# Spring 2023 Willie Edward Hucks II, DMin

North Pacific Union Conference Office,

- 4) Exhibit capability for training church members for evangelism
- 5)

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).
SEE DUE DATES IN "REQUIREMENTS" SECTION BELOW NO WORK WILL BE ACCEPTED AFTER MAY 1 2023

1. Read the two assigned books before the intensive and write a four-page (minimum) review of each (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 dates: Williams book review = January 30; Tisdale book review = February

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

6. Please note that although the semester ends on May 4, assignments will not be accepted after May 1 unless advance communication with the professor has resulted in an agreement to an alternate approach.

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

### Recommended Course Materials

## BOOKS

Arthurs, J. D. (2012).

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

AU Bulletin

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-rea	2. Read and re-read the text using various translations and point out or .						
, ,	esible points of viewer, etc.) then indicate	e the primary viewpoint that yo	ou intend to use.				
4. Encounter the t your thinking.	ext through any		and by letting the Holy Spirit guide ind in your reflection.				
5. Describe what	you think the	(i.e. rebuking, encouragi	ng, or instructing?).				
6. Summarize the dear concise sent	_	the text to its original hearers	as you understand it into one				
7. Interpret the		of the text and then express	it in a dear concise sentence.				
8. Shape the conto		of the text into a clear	and write it out as a single				
9. Brainstorm abo theme.	out possible	. Select the one(s) t	hat best connect with the sermon				
10. Write a brief							
(The first 10 questions are worth 2 points each)							
	<u>List</u> and <u>apply</u> e sermon or will use ion of the principles	in the delivery of the sermon. E	ut the Best that you utilized in the Be specific about both the principles				

# 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

## **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 evang01i71xhib 1 Qain5 0 0 1 422.11 581.02 Tm0 g0 G(-)]T