Seminar II: Communicating To and For the Church

DMPLE916, W1

4 Credit Hours

- Concentration(s): Preaching and Leading: Shaping Prophetic Communities
- Date of Course: August 17 – 21, 2015
- Location/Campus: Wilmore, KY

Contact Information

- Jeffrey W. Frymire, Ph.D., and Carolyn Gordon, Ph.D. (Fuller Theological Seminary)
- E-mail address: jeffrey.frymire@asburyseminary.edu, cgordon@fuller.edu

Course Description

“Communicating To and For the Church” focuses on the pastoral task of speaking to and for the church the narrative of Scripture that determines its existence and makes it possible to fulfill its vocation as God’s people in the world. The course assumes that pastoral ministry is intrinsically prophetic, in that the means that are peculiar to the church’s ministry serve to remind the community of the canonical witness that makes the vocation of the whole community prophetic. Exploring the prophetic witness of pastoral ministry will include identifying the particular kind of imagination and judgment necessary for the faithful preaching of the Word as a means of grace by which the Spirit builds up the church to be a holy people in the world.
This course is designed for pastors and will be conducted as an extended conversation that encourages credibility and courage in reading and speaking the Word of God for the purpose of forming faithful communities that bear witness to the Kingdom revealed in the calling of Israel and the life, death, and resurrection of Jesus Christ. Preaching will be defined as an act of worship offered to the Triune God who by the power of the Spirit continues to speak and enact his gracious promises in Christ through the witness of the Prophets and Apostles.

**Cohort Thematic Focus**

The measure of a leader is not rank, title or fame, but the quality of community the leader has cultivated. For Christian ministry communities, such as congregations and ministry organizations, their leaders need growing expertise in the practices that shape communities to be vibrant in Christian witness and discipleship. This cohort invites career ministry leaders to deepen three primary skill sets: spiritual formation, biblical preaching and missional leadership. In this conversation, participants will focus on deepening the spirituality of themselves and of those they serve, expanding their capacity as preachers and sharpening their organizational intelligence to better mobilize their communities toward witness within and beyond the walls of the church.

**Welcome**

**Jeffrey W. Frymire, Ph.D.** I spent the first 30+ years of my vocational calling in pastoral ministry in the Church of God, Anderson. I pastored congregations in Pennsylvania, Florida, Indiana, and California. All my Masters work was done while I was in the pastorate – so I know a bit about juggling ministerial work and educational pursuits. It means I have experience in getting academic work done while maintaining a full-time schedule of church responsibilities. I did it for many years. I expect that you will be able to do the same and accomplish the assignments for this class on time and at a high level.

After my pastoral work I returned to the Academy and received my PhD in Practical Theology with an emphasis in Homiletics from Fuller Theological Seminary in 2010. I was an interim pastor for the four years I was working on my Doctorate. I spent two years teaching Preaching and Speech Communication at Princeton Theological Seminary. Since August of 2012 I have been the Associate Professor of Homiletics here at Asbury Theological Seminary Orlando and I was appointed Dean of the Chapel in the summer of 2013. I look forward to dealing with the issues regarding the challenge of Prophetic Preaching.

**Carolyn Gordon, Ph.D.** Carolyn Gordon has been the Associate Professor of Communication at Fuller Theological Seminary since 2007. She is a nationally known speaker/teacher/preacher. Carolyn is a dynamic communicator and a master teacher. She taught previously at Central Baptist Theological Seminary, where she served for five years as associate professor of church and community. Dually ordained by both the Southern and the National Baptist conventions, Dr. Gordon has more than a decade of pastoral experience during which she preached regularly. She directed the Ministries in Higher Education department of the Washington DC Baptist convention for six years, and has experience as a
television producer and host as well. Dr. Gordon is a regular lecturer at church-related
conventions and conferences, and has served on the executive boards of the Center for Urban
Church Renewal, United Inner Cities Services, and Baptist Women in Ministry. She has
received numerous honors and awards, including Outstanding Black Alumni (Southwestern
Baptist Theological Seminary, 2004), Outstanding Baptist Chaplain Recognition (1997,
1998), Most Supportive Faculty (Black Image Award, 1992), Woman of Color of the Year
(1990), and Outstanding Young Woman of America (1983–1988). Her current research
interests include communication theology: what God intended for the spoken word, preaching
to senior adults, preaching to those with disabilities, and vocal development and the
maintenance of the preaching voice. She has been teaching in the D.Min. program at Asbury
for the last three years.

Program Level Outcomes

As these standards are designed into key processes throughout the D.Min. experience, upon
graduation students will be able to:

1. Revisit foundations for sustainable ministry.
   - Being immersed in explicit Wesleyan practices of community-based formation
     around the priorities of scripture, reason, tradition and experience, participants
     will discover transformational habits for sustainable ministry lifestyles.

2. Foster ministry leadership vision, ethic and practice relevant to their ministry context
   and world.
   - By deeply engaging in analysis of one significant theme from their unique
     ministry context, participants establish a trajectory for life-long contribution.

3. Appreciate transformational demands within contemporary ministry organizational
   contexts such as congregations, non-profits and marketplace engagements through
   various analytic means of biblical, theological, social and cultural exegesis.
   - Participants must add to their biblical and theological exegesis, cultural-
     situational exegesis that informs ministry leadership practice on a daily basis.

