

CHMN637  
SEMINAR IN  
PREACHING  
*March 3-7, 2019*

*Willie Edward Hucks II, DMin*



Andrews  
University  
Seek. Affirm. Change.

# Andrews University

CHMN637  
**SEMINAR IN PREACHING**  
SPRING 2019  
MARCH 3-7, 2019

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## GENERAL CLASS INFORMATION

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Class acronym:	CHMN 637
Class name:	Seminar in Preaching
Year & Semester:	Spring 2019
Class location:	Ortner Center, Union College, Lincoln Nebraska
Class time/day:	<b>Sunday: 4:00p-7:00p</b> Monday – Thursday: 8a-12p & 1:30p-6p (subject to change)
Credits offered:	3

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## INSTRUCTOR CONTACT

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Instructor:	Willie Edward Hucks II, DMin
Telephone:	269-471-6383 (office); 817-937-8405 (cell)
Email:	<a href="mailto:hucks@andrews.edu">hucks@andrews.edu</a>
Office location:	Seminary Hall – S228
Office hours:	By Appointment

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## COURSE DESCRIPTION

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

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## SYLLABUS REVISION STATEMENT

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

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## MAPM PROGRAM OUTCOMES

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

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.

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## STUDENT LEARNING OUTCOMES

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### **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.

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## COURSE MATERIALS

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### **Required:**

Quicke, M. (2011). *Preaching as Worship*. Grand Rapids: Baker. **(253 pages)**

Tisdale, Lenora Tubbs. (2010). *Prophetic Preaching: A Pastoral Approach*. Louisville, KY.: Westminster Knox Press **(140 pages)**

Williams, H. (2018). *Nothing but the Best: A Guide to Preaching Powerful Sermons*. Bloomington, IN: Xlibris. **(262 pages)**

For ISBN and price information please see the listing at the Bookstore [www.andrews.edu/bookstore](http://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 other 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*, 2<sup>nd</sup> 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.

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 an 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 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.

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## PRE-INTENSIVE REQUIREMENTS

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1. **Read the Three Assigned Books Before the intensive.** Students will drop this assignment 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**. It must be completed before the intensive. The other sermon prep paper will be part of the participant's post-intensive work.

3. **Worship Planning Worksheet 1:** 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 one will be part of the participant's post-intensive work and should include creative ideas you would implement in your worship service, should the opportunity be available.

**Assignments due not later than February 28, 2019.**

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## REQUIREMENTS DURING COURSE INTENSIVE

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**Sermon #1:** Students will prepare and deliver a 20-minute *Expository Sermon (use any of the styles discussed in "Nothing But The Best" sermon definition chapter)*, and will be preached during the intensive (so come prepared to preach).

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## POST-INTENSIVE COURSE REQUIREMENTS

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1. Students will preach a ***Prophetic Sermon*** within their ministry context using principles from Tisdale's book and class lectures/discussions. It should not exceed 30 minutes. Participants must submit on Learning Hub [a link](#) for viewing their sermons.
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 2*** complete the **Prophetic Sermon Preparation Paper Formant Guide**.

3. **Worship Planning Worksheet number 2:** Students will be asked to turn in a worship planning worksheet for all of the required sermons. See the [Worship Planning Worksheet](#). (Please indicate the creative additions you are recommending for your church service).

4. **DVDs On Learning Hub:** Watch both “*Making The Mummies Dance*” a lecture by Richard Farmer and “*The Listener and The Biblical Text*” a lecture by Thomas Long; *O Towers and Lights* by Calvin Butts, a Prophetic Preaching sermon; and a Narrative sermon by Morgan Medlock. Write a two- to three-page analysis of each presentation, evaluating and comparing strengths and weaknesses, noting what, if anything, you have learned or confirmed that will strengthen your preaching.
5. **Self-Assessment:** Students **will watch the video of the second sermon** and use the preaching assessment document for self-assessment of the sermon. 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-assessment.

**Assignments due not later than April 29, 2019.**

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**TOPICS AND ASSIGNMENTS**

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Week	Assignments Due
<b>Pre-intensive</b>	
	<b>Read the three required textbooks</b> (PLO 1 & 2) SLO (1, 2, 3) Sermon Prep Paper 1 (PLO 1, SLO 1); Worship Planning Worksheet 1 (PLO 2, SLO 3)
	<b>DUE NOT LATER THAN 28 FEBRUARY 2019</b>
<b>During the Intensive</b>	
	Sermon 1 – choose a delivery style from Nothing But The Best chapter on sermon definitions (PLO 1, 2, SLO 1, 2)
<b>Post-Intensive</b>	
	Sermon Prep Paper 2 (PLO 1, SLO 1); Worship Planning Worksheets 2 (PLO 2, SLO 3); DVDs on Learning Hub (PLO 1, 2, SLO 1, 2) Self-Assessment of Sermon 2 (PLO 1, SLO 1, 2).
	<b>DUE NOT LATER THAN 29 APRIL 2019</b>

