



College of Ministry

Syllabus

PMIN 4223

Preaching II

(3 credit hours)

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Course Syllabus

Course Description

This course builds on the skills developed in Preaching I and provides students enhanced skills for the development and delivery of biblical sermons that effectively reach both church and non-church listeners. Field-trip experiences and seminars in several of our nation's largest and most effective churches are a part of this course.

Course Objectives

Upon successful completion of this course, the student should:

1. Be more skilled and confident in his/her preaching.
2. Gain confidence and enhance delivery skills as a result of the preaching experience gained and the constructive feedback received.
3. Be able to prepare and deliver an effective narrative sermon.
4. Be able to prepare and deliver a sermon to lead receptive unbelievers to faith in Christ.
5. Be able to prepare and deliver an effective topical sermon.
6. Be able to prepare and deliver high quality exegetical sermons.
7. Be able to plan and prepare a sermon with a team.
8. Gain ability to thoughtfully critique his/her own sermons and the sermons of others increasing their own preaching skill and effectiveness.

Required Texts

1. Miller, Calvin. *Preaching: The Art of Narrative Exposition*. Grand Rapids, MI: Baker, 2006. [286 pgs.] (Kindle accepted)
2. Chapell, Bryan, *Christ-Centered Preaching: Redeeming the Expository Sermon*. Grand Rapids, MI: Baker Academic 3rd Edition, 2018. [448 pgs.] (Kindle accepted).

Reference: You will need access to this commentary

3. Fee, Gordon. *New International Commentary on the New Testament: Paul's Letter to the Philippians*, Grand Rapids: Eerdmans, 1995.

Optional:

4. Stanley, Andy, and Lane Jones. *Communicating for a Change: Seven Keys to Irresistible Communication*. Sisters, OR: Multnomah Books, 2006. [210 pgs.] (Kindle accepted)
**If you have read any of the required text you will need to talk with the prof about a substitute text.*

COURSE METHODOLOGY

1. Reading textbooks and other assigned reading
2. Lectures by the professor, guests, and selected video segments
3. Individual and team projects and presentations
4. Practical training and preaching experiences
5. Class participation and discussion centered around lectures, course readings, presentations, etc.

Teach Act Copyright Notice:

The materials for this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Course Projects

NOTE: WRITTEN ASSIGNMENTS: *If you want comments on any written paper you must put the statement, "Please comment on my paper. I will read them." as the first line of your paper. If you don't it will have no bearing on the grade and will simply be graded with no comments given.*

1. Attendance/Participation (10%)

- **Deliver 4-5 minute impromptu sermon** to an assigned scenario beginning session 4.
- **Evaluate sermons** of students and other sermons as assigned
- Meaningful contribution, focus, engagement, and attention. (**See Course Guidelines below**).

2. Read and review texts (20%)

- Chapell, Bryan. *Christ-Centered Preaching* (10%)
- Miller, Calvin. *Preaching: The Art of Narrative Exposition* (10%)

Read the texts and resources as assigned and write a 3 page critical reflection due on assigned dates. This is a critical reflection and not just a restatement of the author's views. It is important that you demonstrate an interaction with all the texts and assigned reading not just focus on a single text or passage. Write and submit your critical reflection paper to Discovery using the specific outline:

For each text write a 3-4 page (750-800 words) double-spaced review that specifically answers the following questions (use the questions as your paper outline headings):

- 1) **State percentage read with comprehension.** (This does not mean skimming, but a responsible reading of material with comprehension – can you explain, teach, critique, apply.)
- 2) **List 3 most important aspects** (concepts, issues, factual information, etc.) of the reading you learned, justifying your choices;
- 3) **List 2 ideas or concepts** that are new to you (don't understand) in priority order, and briefly discuss why these confusing aspects interfered with your general understanding of the reading;
- 4) **List 1 question you still have** by posing the question to the text's author, the answer to which should go beyond the reading content and does not reflect the areas of confusion in requirement 2.
- 5) **Identify at least 1 point for personal application** and describe how you will apply/achieve them specifically.

Only substantive critical thinking responses that demonstrate a quality read of the book will be given full credit. By stating the percentage of the book read you are saying with a clear conscience, in all honesty, that you have read the book or portion of the book. This does not mean skimming, but a responsible reading of material with attention and comprehension.

Other articles may also be required reading based on the unique needs/interests of the class.

3. Sermons (65%)

You will preach a **Narrative, Textual** or topical (prof will determine which), and an **Exegetical** sermon. Each sermon assignment includes: 1) exegesis of the passage; 2) develop a full sentence outline for the sermon; 3) preaching of the sermon; 4) watch your sermon on panopto and complete a self-evaluation (narrative and textual/topical). All assignments must be typed and submitted to Discovery.

