

CHMN 637
SEMINAR IN PREACHING
September 30 – October 4, 2018

Dr. Hyveth Williams

InMinistry Center Intensive
MA in Pastoral Ministry



Andrews
University
Seek. Affirm. Change.

Andrews University

CHMN 637 SEMINAR IN PREACHING

SEP 30 – OCT 4, 2018
InMinistry Center Intensive
MA in Pastoral Ministry

GENERAL CLASS INFORMATION

Class acronym: CHMN 637
Class name: Seminar In Preaching
Semester & year: Fall 2018
Class location: Columbia Union
Class time/day: **Sunday: 6 pm - 8 pm**
Monday – Thursday: 8:00am – 12:30 pm; 1:30 – 6:30 pm

Credits offered: 3 credits

INSTRUCTOR CONTACT DETAILS

Instructor: Hyveth Williams, DMin
Telephone: 269-471-6363 (office) 909-913-0402 (cell)
Email: Hyveth@andrews.edu
Office location: Seminary Hall – S231
Office hours: 11 am – 4 pm

BULLETIN CLASS DISCRIPTION

Seminar in Preaching: An advanced preaching course emphasizing such topics as homiletical theory, history of preaching, persuasion, current preaching trends and models, and experimental preaching techniques. Repeatable.

SYLLABUS REVISION STATEMENT

The instructor reserves the right to revise the syllabus for the benefit of the learning process with appropriate notification to the students

MAPM PROGRAM OUTCOMES

MA in Pastoral Ministry (MAPM) English & Spanish Program Outcomes

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

STUDENT LEARNING OUTCOMES

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.

TEXTBOOKS, RECOMMENDED READINGS AND CLASS BIBLIOGRAPHY

Required:

- The Bible
- Matthewson, S.D. (2002). *The Art of Preaching Old Testament Narrative*. Grand Rapids, Baker. **Parts 1 & 2** (176 Pages) – **Post-intensive Reading**
- Long, Thomas G. (1989). *Preaching and the Literary Forms of the Bible*. Philadelphia, PA.: Augsburg Fortress Publishers – **Post-intensive Reading**
- Tisdale, Lenora Tubbs. (2010). *Prophetic Preaching: A Pastoral Approach*. Louisville, KY.: Westminster Knox Press (140 pages)
- **Pre-intensive Reading**
- Williams, Hyveth. (2018). *Nothing but The Best: A Guide to Preaching Powerful Sermons*
Pre-intensive Reading

Recommended:

- Harris, Laird R., Archer, J.r, Gleason Z., Waltke, Bruce K. *Theological Wordbook of the Old Testament*. Moody Press, Chicago. 1980
- Buttrick, George Arthur, ed., *The Interpreter's Dictionary of the Bible: An Illustrated Encyclopedia (5 vols)*. Abingdon Press, Nashville. 1962
- Carter, Terry; Duvall, J. Scott; Hays, J. Daniel. (2005). *Preaching God's Word: A Hands-on Approach to Preaching, Developing and Delivering the Sermon*. Grand Rapids, MI.: Zondervan
- Robertson, Archibald Thomas. *Word Picture of the New Testament*. Broadman Press, Nashville, Tennessee. 1960
- Brueggemann, Walter. (2001). *The Prophetic Imagination*. Minneapolis, MN.: Fortress Press
- Buttrick, George Arthur, ed. (1962). *The Interpreter's Dictionary of the Bible: An Illustrated Encyclopedia (5 vols)*. Nashville, TN.: Abingdon Press
- Harris, Laird R., Archer, Jr, Gleason Z., Waltke, Bruce K. (1980). *Theological Wordbook of the Old Testament*. Chicago, IL.: Moody Press
- Robertson, Archibald Thomas. (1960). *Word Picture of the New Testament*. Nashville, TN.: Broadman Press

- Tan, Paul Lee. (1998). *Encyclopedia of 15,000 Illustrations: Signs of the Times*. Dallas, TX.: Bible Commentators, Inc
- W. E. Vine. *Vine's Expository Dictionary of Old & New Testament Words*. Iowa Falls, IA.: The Bible Publishers
- Willimon, William H., Lischer, Richard, eds. (1995). *Concise Encyclopedia of Preaching*. Louisville, KY.: Westminster John Knox Press

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 and 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.

