

PATH 637-031

Seminar in Preaching

Spring Semester 2024

Dr. Hyveth Williams

SYNOPSIS OF THE COURSE

CLASS & CONTACT INFORMATION

Class location:	Room S115 Ken Stout Preaching Lab Seminary Building, Andrews University
Class meeting times:	Sunday, February 4 – Thursday 8, 2024 Sunday: 12-4 pm- arrival & One-on-one with Professor Sunday class begins 5:30– 7 p.m. Monday – Thursday: 8 a.m. – 12:00 p.m.; 2 p.m. – 5:30 p.m.
Credit Hours -	2 or 3
Course Website:	learninghub.andrews.edu
Instructor Telephone:	269-471-6363 (office) 909-913-0402 (cell)
Instructor Email:	hyveth@andrews.edu
Office location:	Seminary Hall – S231
Office hours:	11 am – 4 pm

BULLETIN DESCRIPTION OF COURSE

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

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 **The primary objectives of this course are for students to:**

- A. Become familiar with the theology and practice of preaching based on contemporary literature in homiletics
- B. Discover and use the literary forms of the Bible in sermon preparation and delivery.
- C. Understand preaching definitions, styles, delivery methods, especially prophetic preaching along with ten basic steps to preaching with power.

Secondary objectives of this course are for students to:

- A. Prepare and preach sermons using the methods/styles discussed in the seminar.
- B. Listen critically in order to constructively evaluate peers as well self-assessment in a supportive, supervised environment.

Program Learning Outcomes (PLO) *MA in Pastoral Ministry (MAPM)*.

1. Demonstrate proper biblical interpretation skills and application of biblical teachings.
2. Prepare and deliver effective expository and prophetic sermons.

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

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

COURSE OVERVIEW

Required Course Materials

1. The Bible
2. Long, Thomas G. (1989). *Preaching and the Literary Forms of the Bible*. Philadelphia, PA.: Augsburg Fortress Publisher.
3. Miller, Gary & Campbell, Phil. *Saving Eutychus: How to Preach God's Word and Keep People Awake*. Matthias Media (February 27, 2023). **ISBN-13 : 978-1925424867**
4. Tisdale, Lenora Tubbs. (2010). *Prophetic Preaching: A Pastoral Approach*. Louisville, KY.: Westminster Knox Press
5. Williams, Hyveth. (2018). *Nothing But The Best: A Guide to Preaching Powerful Sermons*, 2nd Edition. Los Angeles, CA.: Authors Press

Recommended Materials

- Brueggemann, Walter. (2001). *The Prophetic Imagination*. Minneapolis, MN.: Fortress Press
- Buttrick, George Arthur, ed. (1962). *The Interpreter's Dictionary of the Bible: An Illustrated Encyclopedia (5 vols)*. Nashville, TN.: Abingdon Press

- Harris, Laird R., Archer, J., Gleason Z., Waltke, Bruce K. (1980). *Theological Wordbook of the Old Testament*. Chicago, IL.: Moody Press
- Robertson, Archibald Thomas. (1960). *Word Picture of the New Testament*. Nashville, TN.: Broadman Press
- Tan, Paul Lee. (1998). *Encyclopedia of 15,000 Illustrations: Signs of the Times*. Dallas, TX.: Bible Commentators, Inc
- W. E. Vine. *Vine's Expository Dictionary of Old & New Testament Words*. Iowa Falls, IA.: The Bible Publishers
- Willimon, William H., Lischer, Richard, eds. (1995). *Concise Encyclopedia of Preaching*. Louisville, KY.: Westminster John Knox Press.

