



CHMN 637 – Seminar in Preaching

Spring 2020

Marcus Alden Swearingen Bates, D.Min

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Zoom Virtual Classroom (ID# 459-533-1042)
Class meeting times:	May 24-28, 2020; Sunday, 4pm–7pm; Monday-Thursday, 8am-12pm & 1:30pm-6pm (times are subject to change as needed)
Course Website:	learninghub.andrews.edu
Instructor Telephone:	(828) 244-4010 (Cell)
Instructor Email:	mbates@gccsda.com or swearingen@andrews.edu
Office location:	TBA
Office hours:	TBA

BULLETIN DESCRIPTION OF COURSE

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

PROGRAM & COURSE LEARNING OUTCOMES

Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen Your degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. Your Program Learning Outcomes addressed in this course are:

1. Deliver effective, biblically-based sermons
2. Demonstrate proper biblical interpretation skills

3. Understand the historical-theological development of the Seventh-day Adventist Church
4. Exhibit the capability for training church members for evangelism
5. Demonstrate an understanding of how to empower church members for leadership
6. Exhibit capability for reaching specific social groups

The following **Course Learning Outcomes** contribute to the overall **Program Learning Outcomes** by identifying the key learning points to be achieved by diligent work in this course:

1. Develop solid biblical sermons that are both authentically biblical and relevant to the target audience.
2. Deliver sermons in a way that will connect with and impact the congregation.
3. Demonstrate an understanding of the vital role of the pastor in shaping worship and the role of preaching in the big picture of the congregation’s worship experience.

COURSE OVERVIEW

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

Pre-Intensive Assignments (Due the first day of class, Sunday, May 24, 2020)	Book reviews of the three required textbooks (PLO-1; PLO-2; CLO-1; CLO-2; CLO-3) Sermon Preparation Paper and Full sermon manuscript for Sermon #1 (Textual Sermon) (PLO-1; PLO-2; CLO-1; CLO-2)
Intensive Assignments (See due dates below)	Sermon #1 – A Textual Sermon (PLO-1; PLO-2; CLO-1; CLO-2) 2-Page Reflection: David E. Thomas, “The Internal Dynamic of Credible Preaching,” <i>Ministry</i> (May 2010): 6-9. (PLO-1; CLO-1; CLO-2)
Post-Intensive Assignments (See due dates below)	Sermon #2 – Preparation Paper on a Prophetic Sermon (PLO-1; CLO-1) Sermon #2 – Full Prophetic Sermon Manuscript (PLO-1; PLO-2; PLO-6; CLO-1; CLO-2) Sermon #2 – Video Copy of Prophetic Sermon (PLO-1; PLO-2; CLO-1; CLO-2) Sermon #2 – Self-Assessment of Prophetic Sermon (PLO-1; CLO-1; CLO-2) 3 Video Sermons on Learning Hub (2-3 page reflections for each of the 3 sermons) (PLO-1; PLO-2; CLO-1; CLO-2)

PRE-INTENSIVE REQUIREMENTS

1. **Read the three assigned textbooks before the intensive and write a three-page review for each book.** The review should have **four sections**: (a) a summary of its major points; (b) a summary of its strengths; (c) a summary of its weaknesses; and (d) any insights and helpful points that you can incorporate into your sermon preparation and preaching.
2. **Complete a Sermon Preparation Paper for Sermon #1 (Textual Sermon).** Students will be required to turn in a sermon preparation paper for the first sermon to be preached during the intensive. See the **Sermon Preparation Guide** below.
3. **Complete a Full Sermon Manuscript for Sermon #1 (Textual Sermon).** Students will be required to complete a full sermon manuscript for Sermon #1. Please email me a copy of this manuscript.

