

# PATH637-038 – Seminar in Preaching

Spring 2025

*Willie Edward Hucks II, DMin*

## SYNOPSIS OF THE COURSE

### CLASS & CONTACT INFORMATION

<b>Class location:</b>	Northern New England Conference Office, Westbrook, Maine
<b>Class meeting times:</b>	<b>January 13 (Monday):</b> 7:00p-9:30p ( <a href="https://andrews.zoom.us/j/97003549825?pwd=ON5EkzYthQ9aqq6BKNZCHdcq9kJMjm.1">https://andrews.zoom.us/j/97003549825?pwd=ON5EkzYthQ9aqq6BKNZCHdcq9kJMjm.1</a> ); <b>February 24-27 (M-Th):</b> 8am-12pm & 1:30pm-5:45pm (subject to change)
<b>Course Dates:</b>	January 13-May 1
<b>Instructor Telephone:</b>	269-471-3106 (office); 817-937-8405 (cell).
<b>Instructor Email:</b>	<a href="mailto:hucks@andrews.edu">hucks@andrews.edu</a>
<b>Office hours:</b>	By Appointment (please text first for highest accessibility)

### 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:

- 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

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. 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

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

Week	Assignments Due
<b>Pre-intensive</b>	Introductory meeting via Zoom ( <a href="https://andrews.zoom.us/j/97003549825?pwd=ON5EkzYthQ9aqg6BKNZCHdcq9kJMjm.1">https://andrews.zoom.us/j/97003549825?pwd=ON5EkzYthQ9aqg6BKNZCHdcq9kJMjm.1</a> ) to meet one another, review the syllabus, and view first lecture: <b>Monday, January 13, 7:00p-9:30p (eastern time).</b>
	<b>Start reading the two assigned textbooks. <u>Book review of <i>Nothing but the Best</i> is due not later than February 3.</u></b>
	Sermon Prep Paper 1 (PLO 1; CLO 1) [ <b>DUE BY FEB 13</b> ]  Verbatim manuscript of sermon #1 (textual) (PLO 1, 2) (CLO 1, 2) – <b>This is due not later than February 13.</b>
<b>During the Intensive</b>	
	Sermon 1 – Textual sermon (PLO 1, 2; CLO 1, 2)

<b>Post-Intensive</b>	<p>Tisdale book review (PLO 1, 2; CLO (1-3); Sermon Prep Paper 2 (PLO 1, CLO 1); Verbatim manuscript of sermon #2 (prophetic) (PLO 1, 2, 6; CLO 1, 2); Sermon #2 (prophetic) (PLO 1, 2; CLO 1, 2); DVDs on Learning Hub (PLO 1, 2, CLO 1, 2); Self-Assessment of Sermon 2 (PLO 1, CLO 1, 2).</p> <p><b>SEE DUE DATES IN “REQUIREMENTS” SECTION BELOW</b></p> <p><b>NO WORK WILL BE ACCEPTED AFTER APRIL 28</b></p>

## PRE-INTENSIVE REQUIREMENTS

1. **Start reading the two assigned textbooks.** Start with and review the book by Hyveth Williams first, because that book will prove beneficial especially as you prepare the first sermon. The Tisdale book will prove beneficial as you prepare the second sermon, and it will also inform the lectures toward the end of the intensive. The four-page review (minimum, excluding cover page) of each book should (a) summarize the contents of the book and (b) assess its strengths and weaknesses as pertaining to the subject matter. Additionally, the writer should (c) share how he/she wishes to incorporate into the sermons the lessons learned as pertaining to its subject matter.
2. **Sermon Prep Paper:** Students will be asked to turn in a sermon preparation paper for sermon #1. See the sermon preparation guide later in this syllabus (also uploaded on LearningHub). This is due no later than when the manuscript is submitted.  
  