4. Demonstrate a self-directed capacity to incorporate a variety of holistically sustaining
   practices into their lives – expressed in the completion of Leadership Formation
   Portfolio exercises.
   - The "Action-Reflection" emphasis consistently and creatively invites
     participants to match their formational priorities with a vigorous prophetic and
     missiological relevance equal to the times in which we live. To this end,
     participants will develop scholarly transformation projects within their own
     contexts.

Marks of Transformative Leaders

Students achieve Asbury's Doctor of Ministry Program Level Outcomes by engaging in and
beyond the conventional classroom -- in a transformative competence model of leadership.
Three overarching themes examine the leader’s learning, heart, and life. These themes take
the form of “Priorities” (what values shape a leader); “Postures” (what dispositions constitute a leader); and “Practices” (what behaviors identify a leader). These Marks, derived from our program standards, allow us to collect and offer evidence of learner progress to students, faculty mentors and accreditors. These Marks are described here:

Cohort Learning Outcomes

By the end of DMPLE916, students will be able to:

1. Develop a strategy for testing a research theory by becoming familiar with the significant writings around the Ministry Transformation Project. (PLO #2)

2. Summarize personal insights gained from practicing the ancient prayer process, *Examen*. (PLO #4)

Student Learning Outcomes

By the end of DMPLE916, students will be able to:

1. Demonstrate the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century. (PLO #1)

2. Demonstrate the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities. (PLO #2)
3. Demonstrate the missional leadership capacity to preach prophetic sermons that address and call the church to live in faithful obedience to the Word in the power of the Spirit. (PLO #3 and #4)

**Course Requirements**

**Required Reading**

The primary means of textbook delivery is through Kindle Readers. See D.Min. Handbook for acquisition procedures for both your Kindle and Program-sponsored textbook content. The Beeson Center sends users instructions to set up an Amazon account, including directions to sync the Kindle account to a computer or mobile device with the Kindle app. All users need two ways to receive Kindle info and access their account. Link for Kindle apps: http://www.amazon.com/gp/feature.html?ref=amb_link_365823462_2&docId=1000493771&

**Required Reading**


**Total pages:** 1,510 (plus 300 pages of additional reading for sermon preparation [Scripture, biblical/theological references, current events, etc.]).
Assignments

Pre-Residency (90 Days)

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
</table>
| Assignment #1: Jeremiah Sermon Series | SLO #1,2 | Using Brueggemann, Bos and Tisdale as guides, create a four-week Prophetic Preaching Series concentrating on prophetic topics/texts in the book of Jeremiah. The total series submission for all four sermons should not exceed two pages or a total of 850 words. This should give you two pages to relate all information about the series. You do not have to create the sermons, but you do have to provide the following information for each sermon in the series:  
  - Title for the series.  
  - An overall theme of the series and why you have chosen that theme (one or two paragraphs).  
  - Information on each proposed sermon.  
  - Title of each sermon. Each title should relate to the overall title of the series. If you need to explain the title, do so in a single paragraph.  
  - Text that will be preached. Each sermon must have a text that will form the basis of the preaching event. You have your choice of any text in Jeremiah. Please give a short paragraph about why you chose this particular text for the sermon/series.  
  - Prophetic nature of the sermon. Give a brief overview of the prophetic nature/theme/idea of each sermon (i.e. prostitution, human trafficking, economic inequities, etc.) and what general direction you anticipate your sermon taking. | 20%  
Due: 5/31/2015.  
Upload to online classroom. | Faculty |
| Assignment #2: Luke/Acts Sermon Series | SLO #1,2 | 1-2 page listing of the series based upon the general guidelines for such a submission provided on the classroom site. Using Johnson and Dawn as guides, create a four-week Prophetic Preaching Series concentrating on prophetic topics/texts in either Luke or Acts. You do not have to create the sermons, but you do have to provide the following information for each sermon in the series:  
- Title for the series.  
- An overall theme of the series and why you have chosen that theme (one or two paragraphs).  
- Information on each proposed sermon.  
- Title of each sermon. Each title should relate to the overall title of the series. If you need to explain the title, do so in a single paragraph.  
- Text that will be preached. Each sermon must have a text that will form the basis of the preaching event. You have your choice of any text in Luke or Acts. Please give a short paragraph about why you chose this particular text for the sermon/series.  
- Prophetic nature of the sermon. Give a brief overview of the prophetic nature/theme/idea of each sermon (i.e. prostitution, human trafficking, economic inequities, etc.) and what general direction you anticipate your sermon taking. | 20% | Faculty  
Due: 6/30/2015.  
Upload to online classroom. |
| Assignment #3: Prophetic Preaching Series | SLO #1, 2 | 1-2 page listing of the series based upon the general guidelines for such a submission provided on the classroom site. Using Guthrie and McMickle as guides, create a four-week Prophetic Preaching Series. | 20% | Faculty  
Due: 8/7/2015.  
Upload to online classroom. |
|  |  |  |  |  |
Preaching Series focusing on prophetic topics and texts that concentrate on the Holy Spirit.

This is a series built around the theme of the Holy Spirit in its prophetic role. As such, two of your sermons should be from the O.T. and two should be from the N.T. This is not optional. Create a series based on the prophetic role of the Holy Spirit (or prophetic action) and develop the sermons.

It would also be acceptable to form your series around the issue of the Creative nature of the Holy Spirit (see Guthrie’s book) and use the Holy Spirit as the Creative Spirit and build your series around that aspect of the Spirit. Even so, it should still address aspects of prophetic preaching and have two sermons from each Testament.

