

SEVENTH-DAY ADVENTIST
THEOLOGICAL SEMINARY

CHMN637
SEMINAR IN
PREACHING
Spring 2017

Kenley D. Hall, DMin



Andrews
University

Seek. Affirm. Change.

Andrews University

CHMN637
SEMINAR IN PREACHING
SPRING 2017
March 12-16, 2017

GENERAL CLASS INFORMATION

Class location: **Forest Lake SDA Church Apopka, Florida**
Class time/day: **Sunday: 6-9 p.m.**
Monday – Wednesday: 8-12 & 1:30 – 6 p.m.
Thursday: 8-1p.m.
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

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

COURSE MATERIALS

Required:

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

Quicke, M. (2011). *Preaching as worship*. Grand Rapids: Baker. Parts 1 & 2 - **176 pages**

Robinson, H. (2014) *Biblical Preaching*. 3rd ed. Grand Rapids, Baker. **150 pages (Post Session)**

Tisdale, L. T. (2010). *Prophetic preaching: A pastoral approach*. Louisville, KY.: Westminster/John Knox. . **140 pages**

For ISBN and price information please see the listing at the Bookstore www.andrews.edu/bookstore

Recommended:

BOOKS

Arthurs, J. D. (2012). *Devote yourself to the public reading of scripture: The transforming power of the well-spoken word*. Grand Rapids; Kregel.

Best, H. M. (2003). *Unceasing worship: Biblical perspectives on worship and the arts*. Downers Grove, IL: InterVarsity.

Brueggemann, W. (2001). *The prophetic imagination*. Minneapolis, MN: Fortress.

Carter, T., Duvall, S. & Hays, J. D. (2005). *Preaching god's word*. Grand Rapids: Zondervan.

Childers, J. (2001). *Birthing the sermon: Women preachers on the creative process*. St. Louis, MO., Chalice.

Collins, J. (2001). *Good to great: Why some companies make the leap . . . and others don't*. New York: Harper Collins.

Gail, M. & Larson, C. B. (1994). *Preaching that connects: Using journalistic techniques that add impact*. Grand Rapids: Zondervan.

Greidanus, S. (1999) *Preaching christ from the old testament*. Grand Rapids: Eerdmans.

Long, T. G. (1989). *Preaching and the Literary Forms of the Bible*. Philadelphia, PA: Augsburg Fortress.

Long, T. G. (2005). *The witness of preaching, 2nd ed*. Louisville, KY: Westminster/John Knox.

Lowry, E. (2000). *The homiletical plot: The sermon as a narrative art form*. Louisville, KY: Westminster/John Knox Press.

Mawhinney, B. (1997). *Preaching with freshness*. Grand Rapids: Kregel.

McDill, W. V. (1999). *The moment of truth: A guide to effective sermon delivery*. Nashville, TN: Broadman & Holman.

Miller, C. (2002). *The sermon maker: Tales of a transformed preacher*. Grand Rapids: Zondervan.

Morris, D. (2012). *Powerful biblical preaching: Practical pointers from master preachers*. Hagerstown, MD: General Conference of Seventh-day Adventist.

Quicke, M. J. (2003). *360 degree preaching: Speaking and living the word*. Grand Rapids: Baker.

Schultze, Q. J. (2004). *High-tech worship? Using presentational technologies wisely*. Grand Rapids: Baker.

Taylor, B. B. (1993). *The preaching life*. Lanham, MD.: Cowley Publications.

Walsh, J. (2003). *The art of storytelling: Easy steps to presenting and unforgettable story*. Chicago: Moody.

Walsh, J. (2009). *Old testament narrative: A guide to interpretation*. Louisville, KY: Westminster/John Knox.

Wilson, P. S. (1999). *The four pages of the sermon: A guide to biblical preaching*. Nashville, TN: Abingdon.

ATLASES/DICTIONARIES/COMMENTARIES

Arnold, C. E. & Baugh, S. M. (Eds.). *Zondervan illustrated bible backgrounds commentary set*. Grand Rapids: Zondervan.

Baly, D. (1974). *The geography of the bible*. New York: Harper & Row.