NOTES: The book cover pages and bibliographic pages **DO NOT COUNT** toward the page total. Also, please be sure that your **NAME** is at the top of each assignment. **These assignments are due no later than the first day of class, MAY 24, 2020.**

REQUIREMENTS DURING COURSE INTENSIVE

1. **Each student will preach a 20-minute textual sermon to the preaching class via the Zoom platform.** By definition, a *textual sermon* probes a single passage of Scripture. This is NOT a topical or thematic sermon. This sermon will have a single preaching passage and survey four basic questions: (a) what does the passage say about God, (b) what does the passage say about the people involved in the passage, (c) what lessons can we learn from how God relates to human beings, and (d) what commitment is God calling us to make? These questions and answers will form the main body of the sermon. **Students will sign up for preaching time slots on the first day of class.**
2. **Each student will prepare a two-page reflection on a specific preaching article.** This reflection is based upon the article, **David E. Thomas, "The Internal Dynamic of Credible Preaching," *Ministry* (May 2010): 6-9.** The reflection should have the following four sections: (a) a summary of the article as a whole; (b) the author's central idea on the internal dynamic of preaching; (c) what factors of credible preaching resonate with the student on a personal level, and (d) an honest evaluation of the student's current practice of the author's suggested factors that influence credible preaching. The article can be retrieved at <https://cdn.ministrymagazine.org/issues/2010/issues/MIN2010-05.pdf>. This assignment is due by the **last day** of the intensive (**May 28, 2020**).

POST-INTENSIVE COURSE REQUIREMENTS

1. **Students will turn in a sermon preparation paper AND full sermon manuscript on a prophetic sermon (Sermon #2).** Principles from Tisdale’s book, class lectures, and discussions should be incorporated. See the **Sermon Preparation Guide** below.
2. **Students will preach the prophetic sermon (Sermon #2) in their local ministry context.** The sermon should not exceed 30 minutes. A video copy or internet link of the sermon, as well as the preparation paper and sermon manuscript, should be sent to the instructor.
3. **Students will submit a written self-assessment of the post-intensive sermon.** This will involve watching the sermon after it is preached, and use the **Preaching Assessment Document** below to evaluate the sermon. Students should rate themselves honestly and in a transparent fashion in each category. In the Comments section, students should also list what they did well and where they need to improve. If there are no submitted videos or video links, students will NOT receive any credit for the self-assessment.
4. **Students will watch three video sermons on learning hub and prepare a 2-3-page analysis on each sermon.** These three sermons are: (a) “Making the Mummies Dance” by Richard Farmer; (b) “The Listener and the Biblical Text” by Thomas Long; and (c) **EITHER** “Of Towers and Lights” by Calvin Butts **OR** a narrative sermon by Dr. Morgan Medlock. Analysis should include identifying the strengths and weaknesses of each sermon, as well as any lessons learned that the student can apply to his/her preaching ministry.

NOTE: Post-intensive assignments 1 and 2 are due on JULY 19, 2020, and post-intensive assignments 3 and 4 are due on JULY 27, 2020.

ATTENDANCE

Regular attendance is required in all Zoom classes and other academic appointments. When the total number of absences exceeds 10% of the total course appointments, the teacher may assign a failing grade. The class work missed may only be made up at the teacher’s discretion.

COURSE MATERIALS

Required Course Materials

The following three textbooks are required for the pre-session reading assignments:

1. Quicke, M. (2011). *Preaching as Worship*. Grand Rapids, MI: Baker. **(253 pages)**
2. Tisdale, L.T. (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. (233 pages)

NOTE: Again, title pages and bibliographic info do **NOT COUNT** toward the required reading.

For ISBN and price information, please see each listing at the Andrews University Bookstore at www.andrews.edu/bookstore. Books can also be purchased on Amazon.com.

Other Recommended Course Materials

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.
- Bradford, C.E. (1993). *Preaching to the Times: The Preaching Ministry in the Seventh-day Adventist Church*. Silver Spring, MD: Ministerial Association, General Conference of SDA.
- Brueggemann, W. (2001). *The Prophetic Imagination*. Minneapolis, MN: Fortress.
- Carter, T., J.S. Duvall, and J.D. Hays. (2005). *Preaching God's Word: A Hands-On Approach to Preparing, Developing, and Delivering the Sermon*. 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.
- Craddock, F.B. (2001). *As One Without Authority*. Revised and with New Sermons. St. Louis, MO: Chalice Press.
- Craddock, F.B. (2010). *Preaching*. Nashville, TN: Abingdon Press.
- Edwards, J.K. (2009). *Deep Preaching: Creating Sermons that Go Beyond the Superficial*. Nashville, TN: B&H Publishing.
- Fasol, A., R. Fish, S. Gaines, and R.D. West. (2006). *Preaching Evangelistically: Proclaiming the Saving Message of Jesus*. Nashville, TN: B&H Publishing.