You do not have to create the sermons, but you do have to provide the following information for each sermon in the series:

- Title for the series.
- An overall theme of the series and why you have chosen that theme. (You may need more than one or two paragraphs for this explanation. However, please limit this to a reasonable size.)
- Information on each proposed sermon:
  a. Title of each sermon. Each title should relate to the overall title of the series. If you need to explain the title, do so in a single paragraph.
  b. Text that will be preached.
  c. Each sermon must have a text that will form the basis of the preaching
event.

d. You have your choice of any text in either the O.T. or the N.T. However, you must create two sermons in the series from the O.T. and two from the N.T.
e. Please give a short paragraph about why you chose this particular text for the sermon/series.

| Assignment #4: Sermon Preparation | SLO #1,2,3 | Sermon prepared for peer review and leadership review; preparation of sermon materials in advance of preaching experience. Prepare a sermon from one of the sermon series assignments you will be submitting prior to our August Seminar. It would be advisable to preach this sermon at your home church (or other appropriate venue) prior to preaching it at our August Seminar. Be prepared to preach this sermon (in English) with any additions, corrections, or reworking at the August Seminar. Prepare and bring with you all exegetical materials in the form of:
  - An Exegetical Journal (details for the Exegetical Journal are provided in the syllabus and will be put in the online classroom).
  - A full manuscript of the sermon to give to your Preaching Group leader. | 20% | Faculty |

| Assignment #5: Ministry Transformation Project | PLO #4 | Chapter 3 video instruction Read Sensing book | 0% | D.Min. Coach |

| LFP Practices | PLO #4 | Instructions found in Leadership Formation Portfolio. | 0% | D.Min. Team |
### In-Residency (5 Days)*

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #6: Sermon Preaching</td>
<td>SLO #2</td>
<td>Written peer evaluations (forms in syllabus); class critique verbal; Instructors critique both written and verbal. During the Seminar students will preach a sermon from one of the series they have prepared as assignment for this class. A small group discussion format will be used for all preaching sessions. Manuscript and Exegetical Journal are due just prior to your preaching. Schedules for preaching times will be worked out at the Seminar. The sermon must be prophetic in nature.</td>
<td>15% Due: 8/18-20/2015. No preaching assignments will take place on Monday. Clinics will take place on Tuesday, Wednesday, and Thursday. Students will receive their schedule at the Seminar.</td>
<td>Faculty</td>
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</tbody>
</table>

### Post-Residency (90 Days)

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>SLO</th>
<th>Method of Assessment</th>
<th>Value /Due Date</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #7: Preaching Self-Evaluation</td>
<td>SLO #2</td>
<td>Written self-evaluation based on assessment materials provided during the Seminar.</td>
<td>5% Due: 9/22/2015. Upload to online classroom.</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

### SUMMARY OF ASSIGNMENTS:
Over the course of the months that this D.Min. course lasts, you will be required to do the following assignments:

- **Reading** – Each of the seven textbooks must be read. Every D.Min. class has a minimum of reading that is required for the course. The required textbooks meet that requirement. While no book reviews will be required, students are expected to be able to discuss each of the books at the Seminar in August and to do so from an integration standpoint. The goal of the reading assignments is to develop a deeper understanding
of the whole area of Prophetic Preaching from the perspective of the O.T., the N.T.,
and the work of the Holy Spirit.

- **Sermon Series** – Each student will plan and post a 4-week sermon series each month from April-May; June; and July. These three series will be posted on the classroom site for evaluation and grading by the professor.

- **Preaching Event** – Each student will preach in a small group setting during the seminar. The sermon will be evaluated in both written and oral forms immediately following the sermon. Each small group leader will provide the student with a more detailed evaluation and grading of their sermon following the seminar.
  - **Materials** – Each student must hand in a full manuscript of the sermon. While these manuscripts need not be used during the sermon, they will assist the student in making sure they have thought through the full effects of the sermon. In addition, each student will hand in an Exegetical Journal (see below) showing his or her work from text to sermon. Both of these documents must be handed to the small group leader just prior to your preaching.

- **Post Seminar Assignment** - Using the feedback received during the clinic preaching assignment, provide a two page, double-spaced, self-evaluation of the sermon you preached at the August Seminar. Half the paper should include what you thought you did well in the sermon; the second half should concentrate on what you need to improve based on the feedback received. You have one month following the seminar to write your evaluation.

**EXEGETICAL JOURNAL EXPLANATION:** At the time of preaching students will hand in to the instructor a full manuscript of the sermon along with an Exegetical Journal. The Exegetical Journal for each sermon should be comprised of approximately 4-6 pages of the relevant material discovered during preparation. It should be clear from the Journal how the student proceeds from the text(s) to the sermon. General background material on the biblical book, authorship, etc., is not necessary to include. Provide only the material that aids you as a preacher in identifying a clear, textually relevant direction for your sermon. Include the following material in your Exegetical Journals:

- **Translation:** At the top of your paper, cut and paste an English translation of your text. (Identify whether this is your translation or which published translation you are using; e.g., NRSV, NIV).

- **Rationale For Pericope:** Provide a rationale for selection of the pericope. If this is an assigned text, explain why you choose to shorten, lengthen, or keep the assigned pericope. If it is a text of your choice, explain how and why it was selected.

