

# PATH 637 Seminar in Preaching

Fall 2023

*S. Yeury Ferreira (DMin)*

## CLASS & CONTACT INFORMATION

|                             |   |
|-----------------------------|---|
| <b>Class location:</b>      | Lake Union -Seventh-day Adventist Theological Seminary, Andrews University          |
| <b>Class meeting dates:</b> | October 22-26, 2023   |
| <b>Class meeting times:</b> | Sunday 6 at 9:30 pm; Monday-Thursday at 8:00 am to 6:00 pm (lunch break 12-1:30 pm) |
| <b>Course Website:</b>      | <a href="http://learninghub.andrews.edu">learninghub.andrews.edu</a>                |
| <b>Instructor Tel.:</b>     | (347) 553-5051  |
| <b>Instructor Email:</b>    | <a href="mailto:ferreirajim@andrews.edu">ferreirajim@andrews.edu</a>                |

## BULLETIN DESCRIPTION OF COURSE

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

## PROGRAM & COURSE LEARNING OUTCOMES

This degree program seeks to help you achieve the **Program Learning Outcomes** basic to your chosen profession. The Learning Outcome primarily addressed in MAPM Program are the following:

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

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**:

- 1— Deliver effective biblically-based sermons.

## COURSE OVERVIEW

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

| Date     | Topic  | Assignment Due  | CLOs Addressed |
|----------|--|---|----------------|
| 10/22/23 | <ul style="list-style-type: none"> <li>Reading report due today</li> </ul>   | <b>30 hours</b> from the required books below—Prior to the intensive ( <b>30 points</b> of the final grade). <i>Six-point deduction</i> for late submission of reading assignments. | CLO 1          |
| 10/22/23 | <ul style="list-style-type: none"> <li>Knowing each other</li> <li>Syllabus review</li> <li>Course introduction</li> <li>Formation of small groups for collective learning sessions</li> <li>Selection of topics for small group investigation</li> </ul>  | <i>Devotional.</i> Small group discussions and collaborative learning sessions on the subjects selected by students   | CLO 1          |
| 10/23/23 | <p><b>Fundamentals of preaching</b></p> <ul style="list-style-type: none"> <li>Theological foundations</li> <li>Historical background</li> <li>Practical Basics</li> </ul> <p><b>Preaching: definition and purpose</b></p> <ul style="list-style-type: none"> <li>Definition of preaching</li> <li>Essential elements to consider</li> <li>The purpose of preaching</li> </ul> <p><b>Homiletics and the study of the sermon</b></p> <ul style="list-style-type: none"> <li>Homiletics as a science</li> <li>Definition of the sermon</li> <li>Sermon classification</li> </ul> | <i>Devotional.</i> Small group discussions and collaborative learning sessions on the subjects selected by students on the first day of class                                       | CLO 1          |
| 10/24/23 | <p><b>The elements of the sermon</b></p> <ul style="list-style-type: none"> <li>Title</li> <li>Text</li> <li>Central idea</li> <li>Area</li> <li>Purpose</li> <li>Logic</li> <li>Design</li> <li>Introduction</li> <li>Development</li> <li>Conclusion</li> </ul>  | <i>Devotional.</i> Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class  | CLO 1          |

| Date     | Topic   | Assignment Due   | CLOs Addressed |
|----------|---|--|----------------|
|          | <p><b>Other elements to consider</b></p> <ul style="list-style-type: none"> <li>• Illustrations</li> <li>• Transitions</li> <li>• Outline</li> <li>• The invitation</li> </ul>  |  |                |
| 10/25/23 | <p><b>The expository sermon</b></p> <ul style="list-style-type: none"> <li>• History of expository preaching</li> <li>• Fundamentals of expository preaching</li> <li>• Definition of the expository sermon</li> <li>• Examples of expository preachers</li> <li>• Method of study for the expository sermon</li> <li>• Steps for the preparation of the expository sermon</li> </ul> <p><b>The topical sermon</b></p> <ul style="list-style-type: none"> <li>• History and importance of topical preaching</li> <li>• Definition of topical preaching</li> <li>• Types of topical sermons</li> <li>• Topical preaching and Adventism</li> <li>• Method of study for topical preaching</li> <li>• Preparation of the topical sermon</li> </ul> <p><b>The narrative sermon</b></p> <ul style="list-style-type: none"> <li>• History and importance of narrative preaching</li> <li>• Definition of narrative preaching</li> <li>• Examples of narrative preachers</li> </ul> | <i>Devotional.</i> Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class | CLO 1          |
| 10/26/23 | <p><b>The delivery of the sermon</b></p> <ul style="list-style-type: none"> <li>• Essential elements in communication</li> <li>• Preaching styles</li> <li>• The importance of time</li> </ul> <p><b>Technohomiletics</b></p> <ul style="list-style-type: none"> <li>• Definition of Technohomiletics</li> <li>• Impact of technology on preaching</li> </ul>   | <i>Devotional.</i> Small group discussions and collaborative learning sessions on the subjects selected by students the first day of class | CLO 1          |

