans. James M. May (Princeton University Press, 2016).

Otis Moss III, *Blue-Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair* (Westminster John Knox, 2015).

André Resner Jr., *Preacher and Cross: Person and Message in Theology and Rhetoric* (Eerdmans, 1999).

Richard Toye, *Rhetoric: A Very Short Introduction* (Oxford, 2013).

Articles and Book Excerpts:

Grouping 1: Ethical Rhetoric (Secular and Sacred)

Kenneth R. Chase, "Ancient Democracy and Ethical Persuasion," *Political Communication Ethics: Theory and Practice*, Peter Loge, ed. (Rowman & Littlefield, 2020).

_____, "Ethical Rhetoric and Divine Power: Reflections on Matthew 10:17-20 (and parallels)," *Bulletin for Biblical Research* 22.4 (2012): 199-218.

Grouping 2: Challenging Eurocentric Rhetoric

Molefi Kete Asante, "African Foundations of *Nommo*," in *The Afrocentric Idea*, rev. ed. (Temple University Press, 1998), 71-94.

Yoshitaka Miike, "An Asiatic Reflection on Eurocentric Bias in Communication Theory," *Communication Monographs* 74 (2007): 272-278.

Grouping 3: Challenging Traditional Truths (Sacred and Secular)

Sarah Grimké, "Letters I-IV," in *Letters on the Equality of the Sexes* (Boston, 1838), 4-26. Available free at <http://books.google.com>

Friedrich Nietzsche, "On Truth and Lies in a Nonmoral Sense" (1873), trans. Daniel Breazeale, available free at http://ieas.unideb.hu/admin/file_7421.pdf

Post-Intensive Reading

Journal and report the following three books in the same manner as for the pre-intensive books. These are due November 1, 2021.

Timothy Keller, *Preaching: Communicating Faith in an Age of Skepticism* (Viking, 2015).

Stephen H. Webb, *The Divine Voice: Christian Proclamation and the Theology of Sound* (Brazos, 2004).

Ben Witherington III, *New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament* (Cascade, 2009).

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:

		Academic Doctoral Programs
		4 Credits
Instructor Contact Hours	Face to Face Instructional Time (Intensive)	60 hrs
Independent Learning Activities	Reading and journaling (approximately 2,000 pages)	120 hrs (100 hours for the reading and 20 for journaling)
	Paper	50 hrs
	Work Group	5 hrs
	Mentoring	50 hrs
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.

Assignment Description	Weighting
<p>I. Pre-Intensive</p> <p>Pre-Intensive Reading: A “Journal Reflection” is due the first day of the teaching intensive for each of the five required pre-session books and each of the three essay/excerpt groups (thus, a total of eight “Journal Reflections”). A “Journal Reflection” 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/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. “Journal Reflections” for this course will be four to six (typed, double-spaced) pages and you need not follow any particular style or structure. You will be expected to proofread for spelling and grammar before submitting. Begin the journal for each book/article grouping with a simple statement that you have read the required book/articles or state the portions you have completed.</p> <p>Books:</p> <p>Augustine, <i>On Christian Doctrine (De doctrina Christiana)</i>. Recommended Translation: <i>Teaching Christianity</i>, trans. Edmund Hill (New City Press, 1995).</p> <p>Marcus Tullius Cicero, <i>How to Win an Argument: An Ancient Guide to the Art of Persuasion</i>, trans. James M. May (Princeton University Press, 2016).</p> <p>Otis Moss III, <i>Blue-Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair</i> (Westminster John Knox, 2015).</p> <p>André Resner Jr., <i>Preacher and Cross: Person and Message in Theology and Rhetoric</i> (Eerdmans, 1999).</p> <p>Richard Toye, <i>Rhetoric: A Very Short Introduction</i> (Oxford, 2013).</p>	<p>40 pts</p>