**For Sermon 1,** complete the **Textual Sermon Preparation Paper**. It must be completed before the intensive and submitted not later than February 13 or when the first sermon manuscript is submitted, whichever comes first.
3. **Sermon manuscript: Due no later than February 13.** Please upload or email a verbatim manuscript of the sermon AND bring me a revised hard copy prior to preaching it. The uploaded or emailed copy allows me to offer coaching. The hard copy allows me to take notes while you

preach. **STRONG SUGGESTION:** The sooner you submit the first draft, the more time it allows me to offer suggestions that you might find worth implementing.

**NOTE: Please submit these and all other assignments as Word documents (.doc or .docx), as I wish to affix comments on the documents. Please also write your name on this and all other assignments.**

## REQUIREMENTS DURING COURSE INTENSIVE

**Sermon #1:** Students will prepare and deliver a 20-minute *Textual Sermon*. By definition, a textual sermon probes a brief passage of scripture, allowing the speaker to mine its depths for spiritual nuggets. It is not topical or thematic in its style or presentation.

## POST-INTENSIVE COURSE REQUIREMENTS

1. **Sermon manuscript: No later than 10 days before you preach your second (final) sermon, or April 16, whichever comes first.** Please upload a verbatim manuscript of the prophetic preaching sermon (also textual in nature) OR email the verbatim manuscript to me. This allows me to provide coaching in anticipation of your sermon (see STRONG SUGGESTION regarding the timing of the submission given in pre-intensive section). **NOTE:** Because prophetic preaching is foreign to most pastors/preachers, it is VERY STRONGLY encouraged to share your possible preaching idea with the professor prior to investing time and effort in research and writing.
2. Students will preach a *Prophetic Sermon* within their ministry context using principles from Tisdale's book and class lectures/discussions. **It should not exceed 30 minutes** and should be either textual or narrative in its delivery (but not topical/thematic). Participants must submit on Learning Hub **a link** for viewing their sermons. Be sure to arrange to preach your sermons not later than April 26 and send me the link not later than April 28.
3. **Sermon Prep Paper:** Students will be asked to turn in a sermon preparation paper for the prophetic sermon. See the sermon preparation guide later in this syllabus. **This is due no later than when the manuscript is submitted.**
4. **Self-Assessment:** Students **will watch the video of the second sermon** and use the preaching assessment document for self-assessment of the sermon. Students should rate themselves honestly and transparently in each category. In the comments section they should list what they believe they did well and where they need to improve (please complete the comments section, as it fleshes out your self-reflection process). If there are no submitted video links, students **will not receive any credit** for their self-assessment. Please review your video and analyze it as soon as possible after preaching it, especially if toward the deadline for final submission of assignments.
5. **DVDs On Learning Hub:** Watch three of the following: "Making The Mummies Dance" a lecture by Richard Farmer; "The Listener and The Biblical Text" a lecture by Thomas Long; *Of Towers and Lights* by Calvin Butts, a Prophetic Preaching sermon. Write a two- to three-page analysis of each presentation (excluding cover page), evaluating and comparing strengths and weaknesses, noting what, if anything, you have learned or confirmed that will strengthen your preaching. **The deadlines for the DVD summaries**—regardless of the order in which you view them—are **March 26, April 7, and April 16.**

6. **Read Tisdale's *Prophetic Preaching* and write a four-page (minimum) review (excluding cover page).** The review should summarize the contents of the book and assess its strengths and weaknesses as pertaining to the subject matter. Additionally, the writer should share how he/she wishes to incorporate into the sermons the lessons learned as pertaining to its subject matter.  
**Due date: March 20.**

**Please note that although the semester ends on May 1, assignments will not be accepted after April 28 unless advance communication with the professor has resulted in an agreement to an alternate approach.**

## ATTENDANCE

Regular attendance is required during all class sessions. Because it is a fast-paced intensive, missing even a short amount of time magnifies the possibility of missing critical learning opportunities. Keep in mind that the greatest learning opportunities are provided through the interaction that we all experience with one another. When the total amount of time missed exceeds 10%, the teacher may assign a lower overall grade. **Please arrange your regular work affairs in a manner where you can dedicate full attention to the time for the intensive. Please stay on top of the course expectations throughout the semester, especially during the post-intensive months and especially if you're concurrently taking another course. Like all other courses, it becomes challenging to catch up if one falls behind.**

## COURSE MATERIALS

### ***Required Course Materials***

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

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

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

## **Recommended Course Materials**

### **BOOKS**

Arthurs, J. D. (2012). *Devote Yourself to the Public Reading of Scripture: The Transforming Power of the Well-spoken Word*. Grand Rapids: Kregel.

