

Asbury Theological Seminary Syllabus



Doctor of Ministry Program

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 15 – 19, 2016
- Location/Campus: Wilmore, KY

Contact Information

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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. Dr. Frymire spent the first 30+ years of his vocational calling in pastoral ministry in the Church of God, Anderson. He pastored congregations in Pennsylvania, Florida, Indiana, and California. He is a graduate of Anderson University with a major in Biblical Studies. He has an M.A. Rel. and a M.Div. from Anderson School of Theology. He received his Ph.D. in Practical Theology with an emphasis in Homiletics from Fuller Theological Seminary in 2010. After graduating, he spent two years teaching Preaching and Speech Communication at Princeton Theological Seminary. Since August of 2012 he has been the Associate Professor of Homiletics at Asbury Theological Seminary's Florida campus and was appointed Dean of the Chapel there in the summer of 2013. He is married to Rev. Joan Frymire and has three sons: Doug, Jonathan, and Joel. All three of his children are serving in full-time pastoral ministry. He is the author of the book, *Preaching the Story: How to Communicate God's Word Through Narrative Sermons*.

Jessica LaGrone, M.Div. Rev. LaGrone is the Dean of the Chapel of Asbury Theological Seminary's Kentucky campus. She is an ordained elder in the Texas Annual Conference of the United Methodist Church. Rev. LaGrone holds a Bachelor's degree in Biology from Southwestern University in Georgetown, TX and is a 2002 M.Div. graduate of Asbury Theological Seminary where she was awarded the 2002 Stanger Preaching Award. She came to Asbury after serving as a pastor for 13 years in Texas, most recently as an Associate Pastor of the 12,000-member The Woodlands United Methodist Church near Houston, Texas. During her ministry there one of her key responsibilities was the oversight of the weekly worship services, including liturgical, blended and contemporary services. She was the

founder and teacher of the Radiant Bible Study that brought together nearly 400 women every week for the study of God's Word. She is a frequent speaker and guest preacher at churches around the country. She is married to Jim LaGrone and has two children, Drew and Kate, ages six and four. She is the New Testament presenter on the new *Disciple Bible Study Fast Track* series and the author of several books, including *Namesake* and *Broken and Blessed*.

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.

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 #1)

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)

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

- Alcántara, Jared E. *Crossover Preaching: Intercultural-Improvisational Homiletics in Conversation with Gardner C. Taylor*. Strategic Initiatives in Evangelical Theology. IVP Academic, 2015. 352 pp. ASIN: B017J89YS4
- Bos, Rein. *We Have Heard That God Is With You: Preaching the Old Testament*. Wm B. Eerdmans Publishing, 2008. 400 pp. ASIN: B004GGT046
- Brueggemann, Walter. *The Practice of Prophetic Imagination: Preaching an Emancipating Word*. Fortress Press, 2012. 192 pp. ASIN: B00APJRMVQ
- Guthrie, Steven R. *Creator Spirit: The Holy Spirit and the Art of Becoming Human*. Baker Academic, 2011. 240 pp. ASIN: B004XM3W4M
- Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke - Acts to Contemporary Christians*. Wm B. Eerdmans Publishing, 2011. 198 pp. ASIN: B0064MTO6E
- McKenzie, Alyce M. *Novel Preaching: Tips from Top Writers on Crafting Creative Sermons*. 1st ed. Louisville, Ky.: Westminster John Knox Press, 2010. 191 pp. ASIN: B00SLHGWG0
- McMickle, Marvin A. *Where Have All the Prophets Gone? Reclaiming the Prophetic Preaching in America*. Pilgrim Press/United Church Press, 2006. 160 pp. ASIN: B005TMUWRA
- Storey, Peter John. *With God in the Crucible: Preaching Costly Discipleship*. Abingdon Press, 2010. 176 pp. ASIN: B0052EFW2A

- Tisdale, Tubbs Leonora. *Prophetic Preaching: A Pastoral Approach*. Westminster John Knox Press, 2011. 155 pp. ASIN: B004T4WC5Y