<p>Articles and Book Excerpts:</p> <p><i>Grouping 1: Ethical Rhetoric (Secular and Sacred)</i></p> <p>Kenneth R. Chase, "Ancient Democracy and Ethical Persuasion," <i>Political Communication Ethics: Theory and Practice</i>, Peter Loge, ed. (Rowman & Littlefield, 2020).</p> <p>_____, "Ethical Rhetoric and Divine Power: Reflections on Matthew 10:17-20 (and parallels)," <i>Bulletin for Biblical Research</i> 22.4 (2012): 199-218.</p> <p><i>Grouping 2: Challenging Eurocentric Rhetoric</i></p> <p>Molefi Kete Asante, "African Foundations of <i>Nommo</i>," in <i>The Afrocentric Idea</i>, rev. ed. (Temple University Press, 1998), 71-94.</p> <p>Yoshitaka Miike, "An Asiacentric Reflection on Eurocentric Bias in Communication Theory," <i>Communication Monographs</i> 74 (2007): 272-278.</p> <p><i>Grouping 3: Challenging Traditional Truths (Sacred and Secular)</i></p> <p>Sarah Grimké, "Letters I-IV," in <i>Letters on the Equality of the Sexes</i> (Boston, 1838), 4-26. Available free at http://books.google.com</p> <p>Friedrich Nietzsche, "On Truth and Lies in a Nonmoral Sense" (1873), trans. Daniel Breazeale, available free at http://ieas.unideb.hu/admin/file_7421.pdf</p>	
<p>II. The Intensive</p> <ol style="list-style-type: none"> 1. Punctual attendance is required for all intensive classes. A maximum of 10% absence of total activities is allowed. 2. Participation in class discussion, group activities, journaling, and compilation of notes are expected. 3. Formation of a Ministry Development Plan will begin during the intensive. 4. A cohort field experience may be planned. 	25 pts

<p>III. Post Intensive Journal and report the following three books in the same manner as for the pre-intensive books. These are due November 1, 2021.</p> <p>Timothy Keller, <i>Preaching: Communicating Faith in an Age of Skepticism</i> (Viking, 2015).</p> <p>Stephen H. Webb, <i>The Divine Voice: Christian Proclamation and the Theology of Sound</i> (Brazos, 2004).</p> <p>Ben Witherington III, <i>New Testament Rhetoric: An Introductory Guide to the Art of Persuasion in and of the New Testament</i> (Cascade, 2009).</p>	35 pts
<p>B. Paper: Construct a research essay on your rhetorical theory of preaching. The essay should answer one or more of the following questions: How ought I persuade my listeners of the Gospel? How do I view the relationship of preacher/Scripture/congregation? What rhetorical techniques are vital to my preaching? How do I preach persuasively within the power of God’s spirit? Which resources from the rhetorical tradition will strengthen my preaching ministry?</p> <p>This paper should be 18-20 pages, double spaced, with 10-20 endnotes.</p> <p>The purposes for this paper are to orient the student to written expression, prepare to choose a DMin project by the second year of the program. The paper is due January 5, 2022. Send it via LearningHub to the lead professor. The paper will be reviewed by the student’s Work Study Group for revision before submitting it to the lead professor.</p>	35pts
<p>C. Work Group: Students will participate in a minimum of two sessions of a work group for peer support and sharing of experience.</p> <ol style="list-style-type: none"> 1. A one-page journal reflection and attendance record of the group meetings will be required from a secretary for each group by January 5, 2022. 2. The first group meeting must occur on or before July 1, 2021 and review the work of each student on their MDP. 3. The second group meeting must occur on or before November 1, 2021, and review the paper assignment. 4. Groups may meet by phone conference, face-to-face, or via electronic conference. 	15pts
<p>D. Mentoring: Select an appropriate field mentor, develop the contract for mentoring, 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 on the final assignment TBA</p>	10pts

* 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

Assignment due date:	(possible A grade)
Late up to 30 days:	(no more than A- grade)
Late 31 to 60 days:	(no more than B+ grade)
Late 61 to 90 days:	(no more than B grade)

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 (Insert Date).

- * 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. Kenneth R. Chase is Chair and Associate Professor of Communication at Wheaton College (IL), where he teaches public speaking, rhetorical theory, and communication ethics. He has served as director of the Center for Applied Christian Ethics at Wheaton, president of the Religious Communication Association, and chair of the Communication Ethics Division of the National Communication Association. His essays on rhetorical theory, ethical rhetoric, and Christian persuasion have appeared in various books and journals, including the *Quarterly Journal of Speech*, *Journal of Communication and Religion*, and *Bulletin for Biblical Research*. He and his wife Linda have three grown children and three grandchildren. He is a member of Highpoint Church in Wheaton, IL.



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
 - 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.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

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.

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

96-100%	A	85-89%	B	75-78%	C
93-95%	A-	82-84%	B-	72-74%	C-
90-92%	B+	79-81%	C+		

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.