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.

Gross, N. (2017). *Women's Voices and the Practice of Preaching*. Grand Rapids: Eerdmans.

LaRue, C. (2011). *I Believe I'll Testify: The Art of African-American Preaching*. Louisville: Westminster John Knox Press.

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. (2012). *The Homiletical Beat: Why All Sermons are Narrative*. Nashville: Abingdon.

Lowry, E. (2000). *The Homiletical Plot: The Sermon as a Narrative Art Form*. Louisville, KY: Westminster/John Knox Press.

Miller, C. (2002). *The Sermon Maker: Tales of a Transformed Preacher*. Grand Rapids: Zondervan.

Moss III, O. (2015). *Blue Note Preaching in a Post-Soul World*. Louisville: John Knox Press.

Quicke, M. J. (2003). *360 Degree Preaching: Speaking and Living the Word*. Grand Rapids: Baker.

Reid, R., and Hogan, L. (2012). *The Six Deadly Sins of Preaching*. Nashville: Abingdon.

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

Walsh, J. (2003). *The Art of Storytelling: Easy Steps to Presenting an Unforgettable Story*. Chicago: Moody.

Walsh, J. (2009). *Old Testament Narrative: A Guide to Interpretation*. Louisville, KY: Westminster/John Knox.

Warren, M. (2010). *Ellen White on Preaching*. Hagerstown, MD: Review & Herald.

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.

## MORE ABOUT THE COURSE

### 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.

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

		Professional Masters’ Programs
<b>Instructor Contact Hours</b>	<b>Face to Face Instructional Time</b>	36 hours
	<b>Other Instructor-Directed Activities</b>	9 hours
<b>Independent Learning Activities</b>	<b>Reading</b>	40 hours
	<b>Sermons (including prep papers and worship worksheets)</b>	47 hours
	<b>Self-assessment</b>	3 hours
<b>Total Hours:</b>		<b>135 hours</b>



## 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
1. Book Reviews	40 points; 20 points each
2. Sermon Prep Papers 1 & 2	60 points; 30 points each
3. Sermon manuscripts 1 & 2	20 points; 10 points each
4. Sermon preached in class	50 points
5. Sermon Preached in congregational setting	50 points
6. Preaching Self-Assessment	5 points
7. Analysis of three DVDs on Learning Hub	30 points; 10 points each
<b>Total</b>	<b>255 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.

### **Submission of Assignments**

All assignments should be submitted to the appropriate Learning Hub drop box.

### **Late 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%; 15-21 days, 30%; 22+ days receive 0% credit; after April 29, 0% credit.