Brisco, T. V. (1999). *Holman bible atlas: A complete guide to the expansive geography of biblical history*. Broadman & Holman

Buttrick, G. A. (Ed.). (1962). *The interpreter's dictionary of the bible: An illustrated encyclopedia (5 vols)*. Nashville, TN.: Abingdon.

Freedman, D. N. (Ed.). (1992). *The Anchor Bible Dictionary (6 Volume Set)*. New York: Bantam Doubleday Dell.

Harris, Laird R., Archer, Jr., G. Z., & Waltke, B. K. (1980). *Theological wordbook of the old testament*. Chicago, IL.: Moody Press.

Kaiser Jr., W. C. & Garrett, D. (2006). *NIV, archaeological study bible: An illustrated walk through biblical history and culture*. Grand Rapids: Zondervan.

NIV application commentary. Grand Rapids: Zondervan. (Each volume has a different author and publication date)

Robertson, A. T. (1960). *Word picture of the new testament*. Nashville, TN. Broadman & Holman.

Vine, W. E. (1978). *Vine's expository dictionary of old & new testament words*. Iowa Falls, IA: The Bible Publishers.

Walton, J. H. (Ed.). (2009). *Zondervan illustrated bible backgrounds commentary set: Old testament*. Grand Rapids: Zondervan.

Willimon, W. H. & Lischer, R. (Eds.). (1995). *Concise encyclopedia of preaching*. Louisville, KY: Westminster/John Knox.

OUTCOMES

Program Learning Outcomes (PO):

MA in Pastoral Ministry (MAPM) 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.

TOPICS AND ASSIGNMENTS

Week	Assignments Due
Pre-intensive	
	<p>Read the three required text books (PO 1 & 2) SLO (1, 2, 3) View on-line lectures: <i>Expository Preaching and Preaching as Worship</i> Engage in online Discussion Forum Sermon Prep Paper 1 (PO1, SLO 1); Worship Design Worksheet 1 (PO2, SLO 3)</p>
During the Intensive	
	Sermon 1 (PO1, 2, SLO 1, 2)
Post-Intensive	
	Sermon Prep Papers 2 & 3 (PO1, SLO 1); Worship Design Worksheets 2 & 3 (PO2, SLO 3); Video Archive of Sermons 2 & 3 (PO1, 2, SLO 1, 2) Self-Assessment of Sermons 2 & 3 (PO 1, SLO 1, 2).
	Due not later than June 30, 2017.

MAPM Intensive Class Schedule			
Schedule for class meetings:			
			Running total
Sunday	6-9 p.m.	3 hours	3
Monday	8:00-12 noon	4 hours	11.5
	1:30-6:00 p.m.	4.5 hours 8.5	
Tuesday	8:00-12 noon	4 hours	20
	1:30-6:00 p.m.	4.5 hours 8.5	
Wednesday	8:00-12 noon	4 hours	28.5
	1:30-6:00 p.m.	4.5 hours 8.5	
Thursday	8:00-1:00 p.m.	5 hours	33.5
Pre/Post-session	On-Line activities	11.5 hours	45

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 and Online Activities 45 hours
- Reading 40 hours
- Sermons (including prep papers and worship worksheets) 47 hours
- Self-assessment 03 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 5% per day.

Other Guidelines

The following is the weight given to assignments:

1.	Conformation of completed reading (80 points)	7%
2.	Sermon Prep Paper 1 (70 points)	6%
3.	Sermon Prep papers 2 & 3 (220 points: 110 points each)	18%
4.	Worship Planning worksheets 1, 2 & 3 (270 points: 90 points each)	22%
5.	Sermon Preached in Class (115 points)	10%
6.	Preaching Self-Assessment (200 points: 100 points each)	17%
7.	Sermon Video Archives (150 points: 75 points each)	12%
8.	Online discussion forum (100 points: 50 points each)	8%
	Total	100%