| Date     | Topic   | Assignment Due   | CLOs Addressed |
|----------|---|--|----------------|
|          | <ul style="list-style-type: none"> <li>• Use of technological tools</li> <li>• Advantages and challenges of technology in preaching</li> <li>• Ethics and technology in preaching</li> </ul> <p><b>The Holy Spirit and preaching</b></p> <ul style="list-style-type: none"> <li>• The work of the Holy Spirit in preaching</li> <li>• The anointing of the Holy Spirit</li> <li>• Dependence on the Holy Spirit in the preparation and delivery of the sermon</li> <li>• Sensitivity to the Holy Spirit in preaching</li> <li>• Prayer and dependence on the Holy Spirit</li> </ul> |  |                |
| 11/26/23 |   | <ul style="list-style-type: none"> <li>• The student should evaluate the model and preaching style of one of the suggested preachers (see description section) using the evaluation sheet provided in class. <b>(10 points</b> of the final grade).</li> </ul> |                |
| 12/27/23 |   | <ul style="list-style-type: none"> <li>• Prepare, preach, and record a 20-minute biblical sermon based on the expository, topical or narrative model reviewed during the course. <b>(10 points</b> of the final grade).</li> </ul>                             |                |
| 01/28/24 |   | <ul style="list-style-type: none"> <li>• <b>Final project is due today (January 28, 2023).</b> By midnight, students should post in the <i>LearningHub</i> a <b>20-</b></li> </ul>   |                |

| Date     | Topic | Assignment Due  | CLOs Addressed |
|----------|-------|---|----------------|
|          |       | <p><b>page</b> electronic <b>MSW</b> document as the final project—20 sermons outlines following model shared in class. One sermon per page (<b>50 points</b> of the final grade).</p>  |                |
| 02/25/24 |       | <ul style="list-style-type: none"> <li>Late final-assignment submission receives no more than a <b>B</b> by midnight on this day (<b>February 25, 2024</b>).</li> </ul>   |                |
| 03/24/24 |       | <ul style="list-style-type: none"> <li>Late final-assignment submission receives no more than a <b>C</b> by midnight on this day (<b>March 24, 2024</b>).</li> </ul>  |                |
| 04/10/24 |       | <ul style="list-style-type: none"> <li><b>172 days from the first day of class.</b> Students who have not completed all intensive requirements by <b>April 10, 2024</b> will receive a <b>F</b>. This grade will negatively affect the overall GPA of the student, will stain the student's academic record, and may impede the pursue of post-graduate education.</li> </ul> |                |

## 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.

## COURSE MATERIALS

**Required Reading –Read 30 hours from at least three of the following books (two in English and one in Spanish):**

- Kuruvilla, Abraham. *A Manual for Preaching*. Grand Rapids, MI: Baker Academic, 2019.
- Schultze, Quenting. *An Essential Guide to Public Speaking—Serving your Audience with Faith, Skill, and Virtue*. Grand Rapids, MI: Baker Academic, 2020.
- Smith, Steven. *Dying to Preach: Embracing the Cross in the Pulpit*. Grand Rapids, MI: Kregel, 2009.
- Sweet, Leonard. *Giving Blood: A Fresh Paradigm for Preaching*. Grand Rapids, MI: Zondervan, 2014.
- Davis, Kenneth and Presmanes, J. (Eds). *Preaching and Culture in Latino Congregations*. Chicago: Liturgy Training Publications, 2000.
- Sunukjian, Donald R. *Invitation to biblical preaching: Proclaiming truth with clarity and relevance*. Grand Rapids: Kregel. 2007 (BV4211.3 .S96 2007).
- Stott, John. *La predicación: Puente entre dos mundos*. Grand Rapids, MI: Libros Desafío, 2006.
- Chapell, Bryan. *La predicación Cristocéntrica: Rescatando el sermón expositivo*. Colombia, Poiema Publicaciones, 2019.
- Ferreira, Yeury S. *Que prediques la Palabra: Guía para la preparación y predicación de sermones*, Miami, FL: Asociación Publicadora Interamericana, 2020
- Jiménez, Pablo A. *Principios de Predicación*, Nashville: Abingdon Press, 2003.
- Keller, Timothy. *La predicación: compartir la fe en tiempos de escepticismo*. Nashville: B & H, 2017
- Michelen, Sugel. *De parte de Dios y delante de Dios: Una Guía de predicación expositiva*, Nashville: B & H, 2016.
- Miller, Calvin. *The Sermon Maker: Tales of transformed Preacher*. Grand Rapids, MI: Zondervan, 2002
- Stanley, Andy. *La comunicación: La clave para lograr cambios duraderos*. Buenos Aires, Arg: Editorial Peniel, 2007.

