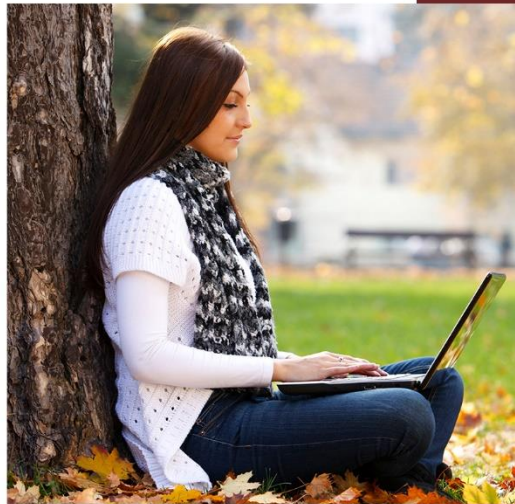
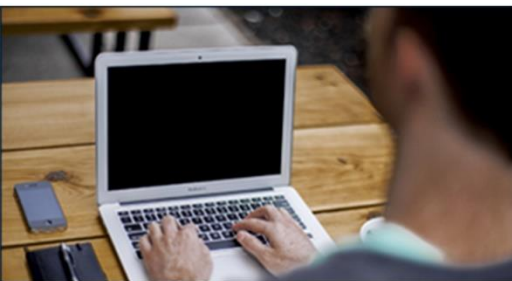


CONSORTIUM
of Adventist Colleges & Universities

SYLLABUS



RELP 330 Homiletics—Introduction to Preaching
Fall 2020

REL 330 Homiletics—Introduction to Preaching

Consortium of Adventist Colleges and Universities

Interactive Online Format

This course follows an interactive online format and has Thursday deadlines. You are expected to login regularly during the course to participate in the online discussions. Please plan accordingly. **Please review the Dates & Deadlines widget on the right side of your course in LearningHub for the last day to withdraw for a full refund.**

Instructor Contact

Please refer to course in LearningHub for the teacher contact information.

Other Assistance

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Enrollment and withdrawal questions	sderegister@andrews.edu	(269) 471-6323
Technical assistance with online courses	dlit@andrews.edu	(269) 471-3960
Exam requests and online proctoring	sdeexams@andrews.edu	(269) 471-6566
Distance Student Services - any other questions	sdestudents@andrews.edu	(269) 471-6566

Part 1: Course Information

Course Descriptions

Lays the foundation for biblical sermon construction and delivery. This class is the prerequisite for all other homiletics courses and is a requirement for all religion /theology majors.

Required Text/Material

Evans, William. *How to Prepare Sermons*. Chicago: Moody Publishers, 1964. ISBN: 9780802437259

Robinson, Haddon W. *Biblical Preaching: The Development and Delivery of Expository Message*, Third Edition. Grand Rapids, MI: Baker Academic, 2014.
ISBN: 9780801049125

NOTE: Textbooks for online courses may be purchased from any supplier. For financial aid in payment, contact your financial advisor at the university where you are completing your degree. Andrews University degree students who have confirmed that funds are available will then purchase the books themselves and send receipts to their financial advisor for reimbursement.

Optional Text/Material

Robinson, Haddon W. ed., *Biblical Sermons: How Twelve Preachers Apply the Principles of Biblical Preaching*, Grand Rapids, MI: Baker Books, 1989, ISBN: 9780801090448.

Credit Hour and Commitment

This course is offered for 2 semester credits; therefore it is expected that you will spend 90 total hours on this course. This course has 11 assignments and 1 exam; so it is recommended that you budget 7.5 hours for studying and preparing for each assignment or exam. Suggested schedule(s) to accomplish this work are included in this syllabus.

A recommended weekly schedule to divide your time is provided:

Readings: 3 hours

Interactive Discussions: 1 hour

Weekly work on Interview Project: 2 hour

Studying for Upcoming Exams: 1.5 hours

Institutional Outcomes:

- 3.a. Articulate a biblical worldview in order to interpret life, learning, and civic responsibility from a Seventh-day Adventist perspective.
- 3.b. Address the needs of diverse communities in a manner consistent with Christian thought and practice.

Program Learning Outcomes

Graduates of this program will be able to:

- Possess a foundational knowledge in the areas of Bible, history, and theology, from a Seventh-day Adventist perspective. (Seek Knowledge)
- Express faith in the context of present society, history, theology, and be able to articulate the Seventh-day Adventist view of life both orally and in writing. (Affirm Faith)
- Exhibit growth in Christian life skills. (Affirm Faith)
- Document an attitude of mission, experience & skills in personal service. (Change the World)

Part 2: Course Methods and Delivery**Methods of Instruction**

Methods of instruction include assigned readings from the textbook and the course material, assignments, essays, and a semester exam. Regular participation in the course is essential to good performance.