<b>MAPM Intensive Class Schedule - subject to adjustments</b>			
<b>Schedule for class meetings:</b>			
			Running total
Sunday	4-7 p.m.	2 hours	2
Monday	8:00-12 noon 1:30-6:00 p.m.	4 hours 4.5 hours 8.5	10.5
Tuesday	8:00-12 noon 1:30-6:00 p.m.	4 hours 4.5 hours 8.5	19
Wednesday	8:00-12 noon 1:30-6:00 p.m.	4 hours 4.5 hours 8.5	27.5
Thursday	8:00-12 noon 1:30p- 6:00p	5 hours 8.5	36
Pre/Post-session	Assigned reading; On-Line video viewing; Congregational sermon	9 hours	45

### **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:***

Estimated Time for this Class—MAPM---3 credit (135 hours)		
Class Lectures face to face	36	45 hours total
Pre/Post Online	9	
Independent Completion of Assignments		
Reading	40 hours	
Sermons (including prep papers and worship worksheets)	47 hours	
Self-assessment	03 hours	
Total Hours	135 hours	



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## GRADING AND ASSESSMENT

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### 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.	Confirmation of completed reading 30 points; 10
2.	points each)
	Sermon Prep Papers 1 & 2 (80 points; 40 points each)
3.	Sermon manuscripts 1 & 2 (30 points; 15 points each)
4.	Worship Planning worksheets 1 & 2 (80 points; 40
	points each)
5.	Sermon Preached in Class (50 points)
6.	Preaching Self-Assessment (50 points)
	Analysis of four DVDs on Learning Hub (80 points:
7.	20 points each)
8.	
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<b>Total</b>	
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<b>400 points</b>	

### 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

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## ASSESSMENT GUIDELINES

### GRADING RUBRIC FOR SERMON DELIVERY

Student Name: \_\_\_\_\_

	<b>Exceptional 45-50 points</b>	<b>Proficient 40-44 points</b>	<b>Satisfactory 35-39 points</b>	<b>Unsatisfactory 0-34 points</b>	<b>Pts</b>
<b>Introduction</b>	Audience is grabbed, main theme clear, Bible text very apparent. <b>(4.5-5)</b>	Audience is caught, main theme somewhat clear, Bible text is apparent. <b>(4-4.4)</b>	Audience is here, main theme almost clear, Bible text somewhat apparent. <b>(3.0-3.9)</b>	Audience is wandering, main theme unclear, Bible text unclear. <b>(0-3.8)</b>	<b>5</b>
<b>Scripture</b>	Text(s) at the very center of the message. Main points are obviously derived from the text(s). <b>(4.5-5)</b>	Text(s) at the center of the message. Main points are derived from the text(s). <b>(4-4.4)</b>	Text(s) present in the message. Main points are somewhat derived from the text(s). <b>(3.0-3.9)</b>	Text(s) not the center of the message. Main points not derived from the text(s). <b>(0-3.8)</b>	<b>5</b>
<b>Sermon Content, and Application</b>	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 <b>13.5-15</b>	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 <b>12-13.4</b>	Demonstrates good exegesis, but lacks interesting illustrations, insightful research and analysis of pericope, has acceptable structure and organization. Applications, conclusion and appeal are good. <b>9-11.9</b>	Demonstrates poor exegesis, has little or no illustrations; lacks good exercise of research and analysis; structure and organization lacking; conclusion and appeal poor <b>0-11.8</b>	<b>15</b>
<b>Method/Form/Type (Mechanics)</b>	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. <b>9-10</b>	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. <b>8-8.9</b>	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. <b>7-7.9</b>	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 <b>0-6.9</b>	<b>10</b>
<b>Delivery Style: Expository; Narrative; Biographical; Prophetic; Extemporaneous; Manuscript; Memorization; Noteless</b>	Passion and flow is smooth, vocal variety was very helpful. Excellent employment of any of the styles of preaching. <b>9-10</b>	Passion and flow is fairly smooth, vocal variety was helpful. Very good employment of any of the styles of preaching <b>8-8.9</b>	Passion and flow is rough, vocal variety was lacking. Good employment of any of the styles of preaching <b>7-7.9</b>	Passion and flow is lacking, vocal variety missing. Mediocre use of styles of preaching, voice and oral communications skills <b>0-6.9</b>	<b>10</b>
<b>Conclusion</b>	The point is summed up clearly concisely and the challenge is clear. <b>(4.5-5)</b>	The point is summed up concisely and there was a challenge. <b>(4-4.9)</b>	The conclusion is unclear or there was little challenge. <b>(3.0-3.9)</b>	The point is left hanging or no challenge. <b>(0-3.8)</b>	<b>5</b>
<b>Total</b>					<b>50</b>

## GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

Elements	40 -50 Points	39-30 Points	29-20 points	19-10 points	9-0 points
<b>Communication and language</b>	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
<b>Development</b>	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
<b>Conclusion</b>	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

### Sermon 1—Expository Sermon Preparation Paper Format Guide (50 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 3 points each)
11. **Book application:** List and apply three principles from **Nothing but the Best** 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. (10 points)

## Sermon2—Prophetic Preaching Sermon Preparation Paper Format Guide (50 Points)

1. **Explain your understanding of Prophetic Preaching** and how it influenced your choice of a pericope and status quo challenged in this sermon.
2. **Clearly identify, in a short thesis statement,** the status quo you are challenging and why.
3. **Explain the three components of Prophetic Preaching** and how they are integrated in your sermon.
4. **How many of Tisdale's seven hallmarks of Prophetic Preaching** were applied or amplified in your sermon.
5. **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).
6. **Read** and reread the text using various translations and point out "KEY" words or "Phrases" in the original language. Identify any textual variants, problems or concepts.
7. **Analyze** and describe the following CONTEXTS of the passage: **Historical** - Author, date and circumstances surrounding the text; **Literary** – What type of language does the author use in the text? How does the author express his unique personality, status, or experience and how does that impact the message of the text? **Theological** – Author's intent and theological purpose in writing to the original hearers.
8. **Identify** the possible points of view from which the text can be viewed (i.e., author, audience, a particular character, etc.), then indicate the primary viewpoint that you intend to use.
9. **Encounter** the text through probing conversation and reflection and by letting the Holy Spirit guide your thinking. List ideas, meanings and questions that come to mind. Use brainstorming and journaling techniques to bring these to light. *This is the heart of your analysis and should be the most substantiated part of your paper.*
10. **Describe** what you think the text is doing (i.e., is it rebuking, encouraging or instructing?).
11. **Summarize** the original message of the text to its original hearers – as you understand it – in the form of a clear, SINGLE sentence.  
  
*(Note: the first 11 items are worth 3 points each).*
12. **Book application:** List and apply three principles from the classroom presentations on Prophetic preaching that you utilized in the preparation of the sermon or will use in the delivery of the sermon and how it impacted/influenced your audience. Be specific about both the principles and your application of the principles (10 points).

## 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 three points each

11. Develop a unique flow chart/order of service for your worship service [10 points]

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

## Preaching Self-Assessment

Preacher: \_\_\_\_\_

Sermon: \_\_\_\_\_ /50

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

### I. Introduction:

	U	NI	S	P	D
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
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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:**

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## CLASS POLICIES

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### **Classroom Seating**

### **Computer Use and “Engagement Policy”**

### **Disability Accommodations**

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 ([disabilities@andrews.edu](mailto:disabilities@andrews.edu) or 269-471-6096) as soon as possible so that accommodations can be arranged.

### **Late Assignment Submission**

Assignments are expected by the dates listed in the syllabus. Work submitted 1-7 days late incur a 10% penalty; 8-14 days late, 20%; 15+ days, 30%.

### **Additional Policies**

### **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”.

*AU Bulletin*

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## INSTRUCTOR PROFILE

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Willie Edward Hucks II has served the Seventh-day Adventist Church in various capacities since 1985. He spent the first 14 years of ministry pastoring congregations in Texas and Louisiana. In 1999, he accepted a call to serve as a religion professor at Southwestern Adventist University, where he remained for seven years. In 2006, he began serving as associate editor of *Ministry*, International Journal for Pastors, headquartered in Silver Spring, Maryland; and in 2010, he also assumed responsibilities serving as an associate ministerial secretary for the GC Ministerial Association, focusing on theological education and ministerial preparation.



In 2016, Dr. Hucks accepted a call to serve as associate professor of Christian Ministry in the Seventh-day Adventist Theological Seminary, focusing on homiletics and urban ministry; and in January 2018 he was appointed as Chairman of the Christian Ministry Department in addition to his teaching responsibilities.

A native of Dallas, Texas, Dr. Hucks earned his undergraduate ministerial degree from Oakwood College, and his Master of Divinity and Doctor of Ministry degrees from Andrews University. Dr. Hucks has been published in several popular and professional journals. However, his greatest joy comes from calling Kathleen (nee Alexander) his wife since 1987; and they are the proud parents of two adult children.