Exegesis Assignment:

A thorough exegesis must be completed for each of your preaching texts (three in total) and submitted with your full sentence sermon outline. This assignment shall demonstrate critical thinking, thorough research and adherence to accepted hermeneutical principles. A worksheet may be provided.

Sermon Outlines:

You must write a full sentence outline for each sermon following the instruction provided in class. The outline must be **uploaded to Discovery prior to preaching and a hard copy given to the prof before preaching.**

*All sermons are required to be type written per instructions from prof in class and submitted in hardcopy prior to preaching your sermon. **Grading will be based on BOTH the written assignment instructions and preaching delivery (class and prof evaluations).***

- **Write and deliver and watch/review your Narrative Sermon**, 13-15 minutes (20%)
 - Watch the Panopto video of your sermon review using *Self Evaluation of Video Sermon*. Due 1 week after preaching.
- **Write and deliver and watch/review Topical/Textual Sermon – Prof will determine which**, 13-15 minutes (20%)
 - Watch the Panopto video of your sermon review using *Self Evaluation of Video Sermon*. Due 1 week after preaching.
- **Write and deliver an Exegetical Sermon** from an assigned passage in Philippians 18-20 minutes (25%) (Draft is due as assigned)
- **Submit team member evaluation as assigned (Exegetical Sermon Series).**

4. Quizzes (5%)

Quizzes over reading or teaching material may be given at any time. If a quiz is not given the points will be applied to the Final Exam or another projects points.

5. FINAL EXAM may be given in this class

A final exam may be given and would be calculated under Quizzes.

NOTE: Professor reserves the right to adjust schedule and projects

COURSE GUIDELINES

1. Assignments and Deadlines

- Assignments are due on the dates established in the course calendar published in the syllabus, unless otherwise noted and communicated by the professor.
- **GRACE is given by granting a reasonable extension**, allowing assignments to be turned in after the scheduled due date - (up to 7 days with a minor deduction per day). The assignment is graded then given a minor deduction of 10 percent (10%) per day late including weekends, breaks, and holidays. No grader feedback or comments will be given on late work. It is always better to get some points than no points.
- No work will be accepted after 7 days of the assignment deadline and will receive a grade of "0". No work is accepted after the final date of regular classes.
- In the event of a SERIOUS and WRITTEN DOCUMENTED illness or family emergency, exceptions may be made, and will be assessed on a case-by-case basis.
- All written assignments must be uploaded to Discovery. No hard copy or emailed assignments will be accepted unless otherwise noted. The student should always keep a backup copy of their work.
- **If you want comments on your paper you *must be put as the first sentence of the assignment* "Please give comments to my paper. I will read them."** If you do not put this statement you should not expect comments but it will not negatively affect the grade.
- All written assignments must follow Chicago 16th Edition - Turabian Style 8th Edition (*preferred*) or MLA (*Unless otherwise stated*).

1" margins, 12 pt Times New Roman font, double spaced, numbered pages, parenthetical (author-date in text) citations, with cover page and bibliography (cover page and bibliography not part of page count). Beyond these guidelines, you may use MLA or Chicago/Turabian formatting, but be consistent within the scope of the work in this course. (All page/word count requirements exclude title page, notes, and bibliography).

- **Author Date Sample Paper:** https://owl.english.purdue.edu/media/pdf/1300990757_717.pdf **and** <https://owl.english.purdue.edu/owl/resource/717/01/>
- **Turabian Style: In-Text (Parenthetical) Citations & Reference:** <http://libraryguides.bennett.edu/home/writing/chicago-turabian-style/turabian-style-in-text-parenthetical-citations--reference-list> **or see Citation Generator:** www.citationmachine.net/turabian-author-date/cite-a-book **or** www.citethisforme.com/
- Errors in grammar, spelling, sentence structure, capitalization, formatting, etc., will result in a lower grade. See **Grading Standards for Written Work** below for additional guidelines in grading.
- The professor reserves the right to delete any assignment, add any not listed, or make changes in any assignment.

2. Attendance and Participation

- Participation: maintaining written notes and providing constructive feedback of presentations is required.
- **Attendance/participation is viewed as if you are working on staff in a ministry role reflecting on job performance and will effect final grade.** I have found that on time attendance significantly affects success in this course. Students are expected to be present, on time, and engaged for each class.