- Gail, M. and C.B. Larson. (1994). *Preaching that Connects: Using Journalistic Techniques that Add Impact*. Grand Rapids, MI: Zondervan.
- Greidanus, S. (1999). *Preaching Christ from the Old Testament: A Contemporary Hermeneutical Method*. Grand Rapids, MI: Eerdmans.
- Greidanus, S. (2012). *Preaching Christ from Daniel: Foundations for Expository Sermons*. Grand Rapids, MI: Eerdmans.
- Heisler, G. (2007). *Spirit-Led Preaching: The Holy Spirit's Role in Sermon Preparation and Delivery*. Nashville, TN: B&H Publishing.
- 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.
- Long, T.G. (2009). *Preaching from Memory to Hope*. Louisville, KY: Westminster John Knox.
- Loscalzo, C.A. (1995). *Evangelistic Preaching that Connects: Guidance in Shaping Fresh & Appealing Sermons*. Downers Grove, IL: InterVarsity.
- 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.
- McMickle, M.A. (2006). *Where Have All the Prophets Gone? Reclaiming Prophetic Preaching in America*. Cleveland, OH: Pilgrim.
- Merida, T. (2009). *Faithful Preaching: Declaring Scripture with Responsibility, Passion, and Authenticity*. Nashville, TN: B&H Publishing.
- Miller, C. (2002). *The Sermon Maker: Tales of a Transformed Preacher*. Grand Rapids: Zondervan.
- Morris, D..J. (2012). *Powerful Biblical Preaching: Practical Pointers from Master Preachers*. Revised and expanded. Trilogy Scripture Resources.
- Quicke, M.J. (2003). *360 Degree Preaching: Speaking and Living the Word*. Grand Rapids: Baker.

Proctor, S.D. (1994). *The Certain Sound of the Trumpet: Crafting a Sermon of Authority*. Valley Forge, PA: Judson Press.

Robinson, H.W. (2014). *Biblical Preaching: The Development and Delivery of Expository Sermons*. 3rd edition. Grand Rapids, MI: Baker.

Schultze, Q.J. (2004). *High-tech Worship? Using Presentational Technologies Wisely*. Grand Rapids: Baker.

Stott, J. (1982). *Between Two Worlds: The Challenge of Preaching Today*. Grand Rapids, MI: Eerdmans.

Sunukjian, D.R. (2007). *An Invitation to Biblical Preaching: Proclaiming the Truth with Clarity and Relevance*. Grand Rapids, MI: Kregel.

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.

Warren, M.A. (2001). *King Came Preaching*. Downers Grove, IL: InterVarsity Press.

WillHITE, K. and S.M. Gibson. (1998). *The Big Idea of Biblical Preaching: Connecting the Bible to People*. Grand Rapids, MI: Baker.

Wilson, P.S. (1992). *A Concise History of Preaching*. Nashville, TN: Abingdon.

Wilson, P.S. (1999). *The Four Pages of the Sermon: A Guide to Biblical Preaching*. Nashville, TN: Abingdon.

Wogaman, J.P. (1998). *Speaking the Truth in Love: Prophetic Preaching to a Broken World*. Louisville, KY: Westminster John Knox.

Woods, P. (Ed.). (2003). *Great Preaching: Practical Advice from Powerful Preachers*. Loveland, CO: Group Publishing.

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 vols. New York: Bantam Doubleday Dell.
- Harris, L.R., Archer, Jr., G.L., & 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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TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

For every semester credit, the Andrews University credit-hour definition requires that:

- Courses for **professional master's degrees** (e.g. MDiv) include **15 instructor contact hours** and **30 hours of independent learning activities**.

- Courses for **academic master’s degrees** (e.g. MA [Religion]) and **all doctoral degrees** include **15 instructor contact hours** and **45 hours of independent learning activities**.