- **First Questions:** Include “first questions:” first questions are insights and issues that come up in your initial readings of the text. These may be issues to pursue in your technical work or questions to keep in mind as you proceed. At this point, answers to these questions are not expected.

- **Technical Studies:** These include any/all of the following and follow the model used by Long in “Witness of Preaching:”
• **Word Studies**: Look at the meaning of words in the Greek and/or Hebrew, relevant textual and translation problems, relation to other texts, redaction issues, form and source criticism, information relating to the text’s original setting and meaning, theological issues, etc. This section should include your research using lexicons and dictionaries, Gospel parallels, Bible encyclopedias, etc.

• **Historical, Geographical, Political, and Social Customs**: Look at the meaning of the setting of the text from any or all of these areas. This section should include your research using materials gleaned from your Introduction to the OT or to Introduction to the NT textbooks. It may also include the introductory sections of commentaries though not the body of the commentary.

• **Theological Insights**: Look at the theological issues that arise in the text. This section should include research using books and materials that address the theological concerns of the text. It is here, in this final stage of your technical work—and not before then—that the student may consult a few well-chosen commentaries. This portion of your notes is not simply a culling of interesting material from the exegetical work of commentary authors. Their work is used to supplement your own exegetical work and to check your own theological ideas as they develop.

• **Final Insights And Observations**: These “concluding observations” indicate how the discovery work of preparation has moved you toward a sermon idea. Here, you draw conclusions; answer lingering questions; show how the text points you toward a useful message for your context. Your theological judgment is highly valued in this section, since you as the preacher are the one entrusted with bringing forth and sharing the meaning of a text with your listeners.), and a “focus and function statement” (your Journal should conclude with these statements. If you need help in how to formulate these statements, please refer back to Tom Long’s *Witness of Preaching*, pp. 78-91). Here are Long’s definitions of such statements:

  ▪ **Focus statement**: “a concise description of the central, controlling, and unifying theme of the sermon. In short, this is what the sermon will be about.”
  ▪ **Function statement**: “a description of what the preacher hopes the sermon will create or cause to happen for the hearers.”

• **Bibliography**: Sources for all your studies are expected at the end of your Journal in typical bibliographical form. However, it is expected that the common standards of attribution of other people’s work be followed in both sermons and throughout the Exegetical Journal.

**Rationale for the Exegetical Journal**: In your Journal, we want to see whom you have been reading. Preachers frequently borrow titles, illustrations, concepts, plots, and themes from others. This is neither a mistake nor is it a problem. But, it should be appropriately attributed.

**Style of the Exegetical Journal**: In your Exegetical Journal the use of appropriate footnotes using either MLA or Chicago Style should be made. Consider it an academic document. In delivered sermons, subtle but clear techniques can be employed to indicate
borrowed ideas or phrases. Please do not overdo this. If you cite something, do it with subtlety. Consider the sermon a practical document. No footnotes are needed for it.

**Grading**

Asbury Theological Seminary uses the 4.00-point system for grading and evaluation. See the course catalog for further information.

**Grading and Evaluation**

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>4.00-point System</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Exceptional work: surpassing outstanding achievement of course objectives</td>
</tr>
<tr>
<td>A-</td>
<td>*3.70</td>
</tr>
<tr>
<td>B+</td>
<td>*3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00 Good work: strong, significant achievement of course objectives</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
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<tr>
<td>C</td>
<td>2.00 Acceptable work: basic, essential achievement of course objectives</td>
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<tr>
<td>C-</td>
<td>1.70</td>
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<tr>
<td>D+</td>
<td>1.30</td>
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<tr>
<td>D</td>
<td>1.00 Marginal work: inadequate, minimal achievement of course objectives</td>
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<tr>
<td>D-</td>
<td>.70</td>
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<tr>
<td>F</td>
<td>Unacceptable work: failure to achieve course objectives</td>
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<tr>
<td>CR</td>
<td>Credit: assumes work of a “C” or better</td>
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<tr>
<td>NC</td>
<td>No credit: marginal work; will not receive credit</td>
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<tr>
<td>PC</td>
<td>Provisional credit</td>
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<tr>
<td>AUD</td>
<td>Audit</td>
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<tr>
<td>WD</td>
<td>Withdraw</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete work</td>
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* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

**Grade Letters**

<table>
<thead>
<tr>
<th>Highest %</th>
<th>Lowest %</th>
<th>Letter</th>
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</thead>
<tbody>
<tr>
<td>100.00 %</td>
<td>95.00 %</td>
<td>A</td>
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<td>73.99 %</td>
<td>70.00 %</td>
<td>C-</td>
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<tr>
<td>69.99 %</td>
<td>67.00 %</td>
<td>D+</td>
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Course Evaluations

After this course has been completed, you will fill out a course evaluation for the course by the end of the semester. To access the evaluation, click on the course evaluation link, https://asburyseminary.tk20.com. Then:

- Locate the Pending Tasks area.
- Click on the link that has the course information for your course(s).
- Click on the Course Evaluation Form tab.
- Complete all course evaluation fields.
- Click Submit.

Tentative Course Schedule

Residency Seminars: On-Campus Classes
- Monday, Tuesday, Thursday, Friday: 8:30 a.m. – 5:00 p.m.
  - Lunch: 12:00 – 1:30 p.m.
- Wednesday:
  - Course: 8:30 a.m. – 11:30 a.m.
  - Chapel: 11:30 a.m. – 12:00 p.m.
  - Lunch: 12:00 – 1:30 p.m.
  - D.Min. Leadership Studio: 1:30 – 5:00 p.m.