Att. Grade	T/TR	MWF
20% att. bonus (max 3 course pts)	0	0
A	0-1 absence	0-2 absence
B	2-3 absence	3-5 absence
C	4-5 absence	6-8 absence
D	6-7 absence	9-11 absence
F Course Retake	8+ absence	12+ absence

- Any missed class, including NU sanctioned activity counts as an absence
- 2 tardies is 1 absence
- Perfect Att. is considered favorably in final grade
- Participation grade will be deducted from Att. grade
- **Attendance/participation is viewed like working on staff in a ministry role reflecting on job performance**

- To keep things simple and fair, **any** missed class, *including NU sanctioned activity counts as an absence*. Absences on “presentation” days or the final exam should be avoided and may receive additional deduction.
 - Attendance is assessed by roster or quiz within the first 5 minutes of class. More than 10 minutes late or missing more than 10 minutes of any class is considered an absence.
 - Students arriving after attendance is taken must check in with the professor after class to be marked present and may otherwise be counted as tardy. **Two tardies equal 1 absence**.
 - In the event of an absence, each student is responsible to obtain class notes and assignments from other students. Keep this in mind when establishing your work schedule. Employment is not an excuse for being late or early departure.
 - See the professor to make up an assignment due to an NU sanctioned absence. Other absences do not qualify for assignment make-up. All assignments are due on the designated date.
 - In the event of a *SERIOUS and WRITTEN DOCUMENTED* illness or family emergency, exceptions may be made, and will be assessed on a case-by-case basis.
3. **Cell Phone and Laptop/Tablet Policy**
No Cell Phones: Class participation also means that you are fully present in class, not texting or looking at your cell phone. Cell phones and other electronic devices must be put away and not sitting out in view. **Texting or other cell phone use in class will result in a reduction of your participation points for the day and 2% course grade per incident. Laptops/tablets are allowed ONLY for those who have a history of taking notes on their laptop. Any use (other work, internet, games, etc.) beyond this will result in 2% course grade deduction for each incident. Cell phone or laptop infractions will be noted in Discovery with your attendance grade for the day.** During presentations all electronic devices are to be closed/off/ “silent” and most especially, out-of-sight unless required by the presentation. The goal here is for you and all the class to succeed.
4. **Classroom Etiquette:**
 Use common sense to avoid distracting behavior. If you must eat or drink, do so in a manner that does not disrupt the classroom. Nobody wants to hear or smell your food.
5. **Eligibility for an “Incomplete” Grade**
 Eligibility for an “incomplete” grade is at the professor’s discretion and will only be based on medical or family emergencies or unavoidable conflicts in scheduling. File a request for an incomplete with the professor.
6. **Office Hours**
 The office hours are designed for appointments and drop-in visits and are posted on the office door. However, emailing to set up an appointment works best. My office is located in the College of Ministry Graduate Studies Suite in Bronson Hall #15.
7. **Academic Honesty Policy**
 Northwest University expects honesty from students in all areas, including their academic lives. Academic dishonesty is a serious violation of Christian standards and may result in the student receiving an “F” in the course, being dismissed from the course, or possibly being dismissed from the University. Instances of academic dishonesty are typically reported to the Provost’s Office. Academic dishonesty includes cheating on assignments or examinations, submitting the same (or essentially the same) paper in more than one course without prior consent of the current assigning professor(s), sabotaging another student’s work, and plagiarizing. Plagiarism is defined as “using someone else’s ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness” (MLA). Any student disciplined by a faculty member for alleged academic dishonesty has the right to appeal the disciplinary action. The student should initiate his/her appeal according to procedures outlined in the Northwest University Student Academic Appeals Policy, which is available in the Provost’s Office or the Student Development Office.
8. **Disability:**
 Your learning enjoyment and success in this class is very important. If you have any tested or recognizable learning disability, please inform your instructor of your disability prior to the second class meeting. You are advised to arrange support services and/or accommodations by working with the staff in the Academic Success and Advising Center in Williams Hall. You can email them at success@northwestu.edu. Disability-based adjustments to course expectations can be arranged only through this process. Your instructor will do their best to arrange alternative methods/approaches for you to fulfill the course requirements through this process.

Course Grading

Attendance/Participation	10%
Read and review texts	20%
Sermons	65%
Quizzes	5%
TOTAL	100%

Student Workload Expectations

Class time	45 hours
Reading	35-40 hours
Assignments	40-55 hours
Total	120-135 hours

COURSE GRADING SCALE

This course expects University standard work on all assignments.