## GRADING RUBRIC FOR SERMON DELIVERY

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

	<b>Exceptional 45-50 points</b>	<b>Proficient 40-44 points</b>	<b>Satisfactory 35-39 points</b>	<b>Unsatisfactory 0-34 points</b>	<b>Pts</b>
<b>Introduction</b>	Audience is grabbed, main theme clear, Bible text very apparent. <b>(4.5-5)</b>	Audience is caught, main theme somewhat clear, Bible text is apparent. <b>(4-4.4)</b>	Audience is here, main theme almost clear, Bible text somewhat apparent. <b>(3.0-3.9)</b>	Audience is wandering, main theme unclear, Bible text unclear. <b>(0-3.8)</b>	<b>5</b>
<b>Sermon Content, and Application</b>	Demonstrates excellent exegesis; contains creative illustrations; clear alliterations; outstanding research; analysis of pericope, structure & organization of sermon. Applications are inspiring, relevant and meaningful. Conclusion & Appeal are very clear and persuasive <b>13.5-15</b>	Demonstrates very good exegesis, illustrations, alliterations, research and analysis of pericope. Presents a very good structure & Organization of the sermon. Applications are relevant and meaningful; Conclusion and appeal persuasive <b>12-13.4</b>	Demonstrates good exegesis, but lacks interesting illustrations, insightful research and analysis of pericope, has acceptable structure and organization. Applications, conclusion and appeal are good. <b>9-11.9</b>	Demonstrates poor exegesis, has little or no illustrations; lacks good exercise of research and analysis; structure and organization lacking; conclusion and appeal poor <b>0-11.8</b>	<b>15</b>
<b>Method/Form/Type (Mechanics)</b>	Demonstrates excellent understanding and adherence to sermon definitions. Effective use of Inductive and/or Deductive methods and is devoid of eisegesis or Proof-texting. No grammatical errors. No umms, ahs, or other awkward hesitations. <b>4.5-5</b>	Demonstrates very good understanding/ adherence to sermon definitions. Clear use of Inductive and/or Deductive method with little or no eisegesis or Proof-texting. Few grammatical errors, umms, ahs, or other awkward hesitations. <b>4-4.4</b>	Demonstrates good understanding and adherence to sermon definitions. Uses Inductive and/or Deductive method and has little or no eisegesis or Proof-texting. Many grammatical errors or umms, ahs, or other awkward hesitations. <b>3-3.9</b>	Shows mediocre understanding and adherence to sermon definitions; does not demonstrate creativity and good use of the forms, methods or types of preaching as discussed in class. Grammatical errors or umms, ahs, other awkward hesitations, distractions <b>0-3.8</b>	<b>5</b>
<b>Delivery Style: Expository; Narrative; Biographical; Prophetic; Extemporaneous; Manuscript; Memorization; Noteless</b>	Passion and flow is smooth, vocal variety was very helpful. Excellent employment of any of the styles of preaching. <b>13.5-15</b>	Passion and flow is fairly smooth, vocal variety was helpful. Very good employment of any of the styles of preaching <b>12-13.4</b>	Passion and flow is rough, vocal variety was lacking. Good employment of any of the styles of preaching <b>9-11.9</b>	Passion and flow is lacking, vocal variety missing. Mediocre use of styles of preaching, voice and oral communications skills <b>0-11.8</b>	<b>15</b>
<b>Conclusion</b>	The point is summed up clearly concisely and the challenge is clear. <b>(9-10)</b>	The point is summed up concisely and there was a challenge. <b>(7-8.9)</b>	The conclusion is unclear or there was little challenge. <b>(3.0-6.9)</b>	The point is left hanging or no challenge. <b>(0-2.9)</b>	<b>10</b>
<b>Total</b>					<b>50</b>

## GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

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

## ABOUT YOUR INSTRUCTOR

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



In 2016, Dr. Hucks accepted a call to serve as associate professor of Christian Ministry in the Seventh-day Adventist Theological Seminary, focusing on homiletics and urban ministry. From 2018 to 2024, he served as Chair of what is now known as the Department of Practical and Applied Theology (formerly Christian Ministry Department) in addition to his teaching responsibilities. Currently, he serves as Assistant to the President for University Mission and Culture at Andrews University while retaining faculty appointment.

A native of Dallas, Texas, Dr. Hucks earned his undergraduate ministerial degree from Oakwood College, and his Master of Divinity and Doctor of Ministry degrees from Andrews University. Dr. Hucks has been published in several popular and professional journals. However, his greatest joy comes from calling Kathleen (nee Alexander) his wife since 1987; and they are the proud parents of two adult children and grandparents of a grandson born in February 2024.

## 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)

### **Artificial Intelligence (AI)**

At The Seventh-day Adventist Theological Seminary, we acknowledge the transformative impact of Artificial Intelligence (AI) on education and research. AI tools offer a range of capabilities that can enhance accessibility, streamline learning processes, and support academic excellence. From grammar correction and logical flow analysis to brainstorming and idea lookup, AI tools help students sharpen their thinking and present their ideas more effectively. For instance, AI can support self-quizzing, assist in the pre-reading of materials, and aid in the development of structured thesis statements.