### Recommended Reading

- González, Justo and Jiménez, Pablo. *Púlpito: An Introduction to Hispanic Preaching*. Nashville: Abingdon Press, 2005.
- Long Thomas G. *Preaching and the Literary Forms of the Bible*. Philadelphia: Fortress Press, 1989.
- Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Messages*. Grand Rapids, MI: Baker Academic, 2001 (BV4211.3.R59 2001).
- Robinson, Haddon W and Batten Patricia. *Models for Biblical Preaching: Expository sermons from the Old Testament*, Grand Rapids, MI: Baker Book House, 2014.
- Robinson, Haddon W. *Biblical Sermons: How twelve preachers apply the principles of biblical preaching*. Grand Rapids, MI: Baker Book House, 1989.
- McDill, Wayne. *The 12 Essential Skills for Great Preaching*. Nashville: Broadman & Holman Publishers, 2006 (BV4211.2 .M334 1994)

## TIME EXPECTATIONS FOR THE COURSE

### US Credit-Hour Regulations

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

- **Courses for academic masters' (e.g. MAPM) degree** include 15 instructor contact hours, and 45 hours of independent learning activities per credit.

**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:

|  |   | Professional Masters' Programs |                  |
|--|---|--------------------------------|------------------|
|  |   | 2 Credits                      | 3 Credits        |
| <b>Instructor Contact Hours</b>        | <b>Face to Face Instructional Time</b>                            |                                | <b>45</b><br>hrs |
|  |   |                                |                  |
| <b>Independent Learning Activities</b> | <b>Name of assignment #1<br/>Pre-Intensive Reading</b>            |                                | <b>30</b><br>hrs |
|  |   |                                |                  |
|  | <b>Name of assignment #3<br/>Sermon evaluation /paper</b>         |                                | <b>10</b><br>hrs |
|  | <b>Name of assignment #4<br/>Sermon preparation and preaching</b> |                                | <b>10</b><br>hrs |
|  | <b>Name of Assignment #5<br/>20-page final project/paper</b>      |                                | <b>40</b><br>hrs |
|  |   |                                |                  |
| <b>Total Hours:</b>                    |   |                                | <b>135</b>       |

|  |  |     |
|--|--|-----|
|  |  | hrs |
|--|--|-----|

**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.

| Assignment Description   | Weighting        |
|--|------------------|
| <p><b><i>Pre-Intensive reading report.</i></b> <b>30 hours</b> from the required books above—Report due <b>October 22, 2023</b> before sundown—two days prior to the beginning of the intensive. The report consists of one page with the following information: <b>1)</b> Name of the student, <b>2)</b> number of hours read, and <b>3)</b> Author and titles of books from which the student invested her/his 30 reading hours—two books minimum. <b><i>Six points deduction</i></b> to all reading-reports submitted late.</p>   | <b>30 points</b> |
| <p><b><i>Evaluating a preaching model</i></b></p> <p>On <b>November 26, 2023</b> students should evaluate the model and style of preaching of one of the following speakers using the evaluation form provided in class:</p> <ul style="list-style-type: none"> <li>○ Sugel Michelen</li> <li>○ Adrian Rogers</li> <li>○ John MacArthur</li> <li>○ Andy Stanley</li> <li>○ Kenton Anderson</li> <li>○ Alejandro Bullón</li> <li>○ Mark Finley</li> <li>○ Dwight Nelson</li> <li>○ Billy Graham</li> <li>○ Walter Pearson</li> <li>○ Charles Stanley</li> <li>○ Timothy Keller</li> <li>○ José Vicente Rojas</li> <li>○ Rick Warren</li> <li>○ Carlton P. Byrd</li> <li>○ Derek Morris</li> <li>○ Jerry Vines</li> <li>○ Shawn Boonstra</li> <li>○ Steven Lawson</li> </ul> | <b>10 points</b> |
| <b><i>Preaching Practicum</i></b>  | <b>10 points</b> |