Northwest University Course Grading Scale

Letter Grade		Percent Grade	4.0 Scale
A	<i>Superior performance in all aspects of the course with work exemplifying the highest quality-Unquestionably prepared for subsequent courses in field.</i>	93-100	4.0
A-	<i>Superior performance in most aspects of the course; high quality work in the remainder-Unquestionably prepared for subsequent courses in field.</i>	90-92	3.7
B+	<i>High quality performance in all or most aspects of the course-Very good chance of success in subsequent courses in field.</i>	87-89	3.3
B	<i>High quality performance in some of the course; satisfactory performance in the remainder-Good chance of success in subsequent courses in field.</i>	83-86	3.0
B-	<i>Satisfactory performance in the course-Evidence of sufficient learning to succeed in subsequent courses in field.</i>	80-82	2.7
C+	<i>Satisfactory performance in most of the course, with the remainder being somewhat substandard-Evidence of sufficient learning to succeed in subsequent courses in field with effort.</i>	77-79	2.3
C	<i>Evidence of some learning but generally marginal performance-Marginal chance of success in subsequent courses in field.</i>	73-76	2.0
C-	<i>Minimal learning and substandard performance throughout the course-Doubtful chance of success in subsequent courses.</i>	70-72	1.7
D+	<i>Minimal learning and low quality performance throughout the course-Doubtful chance of success in subsequent courses.</i>	67-69	1.3
D	<i>Very minimal learning and very low quality performance in all aspects of the course-Highly doubtful chance of success in subsequent courses in field.</i>	65-66	1.0
D-	<i>Little evidence of learning-Poor performance in all aspects of the course-Almost totally unprepared for subsequent courses in field.</i>	60-64	.7
F	<i>Failure to meet requirements of the course-Unprepared for subsequent courses in field.</i>	<60	0

Final Course Scores*

This course is much more than a grade. If the grade is the only focus, then the student has missed the point of their educational growth experience.

Final grades are holistic and based on the completion of all course assignments. Your involvement in this course is **viewed as if you are working on staff in a ministry role reflecting on job performance**. In addition, at the end of the course the professor will review each student's accumulative work for overall academic quality and other professional considerations such as initiative, follow-through, and Christ-like character reflected in the student's approach to learning. My commitment to every person in this regard is to be fair and wise, appropriately rewarding thoughtful and thorough engagement with the course in all of its aspects.

Mathematical calculation of all coursework provides a raw course score and grade in these terms, however, the final grade is more comprehensive (**the grade in Discovery does not represent the Final course grade which is more comprehensive**). Assignment of course grades is the sole prerogative of the professor. The Northwest University's official grading rubric (above) will be employed to adjust raw score or accumulated points in determining a student's final grade.

DISCOVERY is NOT the Final Grade

FINAL GRADE may be adjusted from a raw score (DISCOVERY) using Northwest University's grading rubric.

Approach to Grading

1. Although effort is noted, appreciated, and admired, grades are based on achievement, not effort.
2. I view final grades like the financial statements which CEO's are required to sign. My signature on the grade sheet is my certification to the world that you have demonstrated a particular level of competency. To give a student a higher or lower grade than what s/he has demonstrated would be an act of fraud on anyone who might ever look at that transcript. As a result, there are no courtesy grades. Your grade in this class serves as my certification that you understand the material, and that your quality of work with appropriate engagement have demonstrated that at a particular level.
3. I view the meaning of letter grades in their traditional sense: "A" reflects exceptional academic performance; "B" reflects very good academic performance; "C" indicates satisfactory academic performance; "D" is marginal academic performance, deficient in several areas; "F" does not merit academic credit.
4. When I grade an essay assignments, for example, I begin by presuming your grade is somewhere between a "B-" and a "C+". To the extent that it is above average, the grade it deserves climbs the scale. I don't begin by presuming the paper is an "A+" which then needs to have every point deduction accounted for. As noted in the previous point, a grade of an "A" is reserved for excellent work, however, I'll be glad to work with each and all of you as you strive to achieve that goal. To be more specific about grading assignments, I generally reference the NU Rubric for Written Work as well as other specific rubric for the assignment.
 - **Grade A** is given for *obvious excellence* in meeting the demands and requirements of the assignment. These demands would normally include unusual accuracy in fact, completeness in detail, perfection in form of work, independence of method, grasp of the subject as a whole and constructive imagination.
 - **Grade B** is given for *exceeding the minimum satisfactory attainment* and for meeting certain aspects of the assignment with excellence.
 - **Grade C** is given for *attaining satisfactory familiarity* with the assignment and for demonstrating at least some ability to use this knowledge in a satisfactory manner.
 - **Grade D** is a passing mark but indicates *unsatisfactory control* over the material.
 - **Grade F** declares that the assignment has been failed.