The calculation of hours is based on the study skills of the average well-prepared graduate student. Students who are weak in these skills (1) may require more time and should consider taking fewer classes each semester; and (2) can find skill development assistance through the Seminar Study and Research Skills Colloquia, the AU Writing Center, and the AU Student Success office.

In order to achieve the outcomes of this course, learning time will be distributed as follows:

Instructor Contact Hours	Face-to-Face Instructional Time	36 hours
	Other Instructor-Directed Activities	9 hours
Independent Learning Activities	Reading	40 hours
	Sermons (Including Prep Papers)	47 hours
	Self-Assessment	3 hours
Total Hours		135 hours

GUIDELINES FOR COURSE ASSIGNMENTS

Grades are based on the independent learning activities below which provide practice toward, and assessment of, the learning outcomes of this course. Course assignments and the grade weighting for each assignment are provided in the chart below. Specific due dates are given in the Course Overview above.

Assignment Descriptions	Weighting
1. Book Reviews 1, 2 & 3	60 points; 20 points each
2. Sermon Preparation Papers 1 & 2	80 points; 40 points each
3. Sermon Manuscripts 1 & 2	20 points; 10 points each
4. Sermon #1 Preached in Class	50 points

5. Two-Page Reflection on Preaching Article	10 points
6. Sermon #2 Preaching in Congregational Setting	50 points
7. Preaching Self-Assessment	10 points
8. Analysis of three Videos on Learning Hub	30 points; 10 points each
Total	310 points

For grading rubrics that specific grading criteria in more detail, see Appendices below.

In order to make grading fair for everyone, grades will be assigned on the basis of the above requirements alone. No individual arrangements will be made for those requesting last minute grade adjustment or extra credit.

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 (**Zoom**) for the entire intensive to pass the class.

Submission of Assignments: All assignments should be submitted to the appropriate Learning Hub drop box.

Late Submissions: 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%.

GRADING RUBRIC FOR SERMON DELIVERY

Student Name:

	Exceptional 45-50 points	Proficient 40-44 points	Satisfactory 35-39 points	Unsatisfactory 0-34 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.	5
	(4.5-5)	(4-4.4)	(3.0-3.9)	(0-3.8)	
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 periscope, 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	15
	13.5-15	12-13.4	9-11.9	0-11.8	
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	5
	4.5-5	4-4.4	3-3.9	0-3.8	
Delivery Style: Expository; Narrative; Biographical; Prophetic; Extemporaneous; Manuscript; Memorization; Noteless	Passion and flow are smooth, vocal variety was very helpful. Excellent employment of any of the styles of preaching.	Passion and flow are fairly smooth, vocal variety was helpful. Very good employment of any of the styles of preaching	Passion and flow are rough, vocal variety was lacking. Good employment of any of the styles of preaching	Passion and flow are lacking, vocal variety missing. Mediocre use of styles of preaching, voice and oral communications skills	15
	13.5-15	12-13.4	9-11.9	0-11.8	
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)	(7-8.9)	(3.0-6.9)	(0-2.9)	
Total					50

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

Elements	Excellent (19-20)	Proficient (17-18)	Satisfactory (15-16)	Fair (13-14)	Poor (0-12)
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

ABOUT YOUR INSTRUCTOR

Marcus Alden Swearingen Bates has served in the Seventh-day Adventist ministry as an evangelist and pastor since 1999. He spent the first seven years of his ministry as a conference evangelist in the Florida Conference, and has since served as the senior pastor in various church districts within the Carolina, Chesapeake, and Georgia-Cumberland Conferences. He currently serves as the senior pastor of the Knoxville First Seventh-day Adventist Church in Knoxville, Tennessee. A native of Bath, Maine, Dr. Bates holds undergraduate degrees in Anthropology and History (University of Maine, 1991), Master's Degrees in Evangelism (Southern Adventist University, 2004), History (American Military University, 2013), and Biblical & Theological Studies (Southern Adventist University, 2015), and a Doctor of Ministry degree in Preaching (Andrews University, 2019). He presently resides in Knoxville, Tennessee with Sarah, his wife of 19 years, and their three energetic teenagers.