Technical Requirements

- Internet connection (DSL, LAN, or cable connection desirable).

LearningHub Access

This course is delivered online through LearningHub at <http://learninghub.andrews.edu>

Your username and password are your Andrews username and password. You need to activate your username and password to access LearningHub.

Please do this online here: <https://vault.andrews.edu/vault/pages/activation/information.jsp> if you haven't already. If you need assistance, call or email us: (296) 471-6016 or <mailto:helpdesk@andrews.edu>.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call (269) 471-3960.

Part 3: Course Requirements

Important Note: This online class is **not** self-paced. You can arrange your schedule flexibly during each week, but you **MUST** participate each week. You are expected to “show up” to class by interacting in the discussion forums a minimum of two times per week. In addition, assignments are due regularly each week. Adequate Internet access during the duration of the course is critical for your participation. To be successful, plan to spend time daily on the course.

Assessment Descriptions

Reading. Each lesson lists prescribed readings from the assigned texts as well as, in some instances, reading supplements. These must be carefully read and studied in order to complete the assignments.

Submissions 1-10. All questions and exercises must be completed, will be graded, and represent 25 percent of the course grade.

Submission 11. The interview project, prolegomena, cassette or VHS (NTSC) videotape of your sermon, and sermon evaluation are due as Submission 11. Together, these represent 50 percent of your course grade.

Interview Project. Interview two ordained/active preachers (one from your own denomination and one from another denomination). The interview should seek to answer the following questions:

- What is your view of preaching in ministry? How important it is and where does it fit into your overall ministry?
- Describe your weekly schedule for sermon preparation.
- What is your homiletical method?
- How do you prepare the text for preaching?
- How do you maintain your spiritual life?
- What advice would you give me so that I can become an effective preacher?

When you have received the answers to these questions then:

- Type out their responses.
- Compare and contrast the two preachers.
- Compare and contrast your denomination’s preacher with the other preacher.
- Give your personal evaluation of the interview: What lessons have you learned?

Exams

The final exam is worth 25% of your grade. You are allowed 120 minutes to complete this exam.

All exams in this course require proctoring. Follow prompts in the course space to set up your exam session. In each module that contains an exam, you will find what to review and what materials are allowed (if any) during the exam.

Please read the important information about taking exams and how online proctoring works at www.andrews.edu/distance/students/exams.html. Then follow the instructions that apply to your situation on the [exam request form](#) to set up your exam session.

Please note that an exam code is never released to the student. All students must present photo identification before each exam session. Exams can only be proctored after a deadline with approval directly from the instructor to the Testing Center (sdeexams@andrews.edu or 269-471-6566). No exam is returned to the student for review. The instructor, to aid studying for future exams can provide feedback on exams.

Schedule:

All times in the schedule are for the U.S. Eastern Time Zone. All assignments are due Thursdays in the week assigned unless otherwise noted.

Week	Lessons	Readings	Assignments
Intro	These items will need to be completed before you will have access to the rest of the course	Orientation Course Overview Introductions Academic Integrity	Student Introductions Academic Integrity Quiz Academic Integrity Statement
1 Aug 24 - 27	Lesson 1: Preparation. The Preacher	Read <i>How to Prepare Sermons</i> Ch.2: "Personality of the Preacher" (pp.15-19) Read the Supplement that follows this lesson: "The Preacher" Read <i>Biblical Preaching</i> Chapter 1: "The Case for Expository Preaching" (pp.1-14)	Assignment 1 Due Thursday, Sept 3, 11:55pm
2 Aug 28 – Sept 3	Lesson 2: Selection. The Choice of the Preaching Portion	Read <i>How to Prepare Sermons</i> Chapter 3: "Choice of the Text" (pp.20-31) Read the supplement that follows this lesson: "The Sermon in Context" by Fred B. Craddock	Assignment 2
3 & 4 Sept 4 - 17	Lesson 3: Incubation. The Preparation and Interpretation of the Text	Read <i>How to Prepare Sermons</i> Ch.4: "Interpretation of the Text" (pp.32-34) Read <i>Biblical Preaching</i> Ch.3 "Tools of the Trade" (pp.27-39)	Assignment 3
5 Sept 18 - 24	Lesson 4: Identification. The Isolation of the Dominant	Read <i>How to Prepare Sermons</i> Ch.5: "Theme"(pp.15-26) Read <i>Biblical Preaching</i> Ch.2: "What's the Big Idea?" (pp.39-45) Read <i>Biblical Preaching</i> Ch.3: "Tools of the Trade" (pp.66-67) Read the supplements that follow this lesson	Assignment 4