Writing Rubric – NU Grading Standards for Written Work

A	<p>Clear communication of concepts</p> <ul style="list-style-type: none"> • All written expectations of the assignment are completed per instructor’s guidelines • Focused and easy to follow train of thought with all material germane to the goal of the paper • Mastery of the material under examination • Well-articulated and defended arguments of a single hypothesis • Appropriate use of sources with correct citation formatting • Nearly flawless grammar and spelling • Unmistakable evidence of deep academic reflection and critical thought • Original and compelling writing style 	93-100
A-	Writing meets A-level work in all but one or two areas	90-92
B+	Writing exceeds B-level work in most areas	88-89
B	<p>Clearly understood ideas, described, illustrated, and re-stated in the writer’s own words</p> <ul style="list-style-type: none"> • Assignment objectives are substantially met • Solid grasp of material under examination • A coherent line of reasoning • Good use of sources and citations • A few grammar and spelling errors per page • Evidence of some academic reflection and critical thought 	83-87
B-	Writing meets B-level work in all but one or two areas	80-82
C+	Writing exceeds C-level work in most areas	78-79
C	<p>Most of the assignment objectives are met</p> <ul style="list-style-type: none"> • Demonstration of basic understanding of the material under examination • Several grammar and spelling errors on each page • Understandable flow of thought and argument with some extraneous material • Some use of good sources with some errors in citation • Limited development of ideas • Retelling of information without much critical thought • Simplistic or overly complex writing style 	73-77
C-	Similar to C-level writing with significant problems in one or two areas	70-72
D+	Similar to C-level writing with significant problems in three or more areas	67-69
D	<p>Student attempts to complete assignments but does not meet all assignment objectives</p> <ul style="list-style-type: none"> • Some understanding of the material is demonstrated • Some use of sources as evidence is presented in a way that leads to the writer’s conclusions • Significant grammar and spelling errors • Difficult to follow flow of thought 	63-66
D-	<p>Weak attempt that fails to meet assignment objectives</p> <ul style="list-style-type: none"> • Some basic understanding of the material is demonstrated • Poor writing style 	60-62
F	<p>No or very or little evidence of the student learning</p> <ul style="list-style-type: none"> • No or very little effort placed on the assignment 	0-59

Writing Rubric - Grading Standards for Written Work

Some assignments may have a different rubric.

1 In need of a lot of help.	2 Good effort - final result still needs some work.	3 Adequate in most ways. Shows promise.	4 Adequate in every way. Well done.	5 Excellent. Very well done.	6 Outstanding – brilliant, extremely well put together
Paper					Rate 1-6
INTEGRATION - Student demonstrates exceptional ability to understand, think critically, and integrate theories, concepts, methods, class text and teaching, and biblical principles, creating something new.					1 2 3 4 5 6
THOUROUGHNESS - Student has produced an exceptionally well thought out and fully developed plan/proposal/system/approach. All key elements of the topic were fully appropriately addressed.					1 2 3 4 5 6
ORGANIZATION - Ideas are effectively presented using sensible organization. Paper was exceptionally logical and superbly organized. The sequence of ideas are logical and easy to follow. Demonstrated clear logical strategy, organization and substantive content.					1 2 3 4 5 6
COMPLETENESS - Fully and directly addressed each part of the assignment.					1 2 3 4 5 6
DEPTH OF CONTENT - Writer provides an appropriately accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Demonstrated quality comprehensive research.					1 2 3 4 5 6
CREATIVITY AND UNIQUENESS - The plan/proposal/system/approach clearly demonstrated creativity and uniqueness in thought, planning and presentation.					1 2 3 4 5 6
QUALITY AND MECHANICS - The written work provides appropriate-depth coverage of the topic and completely fulfilled the assignment. Nearly flawless with no major errors in formatting, word use, sentence structure, spelling, punctuation, citations, and capitalization.					1 2 3 4 5 6
PRACTICAL APPLICATION - Practical applications of theory and/or principles are included to illuminate issues. One gains insight and practical tools/helps.					1 2 3 4 5 6
LIKELY TO SUCCEED - The plan/proposal/system/approach has an extremely high probability of being able to implement or applied and succeed - high potential effectiveness.					1 2 3 4 5 6
OVERALL EFFECT - Well done and effective. Reader could reasonably explain the topic/system/information to someone else because the presentation was so clear. Napkin test!					1 2 3 4 5 6
PRESENTATION - Very engaging, organized, understandable, clearly well thought out and high quality (if part of the project)					1 2 3 4 5 6
TOTAL(66)					

