Seventh-day Adventist Theological Seminary
Andrews University

PATH637 Seminar in Preaching

Spring 2027

Ricardo Norton (DMin; PhD)

CLASS & CONTACT INFORMATION

Class location: Oklahoma Conference—4735 NW 63rd Street, Oklahoma City, OK
Class meeting dates: January 17-21, 2027.
Class meeting times: Sun—6-9:30 pm; Mon-Thur—8am to 6pm (lunch-12-1:30pm).
Course Website: learninghub.andrews.edu
Instructor Tel.: WhatsApp: + 1(269) 471-8318
Instructor Email: ricardo@andrews.edu
Office location: Seminary 233
Office hours: By appointment

BULLETIN DESCRIPTION OF COURSE

"An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques."

PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are:

1. Deliver effective biblically based sermons.
2. Demonstrate proper biblical interpretation skills.
3. Understand the historical-theological development of the Adventist Church.
4. Capable of training church members for evangelism.
5. Demonstrate an understanding of how to empower church members for leadership.
6. Capable of reaching specific social groups.

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**:

1— Deliver effective biblically-based sermons.

COURSE OVERVIEW

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

Date	Topic	Assignment Due	CLOs Addressed
01/15/27	• Reading report due today	**30 hours** from the required books below—Prior to the intensive (**30 points** of the final grade). ***Six-point deduction*** for late submission of reading assignments.	CLO 1
01/17/27	• Knowing each other • Syllabus review • Course introduction • Formation of small groups for collective learning sessions • Selection of topics for small group investigation	Small group discussions and collaborative learning sessions on the subjects selected by students	CLO 1
01/18/27	**Sermon trends, types, and models** • Inductive, deductive and abductive • Deductive & deductive Preaching • Deductive & deductive sermons • Inductive sermon preparation	Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 1
01/19/27	**Persuasion & Hermeneutics** • Biblical hermeneutics • Hermeneutical principles • Personal and public persuasion • Persuasive preaching	Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 1
01/20/27	**Preaching effectively** • Preaching and communication • Preaching in context • Types of preachers • Articulating the word of God	Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class	CLO 1
01/21/27	**Practical advice/Preaching Practicum** • The marks of the effective sermon • Anatomy of the sermon • Receiving the word **Sermon delivery** • Each participant will need to present a 20-minute sermon	*Group Presentations:* Discussions and questions will be fostered after each group presentation Professor will grade presentations based on content, investigation and	CLO 1

Date	Topic	Assignment Due	CLOs Addressed
	• The sermon will be graded according to the rubric that appears at end of this syllabus.	quality of the PP slides (**10 points** of the final grade).	
03/21/27		**Final project is due today (March 21, 2027)**. By midnight, this day, students should post in the *LearningHub* the 20 sermon outlines following the model given in class—**one MSW** document. (**60 points** of the final grade). Students who do not submit this final assignment on time will receive an **F.** This grade will negatively affect the overall GPA of the student, staining the academic record, and may impede the pursue of post-graduate education.	

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 Reading –*Read 30 hours from the from at least two of the following books:*

- Sweet, Leonard. *Giving Blood: A Fresh Paradigm for Preaching*. Grand Rapids, MI: Zondervan. 2014.
- Davis, Kenneth and Presmanes, J. (Eds). *Preaching and Culture in Latino Congregations*. Chicago: Liturgy Training Publications, 2000.
- Sunukjian, Donald R. *Invitation to biblical preaching: Proclaiming truth with clarity and relevance.* Grand Rapids: Kregel. 2007 (BV4211.3 .S96 2007).
- Stott, John. *La predicación: Puente entre dos mundos.* Grand Rapids, MI: Libros Desafío, 2006.

Recommended Reading

- González, Justo and Jiménez, Pablo. *Púlpito: An Introduction to Hispanic Preaching*. Nashville: Abingdon Press, 2005.
- Thomas. *Preaching and the Literary Forms of the Bible*. Philadelphia: Fortress Press, 1989.
- Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. Grand Rapids, MI: Baker Academic, 2001 (BV4211.3 .R59 2001).
- McDill, Wayne. *The 12 Essential Skills for Great Preaching*. Nashville: Broadman & Holman Publishers, 2006 (BV4211.2 .M334 1994)

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. MAPM]) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

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:

		Professional Masters' Programs	
		2 Crs	3 Crs **Hours**
Instructor Contact Hours	**Face to Face Instructional Time**		**45**
Independent Learning Activities	**Pre-Intensive Reading (30 Points)**		**30**
	Group Presentations (10 Points)		
	20-page project/paper (60 points)		**60**
Total Hours:			**135**

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
Pre-Intensive reading report. **30 hours** from the required books above—Report due **January 15, 2027** before sundown—two days prior to the beginning of the intensive. The report consists of one page with the following information: 1) Name of the student, **2)** number of hours read, and **3)** Author and titles of books from which the student invested her/his 30 reading hours—two books minimum. ***Six points deduction*** to all reading-reports submitted late.	**30** points
Preaching Practicum • Prepare and preach a 20-minute biblical sermon based on one of the models reviewed during the course. • The preaching schedule for the sermons will be assigned during the first day of class. • The sermons will be evaluated by peers and the professor following the rubric provided ahead.	**10** points
Final Report—20 pages • Write an outline of 20 sermons, based on the expository sermon preparation model taught during the course. • This report should have a ***title page*** and a ***table of contents*** following *AU Standards for Written work*: (http://www.andrews.edu/GRAD/style.html). • This report is **due on March 21, 2027** by midnight. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above. • A sample report will be given during intensive. • ***Bonus points***—2 bonus points will be added to the final grade for each additional sermon outline submitted. • **Note**: The final report must be submitted through our Learning Hub in ***ONE MSW file***.	**60** points
Total points	**100** points

Note. 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

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview--Above.