Online Interactions
- 90 days before seminar: Online course furnished with all course design/materials (students begin reading)
- 90 days before seminar: Online interactions may begin. Note: Online Course Opens April 1 for Summer; October 1 for Winter.
- 90 days after seminar: Post-session work due
- Grades Due: Last Day of Term
  - January cohort: Last day of Spring term
  - Summer cohort: Last day of Fall term

Final Projects
- Grades Due: Last Day of Term (Approximately 120 Days, 4 Months After Class)
- Due 90 days after the last day of the seminar at the latest (calculate this date and announce to during class).
- Extensions MAY NOT be granted for poor planning/work overloads.
- Extensions may be granted due to illness, in extremely rare circumstances.
- Request an extension through an Academic Petition form (oneATS; under General Navigation\Departments\Enrollment Management & Student Services\Registrar\Forms
and Petitions (downloadable forms) Academic Petition: 
[https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf](https://one.asburyseminary.edu/sites/default/files/1%20Academic%20Petition%202012-2013_0.pdf).

### Expectations/Education Philosophy

The D.Min. learning experience is just that – an experience. Personal and community exercises challenge students to lean into new concepts and capacities. For knowledge to grow into understanding and activity to changed behavior, adults need to reflect. Reflecting critically in and on experience alters attitudes and perspectives, feelings and thoughts. John Wesley understood that humans are more than a brain; they are physical beings with emotions, relationships, spirits, and imaginations. Learning that transforms engages all of these dimensions. The Asbury D.Min. experience requires men and women to bring their whole selves to this three-year process. We approach the possibilities together, with expectations that only God can fulfill.

### Course Work/Hours

A “Credit Hour” at Asbury Theological Seminary is an amount of work represented in student learning outcomes (SLOs) and verified by evidence of student achievement that reasonably approximates not less than fifty-five (55) minutes of direct faculty instruction and a minimum of two and a half (2.5) hours out of class student work each week for the equivalent thirteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time. Furthermore, at least an equivalent amount of work shall be required for other academic activities including internships, practicums, studio work and other academic work leading to the award of credit hours. A faculty member desiring substantial changes must clear it through the dean of the school.

The expectation for most courses is 400-500 pages of assigned reading per credit hour or the equivalent of out of course work (Faculty Handbook, p. 78).

### Attendance Policy

Students are expected to attend all class sessions during residency.

Failing to complete assignments on time due to emergencies or heavy responsibilities in your ministerial assignment will reveal a failure to plan on your part rather than an emergency that requires an extension on the part of the professor.

Each student will be assigned a time to preach during the August seminar. Failure to preach or hand in the required material will result in failing the course. Late assignments will not receive full credit unless the professor grants permission before the due date.
Additional Assignment Guidelines

Assignments: All assignments are due by the stated due dates. Late assignments will result in 1/2 letter grade deduction per day. For example, an A paper turned in one day late becomes an A-, etc. After 5 days, assignments will no longer be accepted.

Preaching Assignments: You must preach on the day scheduled. We do not have ability to reassign preaching assignments. When you sign up for a preaching session both the time and date chosen is final and cannot be renegotiated.

Writing Format: Exegetical Journals require a full bibliography and appropriate footnotes (not endnotes). These should be done either in Turabian or Chicago style. Sermons do not require footnotes or citations.

Appendix 1: Rubrics

See next pages.
# Seminar II – Communicating To and For the Church

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Assessment</th>
<th>Exemplary=4</th>
<th>Accomplished=3</th>
<th>Developing=2</th>
<th>Beginning=1</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2: Summarize personal insights gained from practicing the ancient prayer process, Examen.</td>
<td>Examens reflection, Leadership Formation Portfolio</td>
<td>Reveals practice of Examen done in earnest over a specified time; insightful reflections address current ministry, relationships with God, family, &amp; neighbor, as well as most postures of a maturing Christian leader.</td>
<td>Reveals practice of Examen done in earnest over a specified time; insightful reflections address most of the following: current ministry, relationships with God, family, &amp; neighbor, as well as some postures of a maturing Christian leader.</td>
<td>Reveals practice of Examen done sporadically with no specific time frame; reflections address some of the following: current ministry, relationships with God, family, &amp; neighbor, as well as few postures of a maturing Christian leader.</td>
<td>Reveals practice of Examen not observed; reflections do not address the following: current ministry, relationships with God, family, &amp; neighbor, as well as postures of a maturing Christian leader.</td>
<td>D.Min. Team</td>
</tr>
</tbody>
</table>