DICTIONARIES

W. E. Vine. *Vine's Expository Dictionary of Old & New Testament Words*. The Bible Publishers, Iowa Falls, Iowa, 1978

Harris, Laird R., Archer, Jr, Gleason Z., Waltke, Bruce K. *Theological Wordbook of the Old Testament*. Moody Press, Chicago. 1980

Buttrick, George Arthur, ed., *The Interpreter's Dictionary of the Bible: An Illustrated Encyclopedia (5 vols)*. Abingdon Press, Nashville. 1962

Robertson, Archibald Thomas. *Word Picture of the New Testament*. Broadman Press, Nashville, Tennessee. 1960

Butterwick, Johannes G., Ringren, Fabray, eds. *Theological Dictionary of the Old Testament*. William B. Eerdmans Publishing Company, Grand Rapids, MI. 1995

COMMENTARIES

Barclay, William. *The Daily Study Bible Series (17 Vols. New Testament)*. The Westminster Press, Philadelphia. 1975

Nichol, Francis D., ed. *Seventh-day Adventist Bible Commentary*. Review and Herald Publishing Association, Washington, D.C.

ENCYCLOPEDIAS & ILLUSTRATIONS

Evans, Tony. *Tony Evans' Book of Illustrations: Stories, Quotes and Anecdotes*. Moody Publishers, Chicago, IL. 2009.

Willimon, William H., Lischer, Richard, eds. *Concise Encyclopedia of Preaching*. Westminster John Knox Press. Louisville, Kentucky. 1995

Tan, Paul Lee. *Encyclopedia of 15,000 Illustrations: Signs of the Times*. Bible Commentators, Inc. Dallas, Texas.

- Check Online for sermon ILLUSTRATION.

	ASSIGNMENTS
Pre-intensive	
	<p>Select and read three of the four required textbooks (PO 1 & 2) SLO (1, 2, 3), especially Nothing But The Best.</p> <p>View on-line lectures: <i>Expository Preaching</i> and <i>Preaching as Worship</i></p> <p>Sermon Prep Paper 1 (PO1, SLO 1); Worship Design Worksheet 1 (PO2, SLO 3)</p>
During the Intensive	
	<p>Sermon 1 will be preached as scheduled during the class (PO1, 2, SLO 1, 2)</p>
Post-Intensive	
	<p>Sermon Prep Papers 2 & 3 (PO1, one of which will be videotaped and link sent to the professor SLO 1); Worship Design Worksheets 2 & 3 (PO2, SLO 3); Video Archive of Sermons 2 & 3 (PO1, 2, SLO 1, 2) Self-Assessment of Sermons 2 & 3 (PO 1, SLO 1, 2).</p>
	<p>Due not later than April 15, 2024.</p>

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

Date	Topic	Assignment Due	CLOs Addressed
Feb 4	<p>Orientation/Introductions</p> <p>The Method – Ten Basic Steps to Preaching with Power</p>	<p>Take notes during class to prepare a 3-4 page response - reflection on the readings and class discussions</p> <p>Due April 15, 2024.</p>	
Feb 5	<p>Sermon Definitions and literary forms of the Bible.</p>	<p>Provide the professor with a link to a Video of a sermon preached prior to the class.</p>	
Feb 6	<p>The Messenger</p> <p>Principles and power of Prophetic preaching.</p> <p>DVD sermon and discussions of the elements in the formal preparation of the “message” such as selecting the text. Students should begin preparing/updating the sermon to be preached in class.</p>		
Feb 7	<p>The Message - Students will preach one sermon followed by a verbal, in-class critique, and a written evaluation from every other member of the class. The instructor will also include practical tips to improve each presentation.</p>		
Feb 8	<p>More sermons – if necessary</p>		
	<p>Finale – Discussions and evaluations of the Seminar on Preaching</p>		

TIME EXPECTATIONS FOR THE COURSE

US Credit-Hour Regulations

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

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

SDATS GUIDELINES FOR CALCULATING ASSIGNMENT LOADS

Average reading speed: 15-20 pages/hour for light reading not to be tested on

10-15 pages/hour for heavy reading for exams

Writing time: 2.5 – 3 hours/double spaced page, from start to finished product

Reflective Writing Assignment: 0.5 hour per page

An Online Assignment Load Calculator is available at: 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.

