CHMN505
BIBLICAL PREACHING
SPRING 2014 (PACIFIC UNION)

GENERAL CLASS INFORMATION

Class location: Southeastern California Conference Office, Ridgefield, California
Class time/day: Monday-Thursday (March 17-20) 8:00 am to 5:00 pm
Credits offered: 3

INSTRUCTOR CONTACT

Instructor: Kenley D. Hall, DMin
Telephone: 269-471-6358
Email: kenley@andrews.edu
Office location: Seminary S 227
Office hours: Posted outside of Office

COURSE DESCRIPTION

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of effective biblical/expository sermons. Opportunity for students to do supervised preaching in class and receive constructive feedback. Required for students with no previous formal training in preaching.

COURSE MATERIALS

Required:


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


Program Learning Outcomes (PO):

**MA in Pastoral Ministry (MAPMin) Outcomes**
1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Prepare and deliver effective expository and prophetic sermons.

Student Learning Outcomes (SLO) The student should be able to:

1. Develop solid biblical sermons that are both authentically biblical and relevant to the target audience.
2. Deliver sermons in a way that connects with and impacts the audience.
3. Demonstrate an understanding of the pastor’s vital role in shaping worship and the role of preaching in big picture worship.
<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Pre-intensive</td>
<td>Read the three required text books (PO 1 &amp; 2) SLO (1, 2, 3)</td>
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<tr>
<td>During the Intensive</td>
<td>Sermon Prep paper (PO1, SLO 1) and Worship Design Worksheet (PO2, SLO 3) and Sermon 1 (PO1, 2, SLO 1, 2)</td>
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<td>Post-Intensive</td>
<td>Sermon Prep paper (PO1, SLO 1) and Worship Design Worksheet (PO2, SLO 3) and Sermon 2, 3, 4 (PO1, 2, SLO 1, 2) Self Analysis of each sermon (PO 1, SLO 1, 2).</td>
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<td><strong>Due not later than June 1.</strong></td>
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GRADING AND ASSESSMENT

Credit Hour Definitions:
An MaPMin 3-credit course taken at the Seventh-day Adventist Theological Seminary requires a total of 135 hours. For this course, the instructor estimates that this total will be distributed in the following activities:

- Class Lectures 32 hours
- Reading 37 hours
- Sermons (including prep papers and) 60 hours
- Self-assessment 06 hours

Criteria for Grades
Written assignments will be graded by considering the degree to which each of the written instructions for the assignment is followed.

Passing Grades
Students must be in attendance for the entire intensive in order to pass the class.

Assignment Submission
All assignments should be submitted to the appropriate Moodle drop box.

Late Submission
Late submissions will be deducted 10% per day.

Other Guidelines
The following is the weight given to assignments:

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<tr>
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<th>Assignment</th>
<th>Weight</th>
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<tr>
<td>1</td>
<td>Conformation of completed reading (50 points)</td>
<td>3%</td>
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<tr>
<td>2</td>
<td>Sermon Prep papers (500 points: 125 points each)</td>
<td>31%</td>
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<tr>
<td>3</td>
<td>Worship Planning worksheets (360 points: 90 points each)</td>
<td>23%</td>
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<tr>
<td>4</td>
<td>Sermons (460 points: 115 points each)</td>
<td>29%</td>
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<tr>
<td>5</td>
<td>Self-Assessment (225: 75 points each)</td>
<td>14%</td>
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<tr>
<td>Total</td>
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<td>100%</td>
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1. **Read the Three Assigned Books: Before the intensive** read the three assigned books. Students will be asked to turn in on the first day of the intensive a written statement that they have read all three books.

2. **Sermon Prep Papers:** Students will be asked to turn in a sermon preparation paper for all of the required sermons. See the sermon preparation guide.

3. **Worship Planning Worksheets:** Students will be asked to turn in a worship planning worksheet for all of the required sermons. See the worship planning worksheet.