Late Submissions

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the ***Course Overview Table***. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

ABOUT YOUR INSTRUCTOR

Ricardo Norton (DMin, PhD) has taught at the Seventh-day Theological Seminary since 1996 and is the founder of a worldwide lay training program (SAL—Lay Adventist Seminary), with more than 8.000 students in 18 countries. He currently directs a MAPM Hispanic Track Program and coordinates three DMin cohorts. His lectures and writings carry the weight of serious investigation and the practical knowledge that 44 years of teaching and ministerial experience confer. He travels extensively in the U.S. and abroad, teaching pastors and lay leaders how to make their churches grow.

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 Learning Hub.

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

95-100%	**A**	80-84%	**B**	65-69%	**C**
90-94%	**A-**	75-79%	**B-**	60-64%	**C-**
85-89%	**B+**	70-74%	**C+**	55-59%	**D**
				58-Below	**F**

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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

ASSIGNMENT RUBRIC

RUBRIC FOR ASSESSING EXPOSITORY SERMON PREPARATION AND DELIVERY

Student _____

Criteria	(4) Exceptional	(3) Proficient	(2) Satisfactory	(1) Unsatisfactory	Score
Text selection	Biblical text is compact (1-2 verses) and transmits a complete idea. The text is rich in verbs, adjectives, and concepts applicable to pressing Christian life issues	Biblical text contains some verbs, adjectives, and concepts applicable to Christian life	Biblical text has potential for expository preaching but does not have verbs and adjectives applicable to Christian living	Not expository sermon. Ideas and concepts not extracted from the same text	
Title	The sermon's title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about	The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon	The title is long, relevant to Christian experience, but unattractive	The title is long, unattractive, and unclear about the contents of the sermon	
Introduction	Confined to 12% of the sermon's duration. Is purposeful, friendly, personal, creative, and prepares the audience to receive the message. Clearly proposes what sermon is about	Confined to 12% of the sermon's duration. Is purposeful, personal, but lack creativity	Introduction is purposeful, personal, and takes steps to engage the audience; but it is too long or too short	Introduction is abrupt, impersonal, purposeless	
Organization	Sermon's main idea is explained using key concepts from the text (e.g., verbs, adjectives, etc). Ideas are exceptionally defined and transitions between key points are smooth	Sermon's main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included	Sermon's main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included	Sermon's main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lacks unity	
Content	Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject	Subject is insightful, biblically supported by the selected text, well illustrated, and shows proficient knowledge on the subject	Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject	Subject is not supported by concepts from the selected text. Superficial knowledge of the subject	
Delivery	*Qualities*: 1) Speaks clearly, 2) shows confidence, 3) volume is suitable—variation, 4) tone of voice is soothing, 5) rate/speed is appropriate, 6) the use of pauses is outstanding	Misses 1 of the 6 qualities	Misses 2-3 of the 6 qualities	Misses 4 or more of the 6 qualities	
Language use	*Qualities*: 1) Presence of rich and appropriate words, 2) uses synonyms to avoid repetition, 3) grammar is correct, 4) avoids parochialisms and regionalisms, 5) avoids captious words and arguments, 6) uses correct grammar, 7) language used is appropriate for the pulpit	Misses 1 of the 7 qualities	Misses 2-3 of the 7 qualities	Misses 4 or more of the 7 qualities	
Body language	Effective use of eye contact. Movement and use of hands is exceptional.	Maintains eye contact. Movement and use of hands is acceptable.	Some eye contact with the audience. Eyes are more focused on the manuscript. Movement is occasionally distracting.	Uses eye contact ineffectively. No movement or too much movement.	
Dress—Sabbath morning sermon	Formal dress—Dark suit and shoes—dark tie for men	Casual suit—No dark suit (tie—for men)	Casual dress—Blazer (tie for men).	Dresses inappropriately—No tie and no jacket (in Latino culture is not acceptable)	
Conclusion	*Qualities*: 1) Summarizes main sermon tenets, 2) exhorts listeners to live the message, 3) is positive and encouraging, 4) fosters faith and hope, 5) last sentences are well chosen and carefully worded, 6) makes a direct appeal, 7) confined to 12% of the sermon's duration.	Misses 1 of the 7 qualities	Misses 2-3 of the 7 qualities	Misses 4 or more of the 7 qualities	
Total points (10-40)					