|   |                   |
|---|-------------------|
| <ul style="list-style-type: none"> <li>• By <b>December 17, 2023</b> the student should prepare and preach a 20-minute sermon based on the models reviewed during the course.</li> <li>• The sermons will be evaluated by the professor following the rubric provided ahead.</li> <li>• The sermon must be recorded and uploaded to a digital platform to be evaluated by the professor.</li> </ul>   |                   |
| <p><b><i>Final Report—20 pages</i></b></p> <ul style="list-style-type: none"> <li>• Write an outline of 20 sermons, based on the sermon preparation model taught during the course. <ul style="list-style-type: none"> <li>• This report should have a title page and a table of contents following <i>AU Standards for Written work</i>: (<a href="http://www.andrews.edu/GRAD/style.html">http://www.andrews.edu/GRAD/style.html</a>).</li> <li>• This report is <b>due on January 28, 2024</b>, by midnight. Late submission of this report will be penalized according to the submission dates specified in the Topics and Assignments table, above.</li> <li>• A sample report will be given during intensive.</li> <li>• <b><i>Bonus points</i></b>—2 bonus points will be added to the final grade for each additional sermon outline submitted.</li> <li>• <b>Note:</b> The final report must be submitted through our Learning Hub in <b><i>ONE MSW file</i></b>.</li> </ul> </li> </ul> | <b>50 points</b>  |
| <b><i>Total points</i></b>  | <b>100 points</b> |

*Note.* 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.

**Submission of Assignments**

Assignments are to be turned in on Learning Hub before the dates indicated in the Course Overview-- Above.

**Late Submissions**

Because student assignments are an essential part of class activities, assignments turned in after the time they are due will be worth a maximum of 50 of possible points%--for this course, see penalties posted on the ***Course Overview Table***. Any requests for extra time on an assignment must be made in advance with the professor. Such requests should be a rarity and should be accompanied by a valid reason why the work could not be done by the date due.

**ABOUT YOUR INSTRUCTOR**

**S. Yeury Ferreira** (DMin ) is an ordained pastor of the Seventh-day Adventist Church, with experience as a district pastor, evangelist and departmental leader. Currently, he serves as the Hispanic coordinator at the Greater New York Conference. He holds a Master's degree in Pastoral Leadership, Systematic Theology, and Homiletics, as well as a doctorate in Biblical Preaching. He is currently pursuing his PhD in Education. He is the author of several books in the field of preaching, theology and evangelism,

including : *"Que prediques la Palabra"*, *"Predicación de la teoría a la práctica"*, *"El Predicador y la Predicación"*, *"Espiritualidad: vívela, disfrútala y compártela"*, *"Vivir sin temor"*, *"El Fin se acerca"*, *"Que proféticas otra vez"*, *"El don profético y el ministerio de Elena de White"*, *"Bosquejos de sermones para predicadores Vol 1 y 2"*, *"Salvación 101"* y *"Sermones sobre grandes personajes de la Biblia Vol 1"*. He is also a contributor to the *Homiletic Bible*, to be published by the New International Version. He is happily married to Mariel Ferreira and is the father of Ernesto (19 years old) and Elizabeth (14 years old).

## 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 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](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](mailto: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.

Courtesy, respect, and professionalism dictate that laptops and 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 Learning Hub.

|  |   |                |
|--|---|----------------|
| 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:dlit@andrews.edu">dlit@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

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: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

|         |           |        |           |          |           |
|---------|-----------|--------|-----------|----------|-----------|
| 95-100% | <b>A</b>  | 80-84% | <b>B</b>  | 65-69%   | <b>C</b>  |
| 90-94%  | <b>A-</b> | 75-79% | <b>B-</b> | 60-64%   | <b>C-</b> |
| 85-89%  | <b>B+</b> | 70-74% | <b>C+</b> | 55-59%   | <b>D</b>  |
|         |           |        |           | 58-Below | <b>F</b>  |

### ***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 or when the final assignment is not submitted within the dates indicated in the Course Overview Table.