<p>| SLO #1: Demonstrate the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century. | Prophetic Preaching Series | <strong>Performance Indicator #1:</strong> The sermon is situated within the canonical context. Perceptively engages the text in its immediate context and grasps the richness of the text's situation within the biblical narrative. | <strong>Performance Indicator #1:</strong> The sermon is situated within the canonical context. Intentional and coherent engagement of the biblical text within the immediate context and the biblical narrative. | <strong>Performance Indicator #1:</strong> The sermon is situated within the canonical context. General awareness of the pericope's immediate context and its situation within the biblical narrative. | <strong>Performance Indicator #1:</strong> The sermon is situated within the canonical context. Minimal canonical awareness. Atomistic treatment of the passage. | Faculty |
| | | <strong>Performance Indicator #2:</strong> The sermon’s focus is appropriate to the sermon text. The sermon focus demonstrates substantial theological fidelity with the sermon text. | <strong>Performance Indicator #2:</strong> The sermon’s focus is appropriate to the sermon text. The sermon focus demonstrates a general theological import of the | <strong>Performance Indicator #2:</strong> The sermon’s focus is appropriate to the sermon text. The sermon focus is underdeveloped and offers minimal theological | <strong>Performance Indicator #2:</strong> The sermon’s focus is appropriate to the sermon text. The sermon focus is underdeveloped and offers minimal theological | |</p>
<table>
<thead>
<tr>
<th>SLO #2: Demonstrate the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities</th>
<th>Clinic Sermon #1</th>
<th>sermon text.</th>
<th>awareness of the theological import of the sermon text.</th>
<th>reflection in relation to the sermon text.</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Indicator #1:</strong> The sermon conveys the identity and action of God.</td>
<td>Demonstrate a general awareness of the identity and action of God observed in the biblical text.</td>
<td>Demonstrates a general awareness of the identity and action of God observed in the biblical text.</td>
<td>Superficial attention to the identity and action of God observed in the text.</td>
<td>Performance Indicator #1: The sermon conveys the identity and action of God.</td>
<td>Performance Indicator #1: The sermon conveys the identity and action of God.</td>
</tr>
<tr>
<td><strong>Performance Indicator #2:</strong> The sermon components are integral to the sermon focus.</td>
<td>The sermon components demonstrate a high level of congruency with the sermon focus.</td>
<td>The sermon components only superficially relate to the sermon focus.</td>
<td>The sermon components provide uneven support in relation to the sermon focus.</td>
<td>Performance Indicator #2: The sermon components are integral to the sermon focus.</td>
<td>Performance Indicator #2: The sermon components are integral to the sermon focus.</td>
</tr>
<tr>
<td><strong>Performance Indicator #3:</strong> The sermon addresses the life of the listener.</td>
<td>Perceptive and insightful understanding of the listener's context.</td>
<td>General awareness of the listener's context.</td>
<td>Minimal or superficial awareness of the listener's context.</td>
<td>Performance Indicator #3: The sermon addresses the life of the listener.</td>
<td>Performance Indicator #3: The sermon addresses the life of the listener.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO #3: Demonstrate the missional leadership capacity to preach prophetic sermons that</th>
<th>Sermon #2</th>
<th>Performance Indicator #1: Use of words and ideas are appropriate for both the text and the listeners.</th>
<th>Performance Indicator #1: Use of words and ideas are appropriate for both the text and the listeners.</th>
<th>Performance Indicator #1: Use of words and ideas are appropriate for both the text and the listeners.</th>
<th>Faculty</th>
</tr>
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<tbody>
<tr>
<td><strong>Performance Indicator #1:</strong> Use of words and ideas are appropriate for both the text and the listeners.</td>
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<td>Performance Indicator #1: Use of words and ideas are appropriate for both the text and the listeners.</td>
<td>Performance Indicator #1: Use of words and ideas are appropriate for both the text and the listeners.</td>
</tr>
<tr>
<td>Address and call the church to live in faithful obedience to the Word in the power of the Spirit.</td>
<td>Exemplary choice of ideas and words that are well suited for the text and context. Sermon gives significant evidence of the exercise of Christian witness and discernment.</td>
<td>Thoughtful choice of ideas and words that are suited for the text and context. Sermon gives evidence of the exercise of Christian witness and discernment.</td>
<td>Listeners.</td>
<td>Choice of ideas and words are acceptable for the text and context. Sermon gives acceptable evidence of the exercise of Christian witness and discernment.</td>
<td>Listeners.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Performance Indicator #2:</strong> The preacher’s relational, embodied witness (ethos) is congruent with the text and context.</td>
<td>A high level of congruence between the preacher, text &amp; context.</td>
<td>Congruency observed between the preacher, text &amp; context.</td>
<td><strong>Performance Indicator #3:</strong> Sermon delivery (nonverbal cues) is engaging.</td>
<td><strong>Performance Indicator #2:</strong> The preacher’s relational, embodied witness (ethos) is congruent with the text and context.</td>
<td><strong>Performance Indicator #3:</strong> Sermon delivery (nonverbal cues) is engaging.</td>
</tr>
<tr>
<td><strong>Performance Indicator #3:</strong> Sermon delivery (nonverbal cues) is engaging.</td>
<td>Highly engaging.</td>
<td>Appropriately engaging.</td>
<td><strong>Performance Indicator #2:</strong> The preacher’s relational, embodied witness (ethos) is congruent with the text and context.</td>
<td>Partial and inconsistent congruence between the preacher, text &amp; context.</td>
<td><strong>Performance Indicator #3:</strong> Sermon delivery (nonverbal cues) is engaging.</td>
</tr>
<tr>
<td><strong>Performance Indicator #3:</strong> Sermon delivery (nonverbal cues) is engaging.</td>
<td>Appropriately engaging.</td>
<td><strong>Performance Indicator #2:</strong> The preacher’s relational, embodied witness (ethos) is congruent with the text and context.</td>
<td><strong>Performance Indicator #3:</strong> Sermon delivery (nonverbal cues) is engaging.</td>
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</tr>
</tbody>
</table>
Appendix 2: Leadership Formation Portfolio

Leadership Formation Portfolio

The Asbury Seminary D.Min. program blends a rigorous academic preparation with historic practices of formation and development. These elements combine in a formative process called the "Leadership Formation Portfolio." Program participants develop a formative community – journey partners, faculty fellows, cohort peers and dissertation coaches – that contributes to the achievement of formational priorities, postures and practices. Each of the Leadership Formation Portfolio items, and the procedures for completing these formatively, are described in the D.Min. handbook. As a means of offering an evidence-based description of the program’s impact for leadership formation, each of these items constitute means of assessment for the D.Min. Program. Each Portfolio Item is represented by a corresponding assessment that will serve as documentation or evidence of completion in Tk20.