OTHER COURSE-RELATED POLICIES

Academic Integrity

The Seminary expects its students to exhibit rigorous moral integrity appropriate to ministry leaders representing Jesus Christ. Complete honesty in academic matters is a vital component of such integrity. Any breach of academic integrity in this class is subject to discipline. Consequences may include receipt of a reduced or failing grade, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the university, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or university. A record of academic integrity violations is maintained by the University Student Academic Integrity Council. Repeated and/or flagrant offenses will be referred to an Academic Integrity Panel for recommendations on further penalties.

Academic Dishonesty includes:

- Plagiarism in which one fails to give credit every time use is made of another person's ideas or exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:
 - Correctly designated and inserted footnotes each time one makes use of another individual's research and/or ideas.
 - Quotation marks placed around any exact phrases or sentences (three or more words) taken from the text of speech of another individual.

- Presenting another’s work as one’s own (e.g., placement exams, homework assignments).
- Using materials during a quiz or examination other than those explicitly allowed by the teacher or program.
- Stealing, accepting, or studying from stolen quizzes or examination materials.
- Copying from another student during a regular or take-home text or quiz.
- Assisting another in acts of academic dishonesty.
- Submitting the same work or major portions thereof, without permission from the instructors, to satisfy the requirements of more than one course.

For additional details see: https://www.andrews.edu/academics/academic_integrity.html.

Academic Accommodations

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

Use of Electronics

No recording or streaming is permitted at any time in any seminary courses. Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class-related activities during class time. The Zoom classroom format may be recorded by the instructor only.

Communications and Updates

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue alerts regularly.

Learning Hub Access

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with Learning Hub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960
Technical assistance with your Andrews account	http://andrews.edu/hdchat/chat.php	

Emergency Protocol

Andrews University takes the safety of its students seriously. Signs identifying emergency protocol are posted throughout campus buildings. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting that specific location. It is important that you follow these instructions and stay with your instructor during any evacuation or sheltering emergency.

Please Note: The instructor reserves the right to revise the syllabus, with the consensus of the class, at any time during the semester for the benefit of the learning process. The up-to-date Course Description for this course may be found at www.learninghub.andrews.edu.

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***

NOTE: Students are required to **attend all classes** via the **Zoom** classroom.

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***

APPENDIX 1: INTERPRETING LETTER GRADES

Letter Grades and Percentages

Grading Scale

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

THE B GRADE

The B grade is a sign that you have competently fulfilled all of the requirements stipulated for an assessment or competency evaluation. It is a very good grade and demonstrates a high level of the knowledge, insight, critical competence and professional presentation standards essential for an individual wishing to pursue a career as a professional leader in ministry.

THE A GRADE

An A grade is given only when a student not only fulfills the criteria for a B grade, but in doing so demonstrates an advanced academic aptitude for content knowledge, critique, synthesis and independent insight, while exhibiting highly developed communication skills and professional publication standards that would allow them to pursue a highly competitive academic career.

THE C GRADE

The C grade differs only from a B grade in that the traits outlined in the B grade above are not consistently applied. However, with diligence and by applying feedback from your lecturer, the academic process can provide opportunity for a student to improve their consistency, and hence, their grade.

THE D GRADE

The D grade points to a limited level of knowledge, insight, and critique, as well as to inadequate quality of written work. This may be because of a lack of time management on the part of the student, difficulty grasping the concepts being taught, use of English as a second language, or a personal issue that is affecting one's concentration and motivation levels. Again, with diligence, applying feedback from your lecturer, and seeking services offered by the University like the writing lab or the counseling center, the academic process can provide an opportunity for a student to significantly improve their performance.

THE F GRADE

A failing grade is given when very limited or no demonstrable competency has been observed.