*Rubric may be modified and will be communicated for specific assignments

NU Writing Rubric

A	<p>Clear communication of concepts</p> <ul style="list-style-type: none"> • All written expectations of the assignment are completed per instructor’s guidelines • Focused and easy to follow train of thought with all material germane to the goal of the paper • Mastery of the material under examination • Well-articulated and defended arguments of a single hypothesis • Appropriate use of sources with correct citation formatting • Nearly flawless grammar and spelling • Unmistakable evidence of deep academic reflection and critical thought • Original and compelling writing style 	94-100
A-	Writing meets A-level work in all but one or two areas	90-93
B+	Writing exceeds B-level work in most areas	87-89
B	<p>Clearly understood ideas, described, illustrated, and re-stated in the writer’s own words</p> <ul style="list-style-type: none"> • Assignment objectives are substantially met • Solid grasp of material under examination • A coherent line of reasoning • Good use of sources and citations • A few grammar and spelling errors per page • Evidence of some academic reflection and critical thought 	84-86
B-	Writing meets B-level work in all but one or two areas	80-83
C+	Writing exceeds C-level work in most areas	77-79
C	<p>Most of the assignment objectives are met</p> <ul style="list-style-type: none"> • Demonstration of basic understanding of the material under examination • Several grammar and spelling errors on each page • Understandable flow of thought and argument with some extraneous material • Some use of good sources with some errors in citation • Limited development of ideas • Retelling of information without much critical thought • Simplistic or overly complex writing style 	74-76
C-	Similar to C-level writing with significant problems in one or two areas	70-73
D+	Similar to C-level writing with significant problems in three or more areas	67-69
D	<p>Student attempts to complete assignments but does not meet all assignment objectives</p> <ul style="list-style-type: none"> • Some understanding of the material is demonstrated • Some use of sources as evidence is presented in a way that leads to the writer’s conclusions • Significant grammar and spelling errors • Difficult to follow flow of thought 	64-66
D-	<p>Weak attempt that fails to meet assignment objectives</p> <ul style="list-style-type: none"> • Some basic understanding of the material is demonstrated • Poor writing style 	60-63
F	<ul style="list-style-type: none"> • No or very or little evidence of the student learning, no or very little effort placed on the assignment 	0-59

Criteria for Grading Oral Assignments

Preaching Rubric (Alternate rubrics may be used for different assignments)

1 = Help	2 = Good effort	3 = Mostly adequate	4 = Well done	5 = Great	6 = Exceptional
CATEGORY	PRESENTATION				Rate 1-6
Introduction	Introduced topic/stated thesis,, established rapport and explained the purpose of presentation in creative, clear way capturing attention.				1 2 3 4 5 6
Content Selection	All information was relevant and appropriate to requirements of the assignment. No extra or non-essential material was included.				1 2 3 4 5 6
Presentational Style	Presenter(s) makes the presentation interesting/engaging. Delivery is poised, controlled, and smooth.				1 2 3 4 5 6
Preparedness	Presenter(s) is completely prepared for their presentation.				1 2 3 4 5 6
Materials and Methods	Presenter(s) chose appropriate methods to instruct the class (PowerPoint, lecture, questioning, handouts, visuals, notes, etc.). Materials enable speaker to focus on presentation and provide audience with important resources for later consideration. They are professional and easy to read.				1 2 3 4 5 6
Understanding	Presenter(s) shows a full understanding of the topic.				1 2 3 4 5 6
Organization	Ideas are effectively presented using sensible organization. Presentation was exceptionally logical and superbly organized. The sequence of ideas are logical and easy to follow.				1 2 3 4 5 6
Integration of Information	Demonstrated excellent ability to think critically, integrating information from different sources, text, class notes, and creating something new.				1 2 3 4 5 6
Depth of Content	Presenter(s) provides an appropriately accurate and complete explanation of key concepts and theories, drawing upon relevant literature. Demonstrated quality comprehensive research.				1 2 3 4 5 6
Practical Applications	Practical applications of theory and/or principles are included to illuminate issues. Listeners gain insight and practical tools/helps.				1 2 3 4 5 6
Conclusion	Ends with an accurate conclusion tying the content back to the opening with a dynamic short close (approx..25 words or less). Transitioned into close so audience was ready for it.				1 2 3 4 5 6
Audience Engagement	Involved audience in presentation; held their attention throughout by getting them actively involved using original, clever, creative approach.				1 2 3 4 5 6
Likely To Succeed	Project has an extremely high probability of being successful if implemented/applied - high potential effectiveness.				1 2 3 4 5 6
Overall Effectiveness	The presentation is well done and effective. I could reasonably explain the topic/system/information to someone else because the presentation was so clear. Napkin test!				1 2 3 4 5 6
Teamwork Participation	The group worked very well with each other and the presentation was shared equally among the group members (if a team presentation)				1 2 3 4 5 6
Length	Time used efficiently. Within 30 seconds of allotted time (6) 1 min or less (4) 1 min or more (2/1)				1 2 3 4 5 6
16					Total (96)

*Rubric may be modified and will be communicated for specific assignments

Reading Grades

Some reading may be self-graded at the Professor discretion. In which case you would assign yourself a grade out of 100 points based on how much you read *and* how well you read. No grade may be higher than the percentage of pages read. Reading “well” is judged on your attention and comprehension.