CHECK WEBSITES FOR MORE ILLUSTRATIONS

INTENSIVE REQUIREMENTS

WEEK	ASSIGNMENTS DUE
Pre-intensive	<p>Read the two required textbooks and prepare a one-page reflection/response for each book – use 12-point, 1.5 space (PLO 1, 2 & 5, SLO 1, 2, 3) Sermon Prep Paper 1 on Learning Hub (PLO 1, SLO 1) Worship Planning Worksheet 1 based on your current style of worship (PLO 2, SLO3)</p> <p style="background-color: yellow;">DUE NO LATER THAN OCTOBER 1, 2018</p> <p>View sermons: Prophetic Preaching by Calvin Butts, Narrative Preaching by Morgan Medlock and video lecture by Richard Farmer – Making the Mummies Dance on Learning Hub then write a response to all three in a 1-page (12point, 1.5 space) paper (PLO1, 2 & 6; SLO 1&2)</p> <p style="background-color: yellow;">DUE NO LATER THAN THE LAST DAY OF CLASS – OCTOBER 4, 2018</p>
During the Intensive	<p>Lectures & Sermon 1 preached in class (PLO 1, 2, 5 & 6, SLO 1, 2)</p> <p style="text-align: center;">Verbatim Manuscript & Sermon Preparation Paper for sermon preached in class – Due on date you are preaching which will be assigned in class on September 30, 2018.</p> <p style="text-align: center;">Sermon Preparation paper for sermon #1 preached in class – Due on date you are preaching which will be assigned in class on September 30, 2018</p> <p style="text-align: center;">Participate in lecture discussions & evaluation of sermons preached in class (PO 1-6 & SLO 2) –</p>
Post-intensive	<p>Sermon 2 (PLO 1, 2, 5 & 6) Sermon Prep Paper 2 (PLO 1, SLO 1) Worship Planning Worksheet 2 based on how you would improve your current style of worship (PLO 2, SLO 3); DVDs on Learning Hub (PLO1, 2, SLO 1, 2) Self-assessment of sermon 2 (PLO 1, 2, SLO 1,2)</p> <p>View Video Lectures: Listener & The Biblical Text by Thomas Long & and The Unspoken Part of Ministry by Claude Alexander then prepare a one page, 12-point, 1.5 space reflection/response paper (PLO1, 2 & 6; SLO 1&2)</p> <p style="background-color: yellow;">DUE NO LATER THAN DECEMBER 4, 2018</p>

CLASS SCHEDULE & CREDIT-HOUR DEFINITION

MAPM INTENSIVE - Class Schedule			
September 30-October 4, 2018			
			Running total
Sunday – Sept 30	6-8 p.m.	2 hours	2
Monday – Oct 1	8:00-12:30 p.m.	4.5 hours	11.5
	1:30-6:30 p.m.	5 hours	
		9.5	
Tuesday – Oct 2	8:00-12:30 p.m.	4.5 hours	21
	1:30-6:30 p.m.	5 hours	
		9.5	
Wednesday – Oct 3	8:00-12:30 p.m.	4.5 hours	30.5
	1:30-6:30 p.m.	5 hours	
		9.5	
Thursday – Oct 4	8:00-12:30 p.m.	4.5 hours	40
	1:30-6:30 p.m.	5 hours	
		9.5	
Pre/Post-session	Guest lectures, sermons & worksheets to be viewed on-line	5 hours	45
		5	

Credit-Hour Definitions

A professional 3-credit course taken at the SDA Theological Seminary requires a total of 135 hours for course lectures, reading requirements and written assignments.

