

# CHMN637

## SEMINAR IN PREACHING

Summer 2020 | *May 24-28*

*Hyveth Williams, DMin*

### SYNOPSIS OF THE COURSE

#### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Seminary Preaching Lab, Andrews University
<b>Class meeting times:</b>	Sunday: 4:00 pm - 7:00 pm Monday – Thursday: 8:00 am - 12:00 pm & 1:30 pm - 6:00 pm (subject to change)
<b>Course Website:</b>	<a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>
<b>Instructor Telephone:</b>	269-471-3190 (office)
<b>Instructor Email:</b>	<a href="mailto:hyveth@andrews.edu">hyveth@andrews.edu</a>
<b>Office location:</b>	Seminary – S205
<b>Office hours:</b>	By Appointment

#### 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 profession. Your Program Learning Outcome primarily addressed in this course is:

### ***MA Program Learning Outcomes (PO)***

1. Demonstrate spiritual growth through the use of spiritual disciplines.
2. Explain Scripture in an exegetically and theologically sound manner from an Adventist perspective.
3. Engage in biblical and theological reflection as the basis for ministry.
4. Design and lead biblically, theologically sound and contextually relevant public worships that incorporate calls to a decision for Christ and membership in the Seventh-day Adventist Church community.

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

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

1. Produce a fresh theological/prophetic model for understanding the nature of preaching to a contemporary audience.
2. Demonstrate a deepening commitment to Christocentric preaching.
3. Reveal an awareness of the divine calling to prophetic preaching.
4. Enlarge the homiletical arsenal of communication techniques.
5. Analyze the art of preaching.
6. Affirm the divine calling to the pastorate as the most significant venue in which preaching to the contemporary world can and must take place.
7. Summarize the essential nature of prayer for a preacher.

### COURSE MATERIALS

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#### **Required Course Materials**

##### **Required:**

Edwards, J. Kent. *Deep Preaching: Creating Sermons That Go Beyond the Superficial*. Nashville: B & H Publishing Group, 2009. (ISBN 978-0-8054-4695-1 | 202 pages

Quicke, M. (2011). *Preaching as Worship*. Grand Rapids: Baker. | 279 pages

Tisdale, Lenora Tubbs. (2010). *Prophetic Preaching: A Pastoral Approach*. Louisville, KY.: Westminster Knox Press. | 192 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.

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

*The AU bookstore is our contracted source for students to find textbook information as well as textbooks.*

## **PRE-INTENSIVE COURSE REQUIREMENTS**

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- 1. Choose & read three of the four assigned books before the intensive.** Participants will write a 2-page (12 point) review/reflection on the assigned reading and drop it in 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 should be included at the bottom of the 2<sup>nd</sup> page.
- 2. Sermon Prep Papers:** Participants will turn in a sermon preparation paper for the two 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:** 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 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 no later than May 24, 2020.**

## **REQUIREMENTS DURING THE INTENSIVE**

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**Participants will prepare and deliver two sermons.**

1. **a) The first** will be a twenty-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).  
**b) A verbatim sermon manuscript** must be submitted to the Learning Hub and/or by email to the instructor during the intensive on or before the sermon it represents is preached.

## **POST-INTENSIVE COURSE REQUIREMENTS**

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1. The second, a *Prophetic Sermon*, will be preached in a participant’s ministry context post-intensive 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 this sermon.
2. **A verbatim manuscript** of the sermon is to be submitted to the Learning Hub along with a link to the video of this sermon.
3. **Sermon Prep Paper:** Participants will turn in a sermon preparation paper for all of the required sermons. See the [sermon preparation guide](#) below for ***Sermon 2* - Prophetic Sermon Preparation Paper Formant Guide**.
4. **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).
5. **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 three-page analysis these sermons, evaluating and comparing strengths and weaknesses, noting what, if anything, you have learned or confirmed that will strengthen your preaching.
6. **Sermon #2: A Prophetic Sermon**, will be preached in a participant’s ministry context post-intensive. Participants must submit on Learning Hub [a link](#) for viewing this sermon.
7. **Self-Assessment:** Participants **will watch the video of the second sermon** and use the preaching assessment document for self-assessment of the sermon. They should rate themselves honestly and transparently in each category. In the comments section list what you believe you did well and where you need to improve. If there are no submitted video links, participants **will not receive credit** for their self-assessment.

**Post intensive assignments due not later than June 30, 2020.**

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

Week	Assignments Due
<p style="text-align: center;"><b>Pre-intensive</b></p>	
	<p><b>Read the four required textbooks</b> (PLO 1 &amp; 2) SLO (1, 2, 3)            Sermon Prep Paper 1 (PLO 1, SLO 1); Worship Planning Worksheet 1 (PLO 2, SLO 3)</p>
	<p style="text-align: center;"><b>DUE NOT LATER THAN MAY 24, 2020</b></p>
<p style="text-align: center;"><b>During the Intensive</b></p>	
	<p>Sermon 1 – choose a delivery style from Nothing But The Best chapter on sermon definitions (PLO 1, 2, SLO 1, 2)</p>
<p style="text-align: center;"><b>Post-Intensive</b></p>	
	<p>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).</p>
	<p style="text-align: center;"><b>Due not later than JUNE 30, 2020</b></p>

**MORE ABOUT THE COURSE**

**TIME EXPECTATIONS FOR THE COURSE**

**US Credit-Hour Regulations**

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.

**The calculation of hours is based on the study skills of the average well-prepared graduate student.** Students 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 Seminary Study and Research Skills Colloquia, the AU Writing Center, and AU Student Success office.