However, the benefits of AI must be balanced with awareness of its limitations and risks, as well as a commitment to ethical use. While AI can serve as a powerful tool, its application must uphold our seminary's values of originality, integrity, and accountability.

*Appropriate Uses of AI in Academic Work:*

- AI-powered tools may be used to enhance students' understanding of complex ideas, assist in logical flow analysis, and provide support with grammar, syntax, and thesis development.
- AI tools can help students brainstorm, create structured outlines, and analyze data patterns for research projects, offering vital support for academic rigor.
- Students using AI for academic purposes are required to document its use clearly in a footnote, specifying the tool and purpose to ensure transparency. Students need to clearly also state the source, usage, tools as well as the amount/quantity of AI generated text they included in the paper.

*Inappropriate Uses and Accountability:*

- AI-generated content must not be presented as original work. Any attempt to pass off AI-generated text as one's own or to use AI to fabricate sources will be considered academic dishonesty, with serious consequences. When a case of academic dishonesty is identified, the faculty member formally reports the incident to the academic dean. The academic dean reviews the case and may refer it to the seminary's conduct committee for further investigation. The committee evaluates the evidence, hears from the involved parties, and determines the appropriate consequences based on the severity of the violation. Depending on the findings, disciplinary actions may range from formal warnings to suspension or, in the most severe cases, if it's recurring expulsion from the program. This process underscores the seminary's commitment to academic integrity and the ethical development of its students.
- AI cannot be used for completing exams, take-home tests, or assignments intended to assess students' independent understanding.
- Students are expected to verify any information generated by AI and are responsible for inaccuracies or unsupported claims that may result from AI's occasional "hallucinations" or fabrication of sources.

*Risks and Limitations of AI:* AI's potential risks in academic settings must be carefully managed. Overdependence on AI can impair students' ability to think critically and independently. Students must also be vigilant against AI's tendency to create false or fabricated references, a risk that could lead to accidental plagiarism. Additionally, without proper oversight, AI's design can sometimes inadvertently spread misinformation, undermining the reliability of academic work.

Faculty need to review AI-related submissions carefully, with an understanding of AI's strengths and weaknesses. AI can serve as a beneficial supplement to learning but should not replace essential academic skills or undermine the authentic voice and insight students bring to their work.

*Commitment to Ethical Standards and Academic Integrity:* At the Seventh-day Adventist Theological Seminary, our commitment is to foster an environment where AI enhances, rather than diminishes, the academic experience. Both students and faculty share responsibility in using AI thoughtfully and ethically. We continue to reassess AI's role in academic settings, ensuring it aligns with our mission to support both intellectual and moral development.

In conclusion, AI has the potential to enrich academic work when used responsibly. By combining its advantages with a commitment to integrity, accountability, and critical thought, we can create a balanced approach to AI in education that supports, rather than detracts from, true learning.

### **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 without authorized permission.

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 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: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 students 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).***

### **Additional Policies**

#### **Examinations**

“Credit is not granted in courses unless the required examinations are completed by the student. Students are expected to follow the published examination schedule. In cases where the schedule requires a student to complete four exams in one day, arrangements may be made with the dean to complete one of the examinations at another time”. *AU Bulletin*

#### **Class Attendance**

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. *AU Bulletin*

#### **Teacher Tardiness**

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean”. *AU Bulletin*

#### **Class Absences**

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records”. *AU Bulletin*

#### **Excused Absences**

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance.



Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean's office. Excused absences do not remove the student's responsibility to complete all requirements of a course. Class work is made up by permission of the teacher".

*AU Bulletin*

### **COVID-19 guidelines and accommodations for syllabi**

The COVID-19 situation remains fluid and therefore necessitates flexibility on the part of the instructor and the students. Communication is key for a successful semester. Students, please be in contact with your instructor if any situation arises that interferes with your learning. Your instructor will do the same.

