Fall 2022

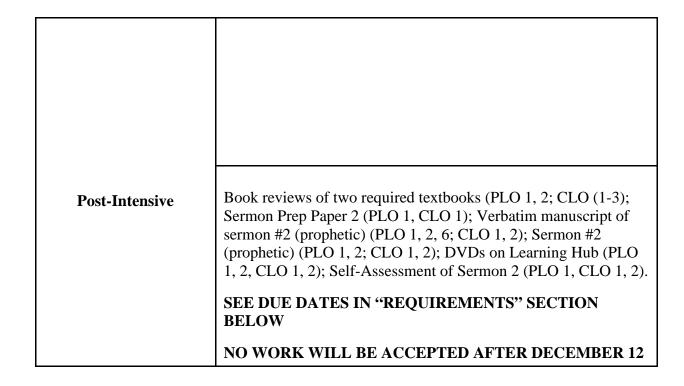
Willie Edward Hucks II, DMin

Ortner Center, Union College, Lincoln Nebraska

September 18-22, 2022: Sunday 3pm 6pm; Mon-Thurs 8am-12pm & 1:30pm-5:45pm (subject to change)

To be emailed AND uploaded to LearningHub

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- 1. Start reading the two assigned textbooks. Because the book reviews will be due soon after the intensive concludes, and because the Williams book will prove beneficial especially as you prepare the first sermon, and because the Tisdale book will prove beneficial as you prepare the
- **2. Sermon Prep Paper:** Students will be asked to turn in a sermon preparation paper for sermon #1. See the <u>sermon preparation guide</u> later in this syllabus. <u>This is due no later than when the manuscript is submitted</u>.

For <u>Sermon 1</u>, complete the <u>Textual Sermon Preparation Paper Formant Guide</u>. It must be <u>completed before the intensive</u> and <u>submitted not later than September 9</u>.

3. Sermon manuscript: Not later than September 9, 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. 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.

Sermon #1:

<u>Please note that although the semester ends on December 15, assignments will not be accepted after December 12 unless advance communication with the professor has resulted in an agreement to an alternate approach.</u>

Regular attendance is required during all class sessions. Because it is a fast-paced intensive, missing even

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). / 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

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.

1. Book Reviews	40 points; 20 points each

2.

GRADING RUBRIC FOR WRITTEN ASSIGNMENTS

Elements	Excellent (19-20)	Proficient (17-18)	Satisfactory (15-16)	Fair (13-14)	Poor (0-12)
Communication and language	Very interesting, inspiring, thought provoking, well-articulated; no more than two spelling mistake and grammatical or style error per page.	Is articulate, holds the no more than three spelling, grammatical or style errors per page	Paper is generally well written, but sometimes lacks relevance to the topic. Has many spelling, grammatical, style errors	Paper is not well- focused on the subject, is full of grammatical, spelling and style errors	Paper is poorly written, lacks relevance and thoughtfulness. Has multiple mistakes in grammar, spelling and style
Development	Succinct thesis,	Thesis is clear,	Thesis is unclear,	Reflection on	

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 ind64 482.5s 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; and in January 2018 he was appointed 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.

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.

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

exact words, whether in a formal paper or in submitted notes or assignments. Credit is to be given by use of:

- o Correctly designed and inserted footnotes each time one makes use of another
- Quotation marks placed around any exact phrases or sentences (3 or more words) taken from the text or speech of another individual.

Using materials during a quiz or examination other than those explicitly allowed by the teacher or program;

Stealing, accepting, or studying from stolen guizzes or examination materials;

Copying from another student during a regular or take-home test or guiz;

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.

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.

Andrews University Learning Hub hosts this course online. Your Learning Hub username and password are the same as your Andrews username and password. Use the following contact information if you need technical assistance at any time during the course, or to report a problem with LearningHub.

Username and password assistance	helpdesk@andrews.edu	(269) 471-6016
Technical assistance with Learning Hub	dlit@andrews.edu	(269) 471-3960

Technical assistance with your Andrews account

http://andrews.edu/hdchat/chat.php

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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

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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

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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

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 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.

- 1. Determine and describe the *parameters of the text* that you are preaching from and briefly 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 or
- 3. Identify the possible

- 1. and how it influenced your choice of a pericope and status quo challenged in this sermon.
- 2. the status quo you are challenging and why.
- 3. and how they are integrated in your sermon.

APPENDIX 3: PROGRAM LEARNING OUTCOMES

- 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