Guidelines for Giving Feedback to Preaching Colleagues

Feedback is a gift we offer each other, as a means of providing the opportunity to know how we are being heard and experienced, to offer another perspective and to wonder together how to be more effective in the preaching task and responsive to God's Spirit. The purpose of feedback is to help each other develop the skills we are here to learn. Giving and receiving helpful feedback is a learned (not natural or automatic) style of communication. Here are some guidelines:

1. Use "I" statements: "I heard you saying...", "I wonder if...", "I felt that..."
2. Focus on a behavior, not on the person: "I felt that you talked too loudly at the beginning of the sermon" rather than "I feel that you are a person who shouts your sermons."
3. Focus on positive aspects of a sermon, not only negative ones.
4. Be specific. "I felt that if you had ended your sermon after _____, you would have nailed it for me but I felt distracted by what came after that;" rather than "You came in for a landing about three times. Why didn't you just end it there?"
5. Describe, don't judge. "I noticed you made this gesture a few times and I wondered what you meant by it;" rather than "You kept itching your head and it made me sick."
6. Share ideas and information rather than giving advice.
7. When receiving feedback, focus on what has been said rather than on why it is said. Don't second guess a person's motives. And if you're giving feedback the point is to offer something constructive not to put the person down).
8. If you're not clear about what someone meant by the feedback they offered, rephrase it back to them: "Were you saying that you thought I...?" Give them a chance to clarify.

Self-Evaluation of Video Sermon

NAME _____ DATE OF SERMON _____

SERMON TEXT _____ SERMON TITLE _____

TYPE OF SERMON: () Exegetical () Topical () Textual () Narrative/Character

1. Delivery: What pleased you most as you watched your sermon on video?
2. Delivery: What displeased you most as you watched the video tape?
3. Content: What part(s) of this sermon's preparation gave you the most problem?
4. Content: Did the introduction convince the audience that they ought to listen? How could you strengthen it?
5. Content: How well did your proposition, main points, and sub-points fit together to develop the text?
6. Content: Were illustrations helpful to explain or persuade? Were applications direct and relevant?
7. Content: Did the conclusion do a good job of wrapping up the sermon's main idea and motivate the listeners to respond appropriately?
8. What single change might have improved the sermon the most?

SERMON EVALUATION *

Preacher: _____ Sermon Date: _____ Length: _____

Evaluator: _____ Evaluation Date: _____

Numerical score guide:

1 – Definitely not, 2 – A little, 3 – Fairly well, 4 – Definitely, 5 - Masterfully

Type of Sermon: () Exegetically () Topically () Textually () Narrative/Character Other: _____	
Introduction	
Listeners' attention was grabbed immediately	1 2 3 4 5
Introduction touched a need	1 2 3 4 5
Prepared my thinking about the sermon	1 2 3 4 5
The topic's relevance is demonstrated in the introduction	1 2 3 4 5
Body	
Did the sermon have one central idea? <input type="checkbox"/> Yes <input type="checkbox"/> No	
State the main point (Big Idea) of this sermon as you heard it: 	
ALL points, clear and convincing	1 2 3 4 5
ALL illustrations fit and work well to enhance the sermon	1 2 3 4 5
ALL transitions were smooth, natural, and effective	1 2 3 4 5
ALL exegetical points were true to the text	1 2 3 4 5
Flow of thought throughout the message was easy to follow	1 2 3 4 5
Delivery	
Check those to bring to preacher's attention - compliment or helpful critique	
<input type="checkbox"/> Eye contact	1 2 3 4 5
<input type="checkbox"/> Voice (clarity, variety etc.)	1 2 3 4 5
<input type="checkbox"/> Pacing and pauses	1 2 3 4 5
<input type="checkbox"/> Wording (grammar, word pictures etc.)	1 2 3 4 5
<input type="checkbox"/> Posture/body language	1 2 3 4 5
<input type="checkbox"/> Gestures	1 2 3 4 5
<input type="checkbox"/> Facial expressions	1 2 3 4 5
<input type="checkbox"/> Distracting habits	1 2 3 4 5
<input type="checkbox"/> Use of humor	1 2 3 4 5
<input type="checkbox"/> The tone of voice seems natural and positive	1 2 3 4 5
<input type="checkbox"/> The preacher's voice is easy to understand	1 2 3 4 5
<input type="checkbox"/> Voicing and timing aided humor and stories	1 2 3 4 5
<input type="checkbox"/> The preacher was energetic and passionate	1 2 3 4 5
<input type="checkbox"/> Gestures and movement help hold listeners' attention aided understanding	1 2 3 4 5