4. **Sermons:** Students will prepare and deliver four sermons. The first will be done during the intensive and the second, third and fourth sermons post-intensive. The second, third and fourth sermons must be video taped and submitted no later than June 1. The sermons must be
expository sermons; two must be from an Old Testament passage and two from a New Testament passage.

5. **Self-Assessment:** Students will watch the video of sermons two, three and four and use the preaching assessment document for self-assessment of their sermons. Students should rate themselves in each category. In the comments section they should list what they believe they did well and where they need to improve.
**Preaching Assessment**

Preacher: ___________________________  Sermon: ____/115

Title/Text: ___________________________

**Form Type (circle relevant):**  
a. Expository  
   b. Topical  
   c. Narrative  
   d. Biographical  
   e. Monologue  
   f. Prophetic

**Sermon Development (circle relevant):**  
a. Deductive  
   b. Inductive

**Delivery Style:**  
a. Manuscript  
   b. Outline  
   c. Extemporaneous

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### I. Introduction:

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<th>NI</th>
<th>S</th>
<th>P</th>
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<tbody>
<tr>
<td>a. Captured Attention</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>b. Set stage for Sermon</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>c. Brevity</td>
<td>1</td>
<td>2</td>
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### II. Body

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<tbody>
<tr>
<td>a. Clarity of the Main Idea</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>b. Biblical Exegesis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Christocentric Interpretation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>d. Contemporary Application</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>e. Illustrations/Stories</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

### III. Conclusion

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<th>NI</th>
<th>S</th>
<th>P</th>
<th>D</th>
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<tbody>
<tr>
<td>a. Sermon Synthesis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>b. Appeal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>c. Brevity</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>5</td>
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Legend:  
U= Unsatisfactory  
NI= Needs Improvement  
S= Satisfactory  
P= Proficient  
D= Distinguished
IV. Arrangement

a. Organization/Coherence 1 2 3 4 5
b. Transitions 1 2 3 4 5
c. Time Frame 1 2 3 4 5

V. Delivery

a. Authenticity 1 2 3 4 5
b. Voice (Tone, Volume Variation) 1 2 3 4 5
c. Movement/Gestures 1 2 3 4 5
d. Scripture Reading 1 2 3 4 5
e. Grammar/Vocabulary 1 2 3 4 5
f. Diction/Pronunciation 1 2 3 4 5
g. Pulpit Presence (Poise) 1 2 3 4 5
h. Eye Contact 1 2 3 4 5
i. Mastery of Material 1 2 3 4 5

Comments:
Sermon Preparation Paper Formant Guide
125 points

1. Determine and describe the **parameters of the text** that you are preaching from and briefly explain how the text relates to its broader scriptural context (especially the rest of the chapter).

2. Read and re-read the text using various translations and point out **KEY WORDS** or **PHRASES**.

3. Identify the possible **points of view** from which the text can be viewed (author's, audience's, a particular character, etc.) then indicate the primary viewpoint that you intend to use.

4. Encounter the text through **probing conversation** and **reflection**—and by letting the Holy Spirit guide your thinking. List any **ideas, meanings, or questions** that come to mind in your reflection.

5. Describe what you think the **text is doing** (i.e. rebuking, encouraging, or instructing?).

6. Summarize the **original message** of the text to its original hearers—as you understand it into one clear concise sentence.

7. Interpret the **contemporary meaning** of the text and then express it in a clear concise sentence.

8. Shape the contemporary message of the text into a clear **sermon theme** and write it out as a single complete sentence.