USE OF AI (ARTIFICIAL INTELLIGENCE)

Submitting Artificial Intelligence (AI) generated text for your different assignments is not permitted. AI-generated content constitutes plagiarism and is a violation of the Andrews University academic integrity standards for students. Student assignments will be submitted to AI and/or plagiarism detection tools to ensure that the student work product is human-created, not AI-generated.

If, however, you should find it necessary to use AI, please make sure to specify how or to what extent, and make sure that you cite the AI tool used (example): "In this paper, I used the AI tool ChatGPT to generate some of the ideas for my argument [and it was only a preliminary use for my own creative

work]. I have cited ChatGPT in the bibliography and included a note at the end of the paper explaining how I used ChatGPT." (" Teaching and Learning at Cleveland State University," n.d.

INCLUSIVE LANGUAGE, ETC.

- **Preachers are encouraged to use inclusive language in class discussions, sermons and written communication which is representative of the whole community.**
- **The report on the reading assignment is simply an informal reflection of your thoughts and reactions as you read the books. Choose three of the first four books and compare/contrast them with Nothing But the Best. Focus on providing a concise personal, reaction (i.e., a “reflective” critique) to the assigned book(s) as you encounter them in the natural course of your reading. As you react, imagine yourself having a *three-way “conversation”* between yourself, the author, and your instructor. Please explain the basis for any commendation and/or criticism of key points in each book. This reflection should be 3-4 pages (*typed on 8 ½” x 11”*; 1.5 space, 12 font double-spaced format). *Please employ the following simple GUIDELINES for the reaction/reflection paper:***
- **State the title and author of each book at the top of the first page which is not counted among the 1-4 pages (don’t forget to include your own name on that front page).**
- **Devote the rest of the first 2 pages to your personal thoughts and reactions to the book’s central ideas, issues, or suggested practices.**
- **Finally, give a one-page, overview/summary of the author’s overall purpose for each book, as you understand and compare contents.**

CRITERIA FOR GRADES

- Up to forty percent of your final grade may be earned by your written performance on the following:
 - a) **A sermon Preparation Paper** for each sermon (5% each). Follow the instructions on the class handout **SERMON PREPARATION PAPER FORMAT GUIDE** **must accompany** a full manuscript of each sermon.
 - b) **A full verbatim manuscript** (4-6 pages) of each sermon (this includes one preached in class and the post-intensive video sermon) (10% each).
 - c) **A (1- 3 page) response/reflection** on the books read plus class discussions (20%).
 - d) Up to Fifty percent (50%) of your final grade may be earned by your performance during the delivery of two sermons, one in class (20%). The sermon in class (20 mins) must be from either the Old Testament or the New Testament, reflecting the literary form it represents and preached during the Seminar. Come prepared to preach your favorite

Scripture/sermon which will be evaluated by fellow students and the Instructor, with a one-on-one coaching with the Instructor as time allows.

- e) **A second sermon (30 %) preached in your local congregation and a link or video plus manuscript and preparation paper sent to the instructor no later than April 15, 2024.**

Final Examination

The second sermon will be presented in place of a final examination.

PASSING GRADES

To qualify for a passing grade, each student must preach one sermon in the Seminar; meet; hand in two written sermon manuscripts (one during the Seminar and the other with the video sermon preached in your church), Two preparation papers, one reflection/response to DVDs or assigned reading.

Assignment Description	Weighting
1. Sermon Preparation Paper for each sermon = 5% each	10
2. Full Verbatim Manuscript for each sermon = 10% each	20
3. Reflection on class discussion and pre-intensive reading = 20%	20
4. Two sermons preached during the Seminar = 50%	50

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

INCOMPLETES

The AU Bulletin states that: "An Incomplete (I) indicates that the student's work is incomplete because of illness or unavoidable circumstances and not because of negligence or inferior performance. Students will be charged an incomplete fee for each incomplete grade issued." Deferred Grades (DGs) are not an option for most types of courses.

SUBMISSION OF ASSIGNMENTS

Assignments are to be turned in on Learning Hub on or before they are due (unless otherwise announced).