Total pages: 2,064

Assignments

Pre-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Jeremiah Prophetic Preaching Sermon Series	#1, 2	<p>Using the Brueggemann, Bos and Tisdale texts as guides, create a four-week prophetic preaching series concentrating on prophetic topics/texts in the book of Jeremiah.</p> <p>You do not have to create the sermons, but you do have to provide the following information for each sermon in the series:</p> <ul style="list-style-type: none"> • Title for the series • An overall theme of the series and why you have chosen that theme (1-2 paragraphs) • Information on each proposed sermon, including: <ul style="list-style-type: none"> ○ <u>Title of each sermon</u>. Each title should relate to the overall title of the series. If you need to explain the title, do so in a single paragraph. ○ <u>Text that will be preached</u>. Each sermon must have a text that will form the basis of the preaching event. You have your choice of any text in Jeremiah. ○ <u>Prophetic nature of the sermon</u>. 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. ○ <u>A short paragraph</u> about why you chose this particular text 	<p>20%</p> <p>Due: 5/31/2016.</p>	Faculty

		<p>for the sermon/series.</p> <ul style="list-style-type: none"> Each of the three texts should be referenced in some way in the series. <p>The total series submission for all four sermons should not exceed two pages, or 850 words.</p>		
Assignment #2: Luke/Acts Prophetic Preaching Sermon Series	#1,2	<p>Using the Johnson, Guthrie, and McKenzie texts as guides, create a four-week prophetic preaching series concentrating on prophetic topics/texts in either Luke or Acts that relate to the role and/or function of the Holy Spirit.</p> <p>See Assignment #1 for other sermon series details.</p>	20% Due: 6/30/2015.	Faculty
Assignment #3: Cross Cultural Prophetic Preaching Sermon Series	#1, 2	<p>Using the Alacantara, Storey, and McMickle texts as guides, create a four-week prophetic preaching series concentrating on cross cultural prophetic preaching.</p> <p>This is a series built around the theme of prophetic preaching across cultures or across racial lines. Two of your sermons should be from the Old Testament and two should be from the New Testament. This is not optional.</p> <p>See Assignment #1 for other sermon series details.</p>	20% Due: 8/1/2016.	
Assignment #4A: Sermon Preparation	#1, 2, 3	<p>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.</p> <p>Be prepared to preach this sermon in English. Prepare and bring with you all exegetical materials in the form of:</p> <ul style="list-style-type: none"> An Exegetical Journal (details are provided in the syllabus and will be placed in the online classroom). A full manuscript of the sermon to give to your Preaching Group 	10% Due: 8/16-18/2016.	Faculty

		leader. Hard copies of Exegetical Journal and manuscript are due at the time of preaching (to be scheduled at the seminar).		
In-Residency (5 Days)*				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #4B: Sermon Preaching	#2	During the seminar, students will preach (15 minutes long) from the sermon that they have prepared from one of the sermon series assignments. A small group discussion format will be used for all preaching sessions. Schedules for preaching times will be worked out at the seminar.	25% Due: 8/16-18/2016.	Faculty
Post-Residency (90 Days)				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #5: Sermon Preaching Self-Evaluation	#2	Using the feedback received during the Sermon Preaching assignment, provide a three page, double-spaced, self-evaluation of the sermon you preached at the August seminar. See below for other self-evaluation details.	5% Due: 10/1/2016.	Faculty

SUMMARY OF ASSIGNMENTS:

- **Reading:** While no book reviews will be required, students are expected to be able to discuss each of the books at the August seminar 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 Old Testament, the New Testament, and preaching in a cross cultural/cross racial environment.
- **Sermon Series:** Each student will prepare a 4-week sermon series one per month in May, June, and August.
- **Sermon Preaching:** Each student will preach (15 minutes long) 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
- **Preaching Self-Evaluation:** Using the feedback received during the clinic preaching assignment, provide a self-evaluation of the sermon you preached at the August seminar. Page One should include what you changed in the sermon from your first attempt while on the field; Page Two should concentrate on what you thought you did well in the sermon; Page Three should concentrate on what you need to improve based on the feedback received.