9. Brainstorm about possible **sermon illustrations**. Select the one(s) that best connect with the sermon theme.

10. Write a brief **description of your audience**.

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

11. **List the six principles (three from each)** from *Biblical Preaching* and *The Moment of Truth* you utilized in the preparation of this sermon or will utilize in the delivery of the sermon. Be specific about both the principles and your application of the principles [30 points]

12. Write a complete **manuscript for your sermon** [40 points]. See the sermon manuscript rubric. [40 points]

13. **List the dates and the time frames** of your two meetings with your preaching partner; include an electronic signature from your and your preaching partner. [15 points]
Worship Planning Worksheet

1. Preaching Passage:

2. Message Title:

3. By God’s grace what this gathered worship will say is __________ __________ and what this gathered worship will do is __________ __________.

   In the sections that follow do not only list the element but give a justification for it (How does it contribute to making worship say and do what you intend it to?)

4. Graphic or Visual Focus:

5. Opening Song(s):

6. Prayer Song:
7. Prayer:

8. Other Environmental Plans:

9. Appeal:

10. Closing Song:

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

11. List 5 principles from *Preaching as Worship* that have impacted the way you think about worship and explain their impact [30 points]

12. Develop a flow chart for your worship service (20 Points)
## Sermon Manuscript Rubric

### 40 Points

<table>
<thead>
<tr>
<th>Category</th>
<th>Target</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction 10%</strong></td>
<td>Uses creativity and originality to effectively introduce and draw the reader/listener into the content</td>
<td>Uses creativity to effectively introduce and draw the reader/listener into the content</td>
<td>Lacks creativity and/or there is only a tangential relationship to the content</td>
<td>There is no introduction and/or there is no relationship between the introduction and the content</td>
</tr>
<tr>
<td><strong>Biblical Exegesis 20%</strong></td>
<td>Applies accurately the principles of biblical exegesis regarding all issues of content and genre</td>
<td>Applies accurately the principles of biblical exegesis to most issues of content and genre</td>
<td>Applies inaccurately the principles of biblical exegesis or ignores some issues of content and genre</td>
<td>Does not apply the principles of biblical exegesis</td>
</tr>
<tr>
<td><strong>Logical Organization 10%</strong></td>
<td>The content is organized in a logical sequence</td>
<td>Most of the content is organized in a logical sequence</td>
<td>The content is organized illogically</td>
<td>There is no organization of content</td>
</tr>
<tr>
<td><strong>The “Big Idea” 20%</strong></td>
<td>Presents one exegetically sound, clear and applicable “Big Idea” from the preaching passage</td>
<td>Presents one exegetically sound and clear “Big Idea” from the preaching passage</td>
<td>The “Big Idea” presented is not clear and/or applicable</td>
<td>Never presents a “Big Idea” from the preaching passage or presents one that is not exegetically sound</td>
</tr>
<tr>
<td><strong>Conclusion 10%</strong></td>
<td>Summarizes the content and calls for response appropriate to the content</td>
<td>Summarizes the content and calls for a response largely appropriate to the content</td>
<td>Summarizes the content but calls for a response unrelated to the content</td>
<td>Does not summarize the content and/or call for a response</td>
</tr>
<tr>
<td><strong>Use of Illustrations 10%</strong></td>
<td>All illustrations are clearly connected to supported points</td>
<td>Most illustrations are connected to supported points</td>
<td>Illustrations are only tangentially related to supported points</td>
<td>Uses no illustrations</td>
</tr>
<tr>
<td><strong>Engaging and Appropriate Style 10%</strong></td>
<td>Uses an engaging and appropriate style that holds the readers/listeners attention throughout</td>
<td>Uses a mostly engaging and appropriate style that holds the readers/listeners attention most of</td>
<td>Does not engage the readers/listeners throughout and/or uses an inappropriate style</td>
<td>Does not engage the readers/listeners and/or use an appropriate style</td>
</tr>
</tbody>
</table>
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 or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission
Prepare a statement about your policy on late submission of assignments (e.g., All late assignments incur a 10% daily penalty).

Additional Policies
Include statements about other policies relevant to your class.

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”.

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.

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”.

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”.

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.

**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.*
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).

Bibliography:

See required reading and recommended reading list.