**ASSIGNMENT RUBRIC**

**RUBRIC FOR ASSESSING EXPOSITORY SERMON PREPARATION AND DELIVERY**

| Student                             |   |   |  |  |       |
|-------------------------------------|---|---|--|--|-------|
| Criteria                            | (4) Exceptional   | (3) Proficient  | (2) Satisfactory   | (1) Unsatisfactory   | Score |
| <b>Text selection</b>               | Biblical text is compact (1-2 verses) and transmits a complete idea. The text is rich in verbs, adjectives, and concepts applicable to pressing Christian life issues   | Biblical text contains some verbs, adjectives, and concepts applicable to Christian life  | Biblical text has potential for expository preaching but does not have verbs and adjectives applicable to Christian living                     | Not expository sermon. Ideas and concepts not extracted from the same text                               |       |
| <b>Title</b>                        | The sermon's title is compact, attractive, relevant to Christian experience, and reveals what the sermon is about   | The title is long, but attractive, relevant to Christian experience, and clear about the contents of the sermon                         | The title is long, relevant to Christian experience, but unattractive  | The title is long, unattractive, and unclear about the contents of the sermon                            |       |
| <b>Introduction</b>                 | Confined to 12% of the sermon's duration. Is purposeful, friendly, personal, creative, and prepares the audience to receive the message. Clearly proposes what sermon is about  | Confined to 12% of the sermon's duration. Is purposeful, personal, but lack creativity  | Introduction is purposeful, personal, and takes steps to engage the audience; but it is too long or too short                                  | Introduction is abrupt, impersonal, purposeless  |       |
| <b>Organization</b>                 | Sermon's main idea is explained using key concepts from the text (e.g., verbs, adjectives, etc). Ideas are exceptionally defined and transitions between key points are smooth  | Sermon's main ideas are headed using key concepts from the text. Ideas are well defined and transitions between key points are included | Sermon's main ideas are explained by key concepts from the text. Ideas are fairly defined and transitions between some key points are included | Sermon's main points are not drawn from the text. Uses ineffective transitions. Sermon ideas lacks unity |       |
| <b>Content</b>                      | Subject well defined, insightful, biblically supported by the selected text, and exceptionally illustrated. Outstanding knowledge on the subject  | Subject is insightful, biblically supported by the selected text, well illustrated, and shows proficient knowledge on the subject       | Subject is biblically supported by the selected text. Use of illustrations is satisfactory. Evidence of basic knowledge on the subject         | Subject is not supported by concepts from the selected text. Superficial knowledge of the subject        |       |
| <b>Delivery</b>                     | <i>Qualities:</i> 1) Speaks clearly, 2) shows confidence, 3) volume is suitable—variation, 4) tone of voice is soothing, 5) rate/speed is appropriate, 6) the use of pauses is outstanding  | Misses 1 of the 6 qualities   | Misses 2-3 of the 6 qualities  | Misses 4 or more of the 6 qualities  |       |
| <b>Language use</b>                 | <i>Qualities:</i> 1) Presence of rich and appropriate words, 2) uses synonyms to avoid repetition, 3) grammar is correct, 4) avoids parochialisms and regionalisms, 5) avoids captious words and arguments, 6) uses correct grammar, 7) language used is appropriate for the pulpit     | Misses 1 of the 7 qualities   | Misses 2-3 of the 7 qualities  | Misses 4 or more of the 7 qualities  |       |
| <b>Body language</b>                | Effective use of eye contact. Movement and use of hands is exceptional.   | Maintains eye contact. Movement and use of hands is acceptable.   | Some eye contact with the audience. Eyes are more focused on the manuscript. Movement is occasionally distracting.                             | Uses eye contact ineffectively. No movement or too much movement.  |       |
| <b>Dress—Sabbath morning sermon</b> | Formal dress—Dark suit and shoes—dark tie for men   | Casual suit—No dark suit (tie—for men)  | Casual dress—Blazer (tie for men).   | Dresses inappropriately—No tie and no jacket (in Latino culture is not acceptable)                       |       |
| <b>Conclusion</b>                   | <i>Qualities:</i> 1) Summarizes main sermon tenets, 2) exhorts listeners to live the message, 3) is positive and encouraging, 4) fosters faith and hope, 5) last sentences are well chosen and carefully worded, 6) makes a direct appeal, 7) confined to 12% of the sermon's duration. | Misses 1 of the 7 qualities   | Misses 2-3 of the 7 qualities  | Misses 4 or more of the 7 qualities  |       |
| <b>Total points (10-40)</b>         |   |   |  |  |       |