Conclusion	
Effective climax to sermon	1 2 3 4 5
Relevant and applicable to my life	1 2 3 4 5
Increased my knowledge	1 2 3 4 5
Cause a change in my attitude	1 2 3 4 5
Likely to cause a change in my behavior	1 2 3 4 5
Felt personally connected	1 2 3 4 5
A non-Christian can see how this applies to his/her life	1 2 3 4 5
Sermon Overall	
Use of notes is limited and did not distract from the message	1 2 3 4 5
The preacher conveys humility without compromising authority	1 2 3 4 5
The preacher identifies with the listeners	1 2 3 4 5
The preacher's passion for and belief in God and the Bible message are evident	1 2 3 4 5
There is a sense of hearing from God	1 2 3 4 5
The message was relatable to its intended audience	1 2 3 4 5
Did the sermon contain enough creativity and/or personal connectedness to hold your interest for entire message? <input type="radio"/> Yes <input type="radio"/> No (Comment)	
What aspect of the sermon (e.g. major point, story, or technique) are you most likely to remember the longest? (Comment)	

Circle the adjectives which describe your impressions of the preacher's manner

- | | | | |
|------------------------|--------------------------------|-------------------------------|----------------------------|
| <i>Friendly/caring</i> | <i>Inspires trust/sincere</i> | <i>Energetic</i> | <i>Emotionally charged</i> |
| <i>Quiet</i> | <i>Knowledgeable/scholarly</i> | <i>Engaging</i> | <i>Emotionally subdued</i> |
| <i>Reflective</i> | <i>Confident</i> | <i>Powerful/forceful</i> | <i>other</i> |
| <i>Gentle</i> | <i>Motivational</i> | <i>Responsive to audience</i> | <i>other</i> |

COMMENTS:

What I liked best about the message:

One suggestion for improvement:

Overall, I would evaluate this sermon as (Check one):

- Needs a lot of more work.
- A good effort - final result still needs some work.
- Shows promise - Adequate in most ways.
- Well done - adequate in every way.
- Excellent - very well done.
- Exceptional. Brilliant, clearly an area of giftedness.

Scale Rating:

Needs work 1 2 3 4 5 6 7 8 9 10 *Exceptional*

Course Schedule T R* (S19)

Week	Session	Calendar	Subject	Reading Miller, Calvin. <i>Preaching: The Art of Narrative Exposition</i>	Reading Chapell, Bryan <i>Christ- Centered Preaching</i>	Assignments
1	1	1/15	Course Overview			
	2	1/17	Narrative Sermons			Quiz Syllabus
2	3	1/22	Developing Narrative Sermon/ telling the story	Intro		
	4	1/24	Sermon Prep Steps Sermon Outline		Intro Part 1	Impromptu Sermons start (as called upon)
3	5	1/29	Preaching Keys	Part 1		
	6	1/31	Preaching Keys			
4	7	2/5	Narrative Sermons			
	8	2/7	Narrative Sermons	Part 2		
5	9	2/12	Narrative Sermons			Narrative Sermons <i>Self-Evaluation of Video Sermon.</i> <i>Due 1 wk. after preaching</i>
	10	2/14	Narrative Sermons	Part 3		Narrative Sermons
6	11	2/19 x	Introduction Transitions Conclusions	Afterward Appendix		
	12	2/21 x	Analyze Audience,			Miller: Reading Reflection Due
7	13	2/26	Preaching Textual Sermon		Part 2	
	14	2/28	Illustrations, Application			
8	15	3/5	Clarity		Part 3	
	16	3/7	Topical Sermon			
		3/12	Spring			
		3/14	Break			
9	17	3/19			Appendices	
	18	3/21				Textual Sermons <i>Self-Evaluation of Video Sermon.</i> <i>Due 1 wk. after preaching</i>
10	19	3/26				Textual Sermon
	20	3/28	Exegesis: Observations; The Book of Phil Preaching in Series (titles and schedules) Planning Preaching Calendar; Choose Series and assign passages to preach			Chapell Reading Reflection Due <i>Read</i>

11	21	4/2	Exegesis: Context and Word Studies; Phil 1			
		4/4	READING DAY			
12	22	4/9 x	Exegesis: Commentary Work; Phil 2 Review all sermon threads as a class to harmonize the series approach			Read Philippians in at least 3 translations, identify at least 4 book length threads, and bring them to class.. Word studies due bring to class Context studies due bring to class
	23	4/11	Exegesis: Series and Message Threads and Approaches			Commentary study due bring to class
13	24	4/16	Exegesis: Find illustrations, develop approach Phil 3			Illustrations due bring to class
	25	4/18				<i>Draft exegetical sermon outline due bring to class</i>
14	26	4/23	Exegesis: Put the pieces together; Phil. 4			Observations due bring to class
	27	4/25	Exegetical Sermons			
15	28	4/30 x	Exegetical Sermons			Exegetical Sermons
	29	5/2	Exegetical Sermons			Exegetical Sermons
	FINALS	5/6 – 9	FINALS			

**Professor reserves the right to adjust schedule.*