### Formative Exercises

<table>
<thead>
<tr>
<th>Journey Partners</th>
<th>Journey Partners are family, members, mentors, supervisors, co-workers or peers who provide accountability, helping you improve your leadership qualities over the 3-year experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>720 Degree Review (by 08/06/2015)</td>
<td>Your Journey Partners and you will each complete a 360° evaluation to provide you with a complete picture, or a “720° Review” – a view from within and from without – of the “Marks of a Transformative Leader,” (the program’s leadership competency model). You will experience this review before each residency.</td>
</tr>
<tr>
<td>Examen Prayer Retreat (by 08/06/2015)</td>
<td>The Examen is an ancient prayer process, offering disciples a five-movement contemplative habit for a spiritually examined life, practiced before each residency.</td>
</tr>
<tr>
<td>Rule of Life</td>
<td>A Rule of Life is a conscious, written statement of Spiritual goals and guidelines designed to keep God and his commands in the center of your life (DM910).</td>
</tr>
<tr>
<td>Wellness Lifestyle Declaration</td>
<td>The Wellness Lifestyle Declaration is a “challenge by choice” initiative that allows program participants to make mentionable their visions, commitment and practices of increased intentionality in holistic lifestyle stewardship pertaining to such priorities as physical, emotional and spiritual health. The declaration addresses nutrition, exercise, stress, resource stewardship and creation care.</td>
</tr>
<tr>
<td>Auto-Ethnography</td>
<td>Auto-Ethnography is a process of self-discovery in which the writer shares from personal experience, deriving cultural, political and social meaning from these reflections.</td>
</tr>
<tr>
<td>Lectio Continua (2nd residency)</td>
<td>Lectio Continua is the ancient practice of reading the Scripture together, in sequence, over a specified period of time. This is addressed during the second residency.</td>
</tr>
<tr>
<td>Legacy Group Formation</td>
<td>Legacy Groups serve as a type of small group and are designed to help you grow as a whole person, that is body, mind and soul.</td>
</tr>
<tr>
<td>LEAD Initiatives (2nd residency)</td>
<td>“L.E.A.D.” stands for “Leadership Evaluation and Development” Initiatives. These are experiences in which cohort members are immersed in simulated or actual leader-needy situations that demand an agile response. LEAD Initiatives are opportunities for faculty, program staff, and peers to participate in the observation, and evaluation of episode-based leadership during residencies. LEAD Initiatives may occur on campus, field trips, rope courses, sponsored ministry visits or in “least expected” moments in and out of the classroom which provide opportunity for peers to debrief leadership-intensive learning moments.</td>
</tr>
<tr>
<td>Ministry Transformation Project (Dissertation)</td>
<td>The Ministry Transformation Project combines a self- and community-directed learning process. As an extended diagnostic effort, the project is designed to allow participants to experiment, explore, collaborate and practice new learning in their own ministry communities. The project is completed in five distinct stages. Each stage...</td>
</tr>
</tbody>
</table>
corresponds to both a residency (see below) and a chapter in a research dissertation. Self-paced online video instructional modules facilitate orientation to each chapter. The five stages are:

- First Steps and Chapter 1: Introduction (Year 1)
- Chapter 2: Literature Review (Years 1-2)
- Chapter 3: Data Collection Plan (Year 2)
- Chapter 4: Data Analysis Plan (Years 2-3)
- Chapter 5: Findings Report (Year 3)

Appendix 3: Supplemental Resources/Bibliography

**Preaching and Creativity**


**Cross-Cultural Preaching**


**Prophetic Preaching**


**Preaching, Philosophy, and Speech**


Appendix 4: Policies

Accessing Library Resources

1. General Questions:

The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons can be reached at our website: asbury.to/library, via phone at 800.2ASBURY or 859.858.2100, and via email at information.commons@asburyseminary.edu. Students are also encouraged to send questions to the Information Commons via SMS/text at 859.903.0464.

2. Materials Requests:

To search the library catalog for available materials, use the links on the library website or the search box located in your online course center. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be mailed back or returned to the library at either campus.

Online students may request books, photocopies, or emailed attachments of journal articles/portions of reference books from the library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

3. Research Assistance:

Students should contact the Information Commons for research assistance. Help is available for general research questions including how to find course materials online or navigate online library resources. Advanced research appointments are available for students needing assistance in the research process.

4. Online Databases and Resources:

Asbury Scholar - Users can perform a search for books, journal articles, eBooks, and more by using Asbury Scholar. Search results of all material types can be aggregated conveniently in a single results list, or narrowed down as specifically as a user requires. A search box and direct links to Asbury Scholar can be found on the library’s website at asbury.to/library.
Complete Resource List - Alternatively, direct links to resources have been arranged alphabetically on the Complete Resource List. In some cases this may allow the user to access site-specific features not otherwise available. To access the library’s online resources including the library catalog, online journal databases, encyclopedias, and more, go to the Complete Resource List at http://guides.asburyseminary.edu/resources.