Late Submission

Up to ten percent of any assignment grade may be deducted for late submission of assessment items unless prior arrangement was made with the instructor.

Assessments received by due date: (possible A grade)

Delay up to 60 days: (no better than an A- grade)

Delay up to 90 days: (no better than a B+ grade)

Delay up to 120 days: (no better than a B grade)

Delay up to 150 days: (no better than a C grade)

OTHER COURSE-RELATED POLICIES

Attendance

Regular attendance is required at all 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. 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.

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 designed and inserted footnotes each time one makes use of another individual's research and/or ideas; and
 - Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or 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 test 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 see 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 in seminary courses except at the discretion of the professor. Courtesy, respect, and professionalism dictate that cell phones are to be used only for class-related activities during class time.

Communications and Updates

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

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	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 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 .

GRADING RUBRIC FOR WRITTEN REPORTS

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

GRADING RUBRIC FOR SERMONS PREACHED IN CLASS

Elements	50-60 percent	35-49 percent	30-34 percent	20-29 percent	0-19 percent
Sermon Content	Demonstrates excellent exegesis; contains creative illustrations; clear alliterations; outstanding Research. Analysis of pericope, Structure & Organization. Applications are inspiring, relevant and meaningful; Conclusion & Appeal are very clear and persuasive	Demonstrates very good exegesis, illustrations, alliterations, research, analysis of pericope, structure & Organization. Applications are relevant and meaningful; Conclusion and appeal persuasive	Demonstrates good exegesis, but lacks interesting illustrations, insightful research and analysis of pericope, has acceptable structure and organization, but applications, conclusion and appeal weak	Demonstrates poor exegesis, has no illustrations; lacks good exercise of research and analysis; structure and organization lacking; conclusion and appeal poor	Uses eisegesis and proof-text methods; does not demonstrate understanding or adherence to any of the rules required for a passing grade
Method/Type	Demonstrates excellent understanding and adherence to sermon definitions such as Expository, Topical, Textual and Narrative types. Effectively use Inductive and/or Deductive methods and has no inference of eisegesis or Proof-texting	Demonstrates very good understanding/ adherence to sermon definitions. Clearly uses Inductive and/or Deductive method and has little or no eisegesis or Proof-texting	Demonstrates good understanding and adherence to sermon definitions. Uses Inductive and/or Deductive method and has little or no eisegesis or Proof-texting	Shows mediocre understanding and adherence to sermon definitions; does not demonstrate creativity and good use of methods or types as discussed in class	Does not demonstrate adherence or understanding of methods, types and sermon definitions discussed in class
Delivery Style	Excellent employment of any of the following styles of preaching: Expository, Narrative, Biographical, Extemporaneous, Prophetic Preaching,	Very good employment of any of the following styles of preaching: Expository, Narrative, Biographical, Extemporaneous, Prophetic Preaching,	Good employment of any of the following styles of preaching: Expository, Narrative, Biographical, Extemporaneous, Prophetic Preaching,	Mediocre use of styles of preaching, poor use of voice and lacking in oral communications skills	Demonstrates the spirit of a divine call, but needs intensive coaching to bring out the hidden gift or talent

	Manuscript, Memorization, Noteless and Outline	Manuscript, Memorization, Noteless and Outline	Manuscript, Memorization, Noteless and Outline		
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LETTER GRADES AND PERCENTAGES

For example:

95-100%	A	80-84%	B	65-69%	C
90-94%	A-	75-79%	B-	60-64%	C-
85-89%	B+	70-74%	C+	55-59%	D

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.

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 PhD in Leadership from Andrews University. She holds the distinction of being the first non-Episcopalian to receive the prestigious Fellowship from the College of Preachers, National Cathedral, Washington, D.C.

Dr. Williams serves as Director of the Doctor of Ministry program, Professor of Homiletics and lead pastor of The Grace Place, church plant. She has written several books, monthly articles for *The Review & Herald*, creator and managing editor of CURRENT, the annual Seminary magazine.