- 1. Read the Three Assigned Books and The Preaching Definitions Document (Downloadable on the courses Learning Hub Site): Before the intensive *read the three assigned books and the preaching definitions document*.** Students will drop into the appropriate Learning Hub drop box no later than the first day of the intensive a written statement that they have completed all of the assigned reading.
- 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 guides. For *Sermon 1* complete the **Expository Sermon Preparation Paper Formant Guide**. For *Sermon 2* complete the **Narrative Sermon Preparation Paper Formant Guide**. For *Sermon 3* complete the **Prophetic Sermon Preparation Paper Formant Guide**. The *Sermon 1* Expository Sermon Preparation Paper Formant Guide must be completed before the intensive. The other two sermon prep papers will be part of the participant's post-intensive work.
- 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. The first worship planning worksheet must be completed before the intensive. The other two will be part of the participant's post-intensive work.
- 4. Sermons:** Students will prepare and deliver three sermons. The first will be a twenty-minute **Expository Sermon** and will be preached during the intensive (so come prepared to preach). The second sermon a **Narrative Sermon** and the third sermon a **Prophetic Sermon** will be preached in a participant's ministry context post-intensive. Participants must submit on Learning Hub **a link** for viewing their sermons.
- 5. Self-Assessment:** Students **will watch the video of sermons** two and three and use the preaching assessment document for self-assessment of their sermons. Students should rate themselves honestly and transparently in each category. In the comments section they should list what they believe they did well and where they need to improve. If there are no submitted video links, students **will not receive any credit** for their self-assessments.
- 6. Participate in the online learning activities and in the online discussion forum.**

7. **DVDs On Learning Hub:** Watch both “Making The Mummies Dance” by Richard Farmer and “The Listener and The Biblical Text” by Thomas Long then make reference (by title) on each sermon preparation paper as to the impact or influence the particular video had on your method of preparation or style of delivery.

Grading Scale:

A= 94% +	B= 83–86%	C= 73–75%
A-= 90–93%	B-= 80–82%	C-= 70–72%
B+= 87–89%	C+= 76–79%	D= 65–69%
		F= 64% and below

ASSESSMENT GUIDELINES

GRADING RUBRIC FOR SERMON DELIVERY

Student Name:

	Exceptional 90-100 points	Proficient 60-89 points	Satisfactory 50-59 points	Unsatisfactory 0-49 points	Pts %
Introduction	Audience is grabbed, main theme clear, Bible text very apparent.	Audience is caught, main theme somewhat clear, Bible text is apparent.	Audience is here, main theme almost clear, Bible text somewhat apparent.	Audience is wandering, main theme unclear, Bible text unclear.	10
	(9-10)	(6-8.9)	(5-5.9)	(0-4.9)	
Scripture	Text(s) at the very center of the message. Main points are obviously derived from the text(s).	Text(s) at the center of the message. Main points are derived from the text(s).	Text(s) present in the message. Main points are somewhat derived from the text(s).	Text(s) not the center of the message. Main points not derived from the text(s).	10
	(9-10)	(6-8.9)	(5-5.9)	(0-4.9)	
Sermon Content, and Application	Demonstrates excellent exegesis; contains creative illustrations; clear alliterations; outstanding research; analysis of pericope, structure & organization of sermon. Applications are inspiring, relevant and meaningful. Conclusion & Appeal are very clear and persuasive	Demonstrates very good exegesis, illustrations, alliterations, research and analysis of pericope. Presents a very good structure & Organization of the sermon. Applications are relevant and meaningful; Conclusion and appeal persuasive	Demonstrates good exegesis, but lacks interesting illustrations, insightful research and analysis of pericope, has acceptable structure and organization. Applications, conclusion and appeal are good.	Demonstrates poor exegesis, has little or no illustrations; lacks good exercise of research and analysis; structure and organization lacking; conclusion and appeal poor	30
	27-30	18-26.99	15-17.99	0-14.99	
Method/Form/ Type (Mechanics)	Demonstrates excellent understanding and adherence to sermon definitions. Effective use of Inductive and/or Deductive methods and is devoid of eisegesis or Proof-texting. No grammatical errors. No umms, ahs, or other awkward hesitations.	Demonstrates very good understanding/ adherence to sermon definitions. Clear use of Inductive and/or Deductive method with little or no eisegesis or Proof-texting. Few grammatical errors, umms, ahs, or other awkward hesitations.	Demonstrates good understanding and adherence to sermon definitions. Uses Inductive and/or Deductive method and has little or no eisegesis or Proof-texting. Many grammatical errors or umms, ahs, or other awkward hesitations.	Shows mediocre understanding and adherence to sermon definitions; does not demonstrate creativity and good use of the forms, methods or types of preaching as discussed in class. Grammatical errors or umms, ahs, other awkward hesitations, distractions	20