5. **Technology Questions:**

Students can receive support for accessing their online classroom, using electronic resources, or other technological problems related to Asbury Seminary coursework by contacting the Information Commons. Longer appointments for training in supported Bible software or supported bibliographic management software are also available.

**Plagiarism**

Academic integrity is expected from every student. Plagiarism, that is, “presenting…another’s ideas or writings as one’s own,” is considered a serious violation of trust and not acceptable. Detailed information including penalty for plagiarizing is to be found in the Student Handbook.

**Turnitin**

If your course is using Turnitin.com as a form of detecting plagiarism, students would find this information useful for checking their own work.

The following is a sample Turnitin.com statement:

In this course we may utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an large database of student papers that grows with each submission. Accordingly, you may be expected to submit assignments in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process, visit http://www.turnitin.com.

**Copyright Policies**

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of
copyright law.

Online Media Copyright Information

By using this material, you are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is prohibited.

Americans With Disabilities Act Information

Asbury Theological Seminary provides reasonable accommodation for qualified students with disabilities on an individualized basis. If you are a student with a disability, and believe you are in need of reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer, located in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning at or before the start of the term and generally are not provided retroactively, please contact an Accommodations Officer as soon as possible.

Online Section Descriptions and Communication Guidelines

The Online Classroom is built upon the open-source Moodle platform. By logging into http://one.asburyseminary.edu and clicking on the Online Campus tab (upper right corner) you will have access to this course and be able to collaborate with participant-colleagues and me throughout the course.

The following are functions with which you should familiarize yourself:

1. The Course Information Center contains many features to be used throughout the semester: a) Course News and Announcements, where I will post items important for the entire class; b) Syllabus, where a copy of the syllabus is provided; c) To Professor, which is a way for you to post a message directly to me and we can discuss an issue privately; d) Course Questions, which is a public forum where you can publicly post any questions you have regarding the course so others may see your message and respond. Anytime you have a question or comment about the course, the schedule, the assignments, or anything else that may be of interest to other participants and me you should post it to the Course Questions Forum; e) Prayer Forum, which is a public forum where you can post prayer concerns and praises for all to see. This is a way for us to build community; f) Open Forum, which is a public forum where you can post anything that is not course-related for all to see. Examples include someone getting married, an upcoming birthday, discussions on topics not course-related, etc. This is a way for us to build community.

2. Modules, which are located below the Course Information Center, will contain forums where group discussions will take place, documents or other files to download or view
online, and assignment links where you will post your assignments to me. Modules will be clearly labeled so you can follow along during the semester.

**Online Support Contact Information**

For technical support, library research support, library loans and Online media contact Information Commons:

email: information.commons@asburyseminary.edu  
Phone: (859) 858-2100;  
Toll-free: (866) 454-2733

For general questions and administrative assistance regarding the Online program, contact Dale Hale:

email: ExL.Office@asburyseminary.edu  
Phone: (859) 858-2393

**Withdrawal from Seminary**

A student who, for any reason, finds it necessary to withdraw from school at any time other than at the close of a term is required to obtain official approval. Permission to withdraw shall be secured from the Office of the Registrar. A grade of “F” shall be recorded for all courses from which a student withdraws without permission or after the deadline stated in this catalog. A student who withdraws from Asbury Theological Seminary and later decides to return as a student will be required to reapply for admission. Lack of attendance does not constitute a withdrawal.

**The Tk20 Portfolio Account**

The Tk20 Portfolio allows Asbury D.Min. participants to collect, submit, review and update program/course assignments throughout the entire three-year program.

To access Tk20:

- Open an Internet browser.
- Enter [https://asburyseminary.tk20.com](https://asburyseminary.tk20.com) into the URL field.
- Login to the Asbury Seminary oneATS Network, using your username and password.
- In the upper left corner of the screen, click on the Portfolios tab.
- Click on the D.Min. E-Portfolio link.
- Click on the appropriate tab (Journey Partners, Auto-ethnography, etc.)

- Select “Click to Attach” and follow the instructions on screen to upload files.

**Statement on Inclusive Language**

It is the policy of Asbury Theological Seminary to use inclusive or non-sexist language in all Seminary publications, literature and communications. The faculty of Asbury Theological Seminary has adopted the following statement recommending the use of nondiscriminatory language by all members of the Seminary community.

Rooted deeply within the history and heritage of Methodism is the active participation in the lifting of oppression in any form so as to extend and implement the freedom of the gospel to all whom God has created and seeks to redeem. The record of Wesleyans on behalf of women is impressive and honorable and should be furthered by the modern offspring of Wesley.

Language does make a difference. When terms create certain feelings, we respond to these feelings for the sake of fostering relationships. We do not bind ourselves to etymology or even historical usage, for history is always thrusting us into new situations and struggles. We are constantly adapting our language in order to be responsible and effective communicators.

Language does not create a problem nor does language solve a problem, but language may contribute to both sometimes in obvious ways, more often in subtle ways. It is the intent of the “Suggestions for Inclusive Language” to help sensitize the Asbury Theological Seminary community to some of the cultural problems related to using previously accepted gender specific references as generic terms and to provide help in moving beyond our present habits to more just expressions.