Grading Summary

Assignment	Weight	Outcome	Description (Method of Assessment)
1. Sermon Preparation and Preaching	35 pts.	2	Sermon manuscript, Exegetical Journal, oral evaluation, and written evaluation of the sermon.
2. Prophetic Preaching Sermon Series	20 pts. each	1-3	Three 2-page written papers describing and detailing each sermon series.
3. Sermon Preaching Self-Evaluation	5 pts.	1-3	Written self-evaluation based upon reaction materials from the small group and the group leader.
4. TOTAL	100 pts.		

EXEGETICAL JOURNAL:

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, etc.).

- **Rationale for Pericope:** Provide a rationale for selection of the pericope. Explain how and why it was selected.
- **First Questions:** Include “first questions.” These 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 may include any/all of the following:
 - **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, and the like.
 - **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 like Introduction to the Old Testament or to Introduction to the New Testament textbooks. It may also include the introductory sections of commentaries, though not the body of a 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 you 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. Your Journal should conclude with both “focus and function statements” (from Tom Long’s *Witness of Preaching*):
 - **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: 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: In your Exegetical Journal the use of appropriate footnotes using either MLA 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:

A	*4.00 Exceptional work: surpassing outstanding achievement of course objectives.
A-	*3.70
B+	*3.30
B	3.00 Good work: strong, significant achievement of course objectives
B-	2.70
C+	2.30
C	2.00 Acceptable work: basic, essential achievement of course objectives
C-	1.70
D+	1.30
D	1.00 Marginal work: inadequate, minimal achievement of course objectives
D-	.70
F	.0 Unacceptable work: failure to achieve course objectives
CR	Credit: assumes work of a “C” or better
NC	No credit: marginal work; will not receive credit
PC	Provisional credit
AUD	Audit
WD	Withdraw
IP	In Progress
I	Incomplete work

* Meets Advanced Research Programs standard. (See specific degree graduation requirements.)

Grade Letters

Highest	Lowest	Letter
100.00 %	95.00 %	A
94.99 %	90.00 %	A-
89.99 %	87.00 %	B+
86.99 %	84.00 %	B
83.99 %	80.00 %	B-
79.99 %	77.00 %	C+
76.99 %	74.00 %	C
73.99 %	70.00 %	C-
69.99 %	67.00 %	D+
66.99 %	64.00 %	D
63.99 %	60.00 %	D-
59.99 %	0.00 %	F

Additional Assignment Guidelines

Only students who submit assignments on time can expect faculty feedback on their assignments. At the faculty's discretion, late assignments can receive a grade, but additional feedback is not required from the faculty.

If students fail to submit any of the course assignments, they will receive a failing grade for the course. If the professor agrees to evaluate an assignment after final grades have been submitted, the student must complete a Grade Conversion Request form from the Registrar's office to remove the failing grade ("F") from their record. This form is found on oneATS.

To locate the form:

- Go to **one ATS** (<https://one.asburyseminary.edu>)
- Sign into oneATS.
- On the left sidebar, in the Student Navigation section, click on the **Registrar's Office** link.
- Click on the **Forms and Petitions** link.
- Click on the **Grade Conversion Request** link to download the form.
- Complete the form and submit it to the Registrar's office per the instructions at the top of the form.

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. Late assignments will not receive full credit unless the professor grants permission before the due date.

Please remember that all the members of this class are involved in active ministry assignments. 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.

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 sessions both the time and date chosen is final and cannot be renegotiated. Failure to preach or hand in the required material will result in failing the course.

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

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).

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.

Students may expect from the professors that they will be prepared for class – both lecture and discussion. The professors anticipate the same from each student. The discussion portions of this class are designed to take place following work done by the students. Preparation of reading material, papers, and other aspects of the class will be fundamental for the full experience of learning in the class. Students may expect timely return of materials that are submitted for grading.