	18-20	12-17.99	10-11.99	0-9.99	
Delivery Style: Expository; Narrative; Biographical; Prophetic; Extemporaneous; Manuscript; Memorization; Noteless	Passion and flow is smooth, vocal variety was very helpful. Excellent employment of any of the styles of preaching.	Passion and flow is fairly smooth, vocal variety was helpful. Very good employment of any of the styles of preaching	Passion and flow is rough, vocal variety was lacking. Good employment of any of the styles of preaching	Passion and flow is lacking, vocal variety missing. Mediocre use of styles of preaching, voice and oral communications skills	20
	18-20	12-17.99	10-11.99	0-9.99	
Conclusion	The point is summed up clearly concisely and the challenge is clear.	The point is summed up concisely and there was a challenge.	The conclusion is unclear or there was little challenge.	The point is left hanging or no challenge.	10
	(9-10)	(6-8.9)	(5-5.9)	(0-4.9)	
Total					100

Student Name:

	Exceptional 90-100 points	Proficient 60-89 points	Satisfactory 50-59 points	Unsatisfactory 0-49 points	Pts %
Introduction and thesis Statement	Written introduction sets up sermon in a creative, interesting or captivating way. Thesis very succinctly stated and summarises sermon	Written introduction sets up sermon in an interesting way. Thesis clearly stated and summarizes sermon	Written introduction sets up sermon in an acceptable way. Thesis averagely stated and doesn't quite summarize sermon	Written introduction sets up sermon in a mediocre way. Thesis not clearly stated and fail to summarize sermon	10
	(9-10)	(6-8.99)	5-5.99)	(0-4.99)	
Communication and language	Very interesting, inspiring, thought provoking, well-articulated; no more than two spelling mistake and grammatical or style error per page.	Is articulate, holds the reader's attention – no more than three spelling, grammatical or style errors per page	Paper is generally well written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Paper is not well-written or focused on the subject, is full of grammatical, spelling and style errors	20
	(18-20)	(12-17.99)	(10-11.99)	0-9.99	
Development	Thesis very clearly and succinct developed: creative, unique insights making reading inviting. Demonstrates attention to author's concepts/insights on the subject. Discovers and summarizes the theme; expresses personal, independent insights and exhibits comprehensive reading and research of the topic. Ideas flow logically with excellent transitions	Thesis is clearly developed: insightful and demonstrates extensive reading and research of topic. Expresses personal, independent insights in response to the subject matter. Ideas flow logically, with good transitions	Thesis not well developed, is unclear, demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of comprehension of the subject	Thesis poorly developed, is unclear, and demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of comprehension of the subject	40
	(36-40)	(24-35.99)	(20-23.99)	(0-19.99)	
Content/	All necessary information was	Necessary information was	Necessary information was	Some necessary information was	20

Sequence of Events	presented logically and recorded properly. Maintains clear focus.	covered logically and recorded in the proper order. Maintains clear focus.	covered, but not presented logically or recorded in proper order. Maintains adequate focus.	covered but not in a logical sequence. Attempts to focus.	
	(18-20)	(12-17.99)	(10-11.99)	0-9.99	
Conclusion	A clear summary of personal reflections and/or reaction to review of the subject including likes or dislikes	Includes personal reflections and/or reaction to review of the subject	Has some merit, but weak in summation of subject	Reflections of DVD/CDs are comprehensive, but of articles lack personal reaction/responses	10
	(9-10)	(6-8.99)	5-5.99)	(0-4.99)	
Total					100

Sermon 1—Expository Sermon Preparation Paper Formant Guide (70 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**.