APPENDIX 2: ASSIGNMENT RUBRIC(S)

Sermon #1 – Textual Sermon Preparation Paper Format Guide (40 points)

1. Determine and describe the parameters of the passage that you are preaching from, and briefly explain how the passage relates to its broader scriptural context (especially the rest of the chapter). **(3 points)**
2. Read and re-read the passage using various translations and point out key words and phrases. **(3 points)**
3. Identify the possible points of view from which the passage can be viewed (i.e. author, audience, characters, etc.); indicate the primary viewpoint you intend to use. **(3 points)**
4. Encounter the passage through probing conversation and reflection, and allow the Holy Spirit to guide your thinking. List any ideas, meanings, or questions that come to mind in your reflection of the passage. **(3 points)**
5. Describe what you think the passage is doing (i.e. a rebuke, encouragement, or instruction). **(3 points)**
6. Summarize the original message of the passage to its intended audience (as you understand it) in a clear, concise sentence. **(3 points)**
7. Interpret the contemporary meaning of the passage, and then express it in a clear, concise sentence. **(3 points)**
8. Shape the contemporary message of the passage into a clear sermon theme, and express it in a single, complete sentence. **(3 points)**
9. Brainstorm about potential sermon illustrations; select those that best connect with the sermon theme. **(3 points)**
10. Write a brief description of your audience. **(3 points)**
11. **Book Application** – List and apply three principles from *Nothing But the Best* that you used in the preparation of the sermon, or that you will use in its delivery; be specific about what principles were chosen and how they were applied. **(10 points)**

Sermon #2 – Prophetic Preaching Sermon Preparation Paper Format Guide (40 points)

1. Explain your understanding of Prophetic Preaching and how it influenced your choice of a pericope and status quo challenged in this sermon. **(3 points)**
2. Clearly identify, in a short thesis statement, the status quo issue that you are challenging and why. **(3 points)**
3. Explain the three components of prophetic preaching, and how they are integrated into your sermon. **(3 points)**
4. Identify how many of Tisdale’s seven hallmarks of Prophetic Preaching you apply or amplify on in your sermon. **(3 points)**
5. Determine and describe the parameters of the passage that you are preaching from, and briefly explain how the passage relates to its broader scriptural context (especially the rest of the chapter). **(3 points)**
6. Read and reread the passage using various translations; point out key words and phrases found in the original language; identify textual variants, problems, and concepts. **(3 points)**
7. Analyze and describe the following contexts of the passage: (a) historical – author, date, and circumstances surrounding the passage; (b) 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 do these things impact the message of the passage? (c) theological – seek to identify the author’s intent and theological purpose in writing this passage to the original audience. **(3 points)**
8. Identify the possible points of view from which the passage can be viewed (i.e. author, audience, characters, etc.); indicate the primary viewpoint you intend to use. **(3 points)**
9. Encounter the passage through probing conversation and reflection, and allow the Holy Spirit to guide your thinking. List any ideas, meanings and questions that come to mind. Use brainstorming and journaling techniques in this process. This is the heart of your analysis, and should be the most substantiated part of your paper. **(3 points)**
10. Describe what you think the passage is doing (i.e. a rebuke, encouragement, or instruction). **(3 points)**
11. **Book Application** – List and apply three principles from the classroom presentations on Prophetic Preaching that you used in the preparation of the sermon, or that you will use in its delivery, and how it impacted or influenced your audience; be specific about what principles were chosen and how they were applied. **(10 points)**

Preaching Self-Assessment

Preacher: _____

Sermon Title: _____

Passage: _____

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

Form Type (circle relevant type)

- a. Expository c. Narrative e. Monologue
- b. Topical d. Biographical f. Prophetic

Sermon Development (circle relevant type)

- a. Deductive b. Inductive

Delivery Style (circle relevant type)

- a. Manuscript b. Outline c. Extemporaneous

Introduction	U	NI	S	P	D
a. Capture Attention	1	2	3	4	5
b. Set Stage for the Sermon	1	2	3	4	5
c. Brevity	1	2	3	4	5

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

Conclusion

a. Sermon Synthesis	1	2	3	4	5
b. Sermon Appeal	1	2	3	4	5
c. Brevity	1	2	3	4	5

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

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 with Audience	1	2	3	4	5
i. Mastery of Sermon Material	1	2	3	4	5

Comments:

APPENDIX: PROGRAM LEARNING OUTCOMES

M.A. in Pastoral Ministry (MAPM)

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