Week	Lessons	Readings	Assignments
6 Sept 25 – Oct 1	Lesson 5: Construction. The Structure of the Sermon	Read how to prepare sermons Ch.7: “Arranging Sermon Material.” Read biblical Preaching Ch.4: “The Road from text to Sermon” (pp.47-66) Read Biblical Preaching Ch.5: “The arrow and the target” (pp.67-76) Read biblical preaching ch.6: “The Shapes Sermons take” (pp.77-96) Read the supplements that follow this lesson	Assignment 5
7 & 8 Oct 2 – 15	Lesson 6: Amplification. The Development, Application, and Illustration of the Sermon	Read How to prepare sermons Ch.6 “Gathering Sermon Material” (pp.49-57) Read how to prepare sermons Ch.14: “Illustrations and their use” Read Biblical Preaching Ch.7: “Making dry bones live” (pp.119-127) Read how to prepare sermons Ch.9 “Body of the sermon” (pp.73-88)	Assignment 6
9 Oct 16 – 22	Lesson 7: Introduction. The Beginning of the Sermon	Read the supplement that follows this lesson: “Introductions That Get listeners” Read How to prepare sermons Ch.8 “Introduction of the Sermon” (pp.63-72) Read Biblical Preaching Ch.8: “Start with a Bang and Quit All over” (pp.119-127)	Assignment 7
10 & 11 Oct 23 – Nov 5	Lesson 8: Conclusion. The Ending of the Sermon	Read the supplement that follows this lesson: “finishing strong” Read how to prepare sermons Ch.10: “Conclusion of the Sermon” (pp.89-91). Read Biblical Preaching Ch.8: “Start with a Bang and Quit All Over” (pp.128-133).	Assignment 8
12 Nov 6 – 12	Lesson 9: Communication. The Title and Delivery of the Sermon	Read Biblical Preaching Ch.9: “The Dress of Thought” (pp.135-148). Read Biblical Preaching Ch.10: “How to Preach So people will listen” (pp.149-165) Read the supplement that follows this lesson	Assignment 9
13 & 14 Nov 13 – 26	Lesson 10: Dedication. The Power of the Sermon	Read the supplement that follows this lesson. Read the excerpts from the Spirit of Prophecy that follow this lesson: “The Evil of Long Sermons” from Testimonies to ministers “The Message and its Presentation” from Evangelism “The Holy Spirit” from Gospel Workers Read Biblical Preaching: “A Final Word” (pp.167-169)	Assignment 10 Due Friday, Nov 27, 5:00pm
15 Nov 27 – Dec 3	Conclusion		Final Project
16 Dec 4 – 10	PROCTORED FINAL EXAM (must be completed by Wednesday, December 9, 11:59 pm)		

Completing Assignments

All assignments for this course will be submitted electronically through LearningHub unless otherwise instructed.

Part 4: Grading Policy**Graded Course Activities**

Percent %	Description
25	Assignments 1-10 & Essays 1-4
50	Final Project
25	Semester Exam
100%	Total Percent Possible

Viewing Grades in Moodle

- Click into the course.
- Click on the **Grades** link in Administration Block to the left of the main course page.

Letter Grade Assignment

Letter Grade	Percentage
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D	60-69%
F	0-59%

Part 5: Course Policies

Withdrawal and Incomplete Policies

The current withdrawal policy can be found online at <https://www.andrews.edu/distance/students/gradplus/withdrawal.html>. The incomplete policy is found online at <http://www.andrews.edu/web/llmsc/moodle/public/incompletes.html>.

Late Work

Due dates are listed both in the LearningHub course space and in the syllabus. Late work will have 10% of the earned points deducted.

Maintain Professional Conduct Both in the Classroom and Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of other students—both in the face-to-face classroom and online communication.

Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In this course you will communicate with your classmates and instructor primarily in writing through the discussion forum and e-mail.

"Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
 2. Be careful what you put in writing. Even if you are writing an e-mail message to one person, assume that anyone could read it. Though you may send an e-mail to a single person, it is very easy to forward your message to hundreds or thousands of people.
 3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
 4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, e-mail, and chat sessions are savable.
 5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
 6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
 7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
 8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.
- [Source: University of Maryland, Communications Department]

Academic Accommodations

Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at <https://www.andrews.edu/services/sscenter/disability/>
2. Download and fill in the disability form at <http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf> . Preferably type answers. To save a digital copy, 1) print to file and save or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to (269) 471-8407.
3. Email sdestudents@andrews.edu to inform the School of Distance Education that a disability has been reported to Student Success.

Commitment to Integrity

As a student in this course, and at the university, you are expected to maintain high degrees of professionalism, commitment to active learning, participation in this course, and integrity in your behavior in and out of this online classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in, and effectively complete this course. Along with your pledge of “commitment to Integrity” you are expected to adhere to a “commitment to excellence.” Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student’s academic standing. Lessons may be discussed with other students, tutors may help to guide a student’s work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student’s own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty.

Any violation of this policy will be taken before the Higher Education Academic and Curriculum Committee for appropriate punitive action.