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	38	45 hours total
Pre/Post Online	7	
Independent Completion of Assignments		
Reading	40 hours	
Sermons (including preparation papers and worship worksheet)	47 hours	
Self-assessment	03	
Total Hours	135 hours	

GUIDELINES FOR SPECIFIC ASSIGNMENTS	
Average reading speed:	15-20 pages/hour for light reading not to be tested on
	10-15 pages/hour for heavy reading for exams or Bible Commentaries
Writing time:	2.5 – 3 hours/double spaced page, from start to finished product
Reflective Writing Assignment:	0.5 hour per page

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

Criteria for Grades

- Up to forty percent of your final grade may be earned by your written presentation of the following:
 - a) **A sermon Preparation Paper** for each sermon (5% each). Follow the instructions online **SERMON PREPARATION PAPER FORMAT GUIDE**. This paper, for the sermon preached in class, must be handed in to the Instructor along with a full manuscript of the sermon the day before you are scheduled to preach.
 - b) **A full verbatim manuscript** (4-6 pages) of each sermon - Note: Sermon one to be handed in class and sermons 2 to be submitted as noted in post intensive above (5% each).
 - c) **A (1 page) response/reflection** on pre/post-intensive video sermons/lectures viewed online (5% each).
 - d) **A (1 page) response/reflection paper for each pre-intensive required reading – (5%)**

- Up to sixty percent of your final grade may be earned by your preaching presentation of the following:
 - a) A prophetic preaching sermon from the Old Testament during a 20-minute delivery in class (20%). For information on Prophetic Preaching, please pay careful attention to the two required pre-intensive readings. This sermon will be evaluated by fellow students and Instructor after the presentation in class.
 - b) One sermon from the New Testament on a different method/style discussed in class lecture (40%). **NOTE:** These sermons will be preached in your local congregation and a video plus manuscript and preparation paper must be sent to the Instructor no later than December 4, 2018.

GRADING AND ASSESSMENT

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 Learning Hub drop box.

Late Submission

See “Class Policies” toward the end of this syllabus.

Other Guidelines

The following is the weight given to assignments:

- | | |
|---|---|
| 1. Required Reading reflection/response paper (20 points each) | = 40 points |
| 2. Sermon Prep Paper 1 & 2 (50 points each) | = 100 points |
| 3. Worship Planning worksheets 1 & 2 (40 points each) | = 80 points |
| 4. Sermon preached in class (100 points) | = 100 points |
| 5. Preaching Self-assessment (50 points) | = 50 points |
| 6. Video sermons/lectures reflection/response papers (15 points each) | = 30 points |
| 7. Sermon 2 - Preached in congregation (100 points) | = 100 points |
| | <hr style="width: 20%; margin-left: auto; margin-right: 0;"/> 500 points |

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

GRADING CRITERIA AND COURSE ASSESSMENT ITEMS

GRADING RUBRIC FOR WRITTEN REPORTS

Elements	31-40 percent	21-30 percent	11-20 percent	6-10 percent	0-5 percent
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-focused on the subject, is full of grammatical, spelling and style errors	Paper is poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style
Development	Succinct thesis, creative, unique insights making reading inviting. Demonstrates attention to sermon outline; independent insight, comprehensive reading and research of the topic. Ideas flow logically with excellent transitions	Thesis is clear, insightful and demonstrates extensive reading and research of topic. Ideas flow logically, with good transitions	Thesis is unclear, demonstrates limited reading and research. Not all ideas flow logically, transitions weak and not clear evidence of sermon outline	Reflection on sermon DVDs are well organized and demonstrate thoughtful evaluation of the sermon indicating the thesis and transitional sentence as discussed in class lectures	Thesis and reflections are unclear, references to reading and research poor and ideas irrelevant to topic
Conclusion	Conclusion is a clear summary with persuasive appeal and attention to literary form used in sermon	Conclusion is persuasive and appeal good with particular attention to literary form used in sermon	Conclusion has some merit, but appeal could be improved; shows some identification of literary form used in sermon	Reflections lack personal reaction/response to what is heard; no mention of literary form	Conclusion and reflections not well thought with absence of appeal with no mention of literary form