(The first 10 questions are worth 4 points each)

11. **Book application:** List and apply three principles from *Biblical Preaching* that you utilized in the preparation of the sermon or will use in the delivery of the sermon. Be specific about both the principles and your application of the principles. (30 points)

Sermon2—Narrative Sermon Preparation Paper Formant Guide (110 Points)

1. Analyze the **plot** of the biblical narrative. Outline and explain the following elements of the plot: exposition, crisis, resolution, and conclusion
2. Identify and **classify the characters** in the narrative. Which ones are major and which ones are minor? Identify the protagonist and the antagonist. Is there a foil?
3. **Examine the means of characterization.** What is revealed about a character by: (a) direct description (b) actions (c) names (d) designations
4. **Probe the dialogue.** What insight does it provide into the traits of a character? What clues are given that show the author's intent? Does the dialogue have a summarizing or ceremonial function?
5. **Evaluate the narrative setting or environment.** What is its inner-textual setting? What is its inter-textual setting?
6. **Explore the narrative's point of view.** What are the external and internal points of view? Identify indicators in shifts of focalization. Are there any examples of omniscience?
7. What **Point of View** will you tell the story through?
8. Analyze the **unity** of the story: Outline its chronological frame of reference. Determine what advances the story and eliminate anything that is not necessary for the climax to occur.
9. **Identify the components of the big idea:** (a) subject and (b) complement. What was God saying and why to the original hearers? Apply that big idea to your audience.
10. **Christo-centric Bridge:** How will you bridge between the Old Testament Narrative and Jesus Christ?

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

11. **Book application:** List and apply three principles from *The Art of Preaching Old Testament Narrative* that you utilized in the preparation of the sermon or will use in the delivery of the sermon. Be specific about both the principles and your application of the principles. (30 points)
12. Write a complete Sermon Manuscript (40 points—see the sermon manuscript rubric)

Sermon 3—Prophetic Sermon Preparation Paper Formant Guide (110 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**.

(The first 10 questions are worth 4 points each)

11. **Book application:** *Prophetic Preaching: A Pastoral Approach* (30 points)

(A) Which Strategy(s) for Prophetic Preaching are you utilizing in the development and delivery of this sermon? Be very specific about both the strategy(s) and your application of the strategy(s).

(B) What form(s) of prophetic preaching are you using in the development and delivery of this sermon? Be very specific about both the strategy(s) and your application of the strategy(s).

(C) How will you call the congregation to become involved with social justice?

12. Write a complete Sermon Manuscript (40 points—see the sermon manuscript rubric)

Worship Planning Worksheet

1. Preaching Passage:

2. Sermon Title:

3. By God's Grace what this gather worship will say is _____ and what this gathered worship will do is _____.

In the sections that follow do not just list the element but give a justifications for its inclusion or exclusion (How does it contribute to making worship say and do what you intend it to?)

4. Graphic/Visual Focus:

5. Opening Song (s):

6. Prayer Song and Prayer:

7. Other Environmental Plans (such as setting or décor, etc.):

8. Children's Story:

9. Appeal:

10. Closing Song:

Each of the first ten questions are worth four points each

11. List three principles from *Preaching as Worship* that have impacted the way you think about worship and clearly explain the impact of each principle: [30 points]

12. Develop a flow chart/order of service for your worship service [20 points]

Legend: U= Unsatisfactory NI= Needs Improvement S= Satisfactory P= Proficient D= Distinguished

Preaching Self-Assessment

Preacher: _____

Sermon: _____ /115

Text/Title: _____

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 |
|---------------|------------|-------------------|

	U	NI	S	P	D
I. Introduction:					
a. Captured Attention	1	2	3	4	5
b. Set stage for Sermon	1	2	3	4	5
c. Brevity	1	2	3	4	5
II. Body					
a. Clarity of the Main Idea	1	2	3	4	5
b. Biblical Exegesis	1	2	3	4	5
c. Christocentric Interpretation	1	2	3	4	5
d. Contemporary Application	1	2	3	4	5
e. Illustrations/Stories	1	2	3	4	5
III. Conclusion					
a. Sermon Synthesis	1	2	3	4	5
b. Appeal	1	2	3	4	5
c. Brevity	1	2	3	4	5
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
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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:

CLASS POLICIES

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 5% 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".
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”.

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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.

INSTRUCTOR PROFILE

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 Discipleship and Religious Education and is the 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). Kenley also serves as an Associate Pastor at One Place a worshipping community on the campus of Andrews University.



Bibliography: See required reading and recommended reading list.