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

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

An Online Assignment Load Calculator is available at: [www.cte.rice.edu/workload/](http://www.cte.rice.edu/workload/)

## 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. The grade weighting for each assignment is provided in the right-hand column. Specific due dates are given in the Course Overview above.



### Other Guidelines

The following is the weight given to assignments:

Assignment Description	Weighting
Confirmation of completed reading	(30 points; 15 points each)
Sermon Prep Paper 1	(50 points)
Sermon Prep paper 2	(50 points)
Worship Planning worksheets	(80 points: 40 points each)
Sermon Preached in Class	(50 points)
Preaching Self-Assessment	(50 points)
Analysis of DVDs on Learning	(40 points: 20 points each)
<b>Total</b>	<b>350 points</b>

\* For grading rubrics that specify grading criteria in more detail, see Appendices.

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** 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.

### 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 you worship service [10 points]

## Preaching Self-Assessment

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

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

Text/Title: \_\_\_\_\_

**Form Type (circle relevant):**

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

Legend:

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

**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
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:**

## ABOUT YOUR INSTRUCTOR

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, DC



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, the first female Director of the Doctor of ministry program, professor of Homiletics and Lead Pastor of The Grace Place, a community-based church plant in. south Bend, IN, has written several books, monthly articles for *The Review & Herald* is also creator and managing editor of CURRENT, the Seminary's annual magazine.

## OTHER COURSE-RELATED POLICIES

### **Classroom Seating**

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

No recording or streaming is permitted in seminary courses.

Courtesy, respect, and professionalism dictate that laptops and cell phones are to be used only for class related activities during class time.

### **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”.

*Bulletin*

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#### **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*

For additional details see: [https://www.andrews.edu/academics/academic\\_integrity.html](https://www.andrews.edu/academics/academic_integrity.html)

**Academic Accommodations** *(this AU statement is required in all syllabi)*

If you qualify for accommodation under the American Disabilities Act, please see 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.

**Communications and Updates** *(optional)*

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

**LearningHub Access** *(optional)*

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 LearningHub.

Username and password assistance	<a href="mailto:helpdesk@andrews.edu">helpdesk@andrews.edu</a>	(269) 471-6016
Technical assistance with Learning Hub	<a href="mailto:dilit@andrews.edu">dilit@andrews.edu</a>	(269) 471-3960
Technical assistance with your Andrews account	<a href="http://andrews.edu/hdchat/chat.php">http://andrews.edu/hdchat/chat.php</a>	

**Emergency Protocol** *(this AU statement is required in all syllabi)*

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

***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](http://www.learninghub.andrews.edu) .***

## APPENDIX 1: ASSIGNMENT RUBRIC(S)

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

## APPENDIX 1: ASSIGNMENT RUBRIC(S)

### 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.	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.	<b>5</b>
	<b>(4.5-5)</b>	<b>(4-4.4)</b>	<b>(3.0-3.9)</b>	<b>(0-3.8)</b>	
<b>Scripture</b>	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).	<b>5</b>
	<b>(4.5-5)</b>	<b>(4-4.4)</b>	<b>(3.0-3.9)</b>	<b>(0-3.8)</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	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	<b>15</b>
	<b>13.5-15</b>	<b>12-13.4</b>	<b>9-11.9</b>	<b>0-11.8</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.	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	<b>10</b>
	<b>9-10</b>	<b>8-8.9</b>	<b>7-7.9</b>	<b>0-6.9</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.	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	<b>10</b>
	<b>9-10</b>	<b>8-8.9</b>	<b>7-7.9</b>	<b>0-6.9</b>	
<b>Conclusion</b>	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.	<b>5</b>
	<b>(4.5-5)</b>	<b>(4-4.9)</b>	<b>(3.0-3.9)</b>	<b>(0-3.8)</b>	
<b>Total</b>					<b>50</b>

## APPENDIX 2: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

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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#### ***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 3: BIBLIOGRAPHY OF RECOMMENDED BOOKS & RESOURCES

## 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.

For additional books and articles, see also the Seminary Library Portal at <http://libguides.andrews.edu/religion> .



## APPENDIX 4: PROGRAM LEARNING OUTCOMES

### MASTERS PROGRAMS

#### 1. MA 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

#### 2. Master of Divinity (MDiv)

- 1) (Character) Models spiritual humility, maturity and integrity grounded in a living experience with God in joyful assurance of His salvation, nurtured by the sanctifying presence and power of the Holy Spirit.
- 2) (Scholarship) Manifests the practices of a Biblical scholar-theologian engaging the Bible, Christian/Adventist heritage and professional resources with theological maturity for personal growth and for facilitating the theological competence of others.
- 3) (Discipleship & Evangelism) Demonstrates personal commitment, passion and essential skills for discipleship and evangelism, while equipping members to carry out ministry within the scope of the local and global mission of the Seventh-day Adventist church.
- 4) (Leadership) Exercises creative and visionary leadership as a minister and servant of Christ, discerning the needs, spiritual gifts and potential of others, in order to equip and engage in their God-given ministries.
- 5) (Worship) Facilitates enriching corporate worship that brings diverse peoples into the transforming presence of God.
- 6) (Administration/Management) Engages the abilities of self and others to strategically steward personal and corporate resources including time, health, finances, property and service in areas of spiritual giftedness.
- 7) (Relationships) Models effective relationships with people of diverse cultures, backgrounds, character, and persuasions, reflecting the wisdom, compassion, and discernment of Jesus through the work of the Spirit.