ASSESSMENT GUIDELINES

GRADING RUBRIC FOR SERMON DELIVERY

	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

GRADING RUBRIC FOR MANUSCRIPT & SERMON PREPARATION PAPER

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/ Sequence of Events	All necessary information was presented logically and recorded properly. Maintains clear focus.	Necessary information was covered logically and recorded in the proper order. Maintains clear focus.	Necessary information was covered, but not presented logically or recorded in proper order. Maintains adequate focus.	Some necessary information was covered but not in a logical sequence. Attempts to focus.	20
	(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

CLASS POLICIES

Attendance and Punctuality

The policies regarding class attendance are listed on page 30 of the Andrews University *Bulletin* and apply to all students. More than one unexcused absence from this Seminar may result in a reduced or failing grade. Three tardies equal one absence. Tardy is defined as arriving at class half-hour after posted starting time. Attendance records will be taken.

Academic Integrity

All policies relating to academic integrity as described on page 30 of the Andrews University *Bulletin* apply to all students in this class. **In particular, students are urged to exercise the highest level of integrity when evaluating their own, and other students' performance on the sermon evaluation form.** Infractions, including plagiarism and submitting inaccurate information about course work, will result in consequences that range from the lowering of the final grade to the assigning of a failing grade. Teachers are expected to report incidents of academic dishonesty to the Associate Dean, who typically takes further action that normally includes placing a description of the infraction in the student's permanent file.

Assignment Submission

The best and safest way to turn in assignments is to email or personally hand them to the Instructor on or before the due date. If students fail to turn in their assignments on time, without prior consultation with the Instructor, it is still their responsibility to make sure that the assignment is provided as stated above. Students should keep a back-up copy of their assignments.

Use of Technology

In order to foster an atmosphere conducive to learning, students are expected to turn off their mobile phones and other electronic devices during class. The use of computers during class should be restricted to approved tasks associated with this course. Students who surf the Internet, play computer games, or in other ways abuse the privilege of computer use in the classroom, may expect to have their computer privileges revoked.

Respect

In a spirit of respect toward those who wish to gain the greatest benefit from class presentations, students are expected to refrain from disruptive behaviors such as: talking to each other during presentations, making inappropriate comments and causing distractions.

Guest Attendance

Obtain consent from the Instructor before you invite a guest to attend class. Due to the nature of this course and in consideration for other students, please do not bring children to class.

INSTRUCTOR PROFILE

A graduate of Columbia Union College (now Washington Adventist University) with a Bachelor of Arts in Theology (1984), Dr. Williams received her Master of Divinity from the Seventh-day Adventist Theological Seminary, Andrews University (1989). She graduated from Boston University School of Theology with a Doctor of Ministry (1998) and holds the distinction of being the first non-Episcopalian to receive the prestigious Fellowship from the College of Preachers, National Cathedral, Washington, D.C.

The first female Senior Pastor in our denomination, for over two decades Dr. Williams served as senior pastor of multi-staff churches in parish ministry before joining the Seminary faculty December, 2009. In February, 2013, she founded The Grace Place, a thriving community church plant in South Bend, Indiana, and learning lab for seminarians. On May 1, 2016, she was recognized by Andrews University with the annual JN Andrews Medallion, the highest university award for excellence in teaching. In March, 2017, she was the first Seventh-day Adventist Theological Seminary female professor to receive the university-wide Daniel Augsburger Excellence in Teaching Award. In September 2017, Dr. Williams received, from her alma mater, the Washington Adventist University (WAU) annual Visionaries Gala award for Excellence in Scholarship and Transformational Pastoral Service.



Dr. Williams continues to serve as interim Seminary Chaplain, has written several books, monthly articles for *The Review & Herald*, creator and managing editor of CURRENT, the Seminary's annual magazine.