Additionally, we ask the following from students:

1. If you are exhibiting symptoms or believe you may have been exposed to COVID-19, please do not physically attend class. Reach out to your instructor immediately to work out the details on how you can continue learning.
2. If this course has a remote learning element, please follow your teachers' instructions and policies for camera, microphone, and software use.
3. Students in this course commit to creating a safe classroom environment which precludes posting class materials (including links to unlisted videos or clips of videos removed from context) to social media or other forums. Likewise, Christian ethics rule out disparaging faculty and classmates on social media or in virtual spaces.
4. Note that your instructor or a family member may be affected by the ongoing COVID-19 challenges. We are asking for your understanding and flexibility if classes need to be disrupted, adapted, or modified.

### **Incomplete Policies**

#### **Stipulations**

An Incomplete can be assigned only if the following stipulations are met:

- When 70% of the work for the course has been completed
- The request comes due to illness or unavoidable circumstances
- Incompletes cannot be assigned because of negligence or inferior performance
- Students will be billed for each incomplete.

#### **Faculty must submit an incomplete contract which clearly states**

- A list of work to be completed
- The date by which each assignment will be submitted
- The requested completion date, which must be prior to the end of the next semester.
- The grade the student will receive if the work is not completed by the agreed-upon time.

### **Withdrawing from a Class**

Please keep in mind that the last day to withdraw from a class without receiving a grade is April 8.

## **Diversity and Inclusion Statement**

In this learning space, we affirm that all humanity has been created in God's image; and as such, we firmly and passionately commit to honor the dignity that God has placed in each one of us. As we engage in the learning enterprise, we will respect one another's identities and celebrate the diversity that each person brings into the classroom.

As a learning community, we will work intentionally to ensure that everyone feels a sense of inclusion, love, respect, and value. We will purposely work to fight against racism, misogyny, xenophobia, and all other forms of discrimination, not settling to merely acknowledge its existence. We commit to advocating for one another and protecting one another by speaking against injustice and prejudice, regardless of how uncomfortable the conversation might prove to be.

As your instructor, I commit to including diverse voices and authorship in the course materials, to facilitate respectful interactions, to provide the appropriate support when we discuss difficult topics, to speak up when discrimination or bullying occurs, to listen to your feedback, and to be a co-learner with you on this journey.

## APPENDIX 1: INTERPRETING LETTER GRADES

### Letter Grades and Percentages

#### *Grading Scale:*

A= 94% +	B= 83–86%	C= 73–76%
A-= 90–93%	B-= 80–82%	C-= 70–72%
B+= 87–89%	C+= 77–79%	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 2: ASSIGNMENT RUBRIC(S)

### Sermon 1—Textual Sermon Preparation Paper Format Guide (30 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 2 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. Go into detail about both the principles and your application of the principles. (10 points)

## Sermon 2—Prophetic Preaching Sermon Preparation Paper Format Guide (30 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. **List Tisdale’s seven hallmarks of Prophetic Preaching** that you applied or amplified in your sermon, and elaborate upon how you applied or amplified them.
  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?).
- (The first 10 items are worth 2 points each).
11. **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. Go into detail about both the principles and your application of the principles. These responses must significantly differ from those based upon the questions found in Question #3 above (10 points).

<b>Legend:</b> U= Unsatisfactory NI= Needs Improvement S= Satisfactory P= Proficient D= Distinguished
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## Preaching Self-Assessment

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

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

**Form Type (circle relevant):**

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

**Sermon Development (circle relevant):**

- |              |              |
|--------------|--------------|
| a. Deductive | b. inductive |
|--------------|--------------|

**Delivery Style:**

- |               |            |                   |
|---------------|------------|-------------------|
| a. Manuscript | b. Outline | c. Extemporaneous |
|---------------|------------|-------------------|

**I. Introduction:**

	<b>U</b>	<b>NI</b>	<b>S</b>	<b>P</b>	<b>D</b>
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:**

## APPENDIX 3: PROGRAM LEARNING OUTCOMES

### **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