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 D.Min. courses is 1,800 – 2,400 pages of assigned reading per 4-hour course or the equivalent of out-of-course work (Faculty Handbook).

Attendance Policy

Students are expected to attend all class sessions during residency.

How to Submit Your Work

All papers must include a formal title page and be formatted with MLA style formatting, unless otherwise indicated by faculty.

Students will upload all assignments to their online course classroom.

To upload an assignment:

1. Log into **oneATS** (<http://one.asburyseminary.edu>).
2. Enter your username and password.
3. In the upper right corner of the screen, click on **Online Courses**.
4. In the Navigation section, click on **My courses**.
5. Click on the **course number** for your course (see Page 1 of this syllabus).
 - a. Note: Make sure that the correct term and year appear in parentheses after the course number (e.g., SU = Summer, JA = January, etc.)
6. Upload your document in the assignment section as indicated by the faculty for your course.
7. NOTE: To send an email to faculty for your course, email them directly using the email addresses on Page 1 of this syllabus. Do not use the “To the Professor” email feature in your online classrooms, as this system is not integrated with faculty’s daily email handling systems.

Incomplete Work

(Please note: You can only request an incomplete if your pre-residency assignments were completed on time, and if the “unavoidable emergency” caveat below occurs immediately before final assignments are due. A busy schedule or non-stop demands of family and ministry do not qualify as reasons for an incomplete; these are realities that all D.Min. students face.)

The official end of each term is 5 p.m. on the last day of the final exam week. The 5 p.m. deadline applies to handing in all course work. Each instructor may set an earlier deadline, but not a later deadline, for submission of any or all course work. Students must petition the Registrar for permission to receive an incomplete “I” grade and have the relevant faculty member’s support. The petition must be received before 5 p.m. on the last day of regularly scheduled classes (prior to the beginning of final exam week).

A grade of “I” denotes that course work has not been completed due to an unavoidable emergency (documentation may be requested). Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved “I,” a letter grade will be recorded based on grades received for completed work and an “F” grade assigned to incomplete work.

Incomplete grades shall be removed one calendar month prior to the close of the following semester unless an earlier date is designated by the Office of the Registrar on the individual petition. If the work is not completed by the time designated, the “I” shall be changed to an “F” unless a passing grade can be given based on work already completed or unless special

permission is granted by the Registrar. Professors are required to give either a grade or an “I,” if approved, to each student registered for credit in a course.

Students with incompletes in two or more classes will not be allowed to enroll in a new semester or term without permission from the Registrar.

Appendices

Appendix 1: Rubrics

See next pages.

Seminar II – Communicating To and For the Church

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
<p>CLO #2: Summarize personal insights gained from practicing the ancient prayer process, Examen.</p>	<p>Reflection paper written during orientation</p>	<p><i>Reveals practice of Examen done in earnest over a specified time; insightful reflections address current ministry, relationships with God, family, & neighbor, as well as most postures of a maturing Christian leader.</i></p>	<p><i>Reveals practice of Examen done in earnest over a specified time; insightful reflections address most of the following: current ministry, relationships with God, family, & neighbor, as well as some postures of a maturing Christian leader.</i></p>	<p><i>Reveals practice of Examen done sporadically with no specific time frame; reflections address some of the following: current ministry, relationships with God, family, & neighbor, as well as few postures of a maturing Christian leader.</i></p>	<p><i>Reveals practice of Examen not observed; reflections do not address the following: current ministry, relationships with God, family, & neighbor, as well as postures of a maturing Christian leader.</i></p>	<p>D.Min. Team Faculty</p>
<p>SLO #1: Demonstrate the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century.</p>	<p>Jeremiah Prophetic Preaching Sermon Series Luke/Acts Prophetic Preaching Sermon Series Cross Cultural Prophetic Preaching Sermon Series</p>	<p><i>Demonstrates, at an exemplary level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century.</i></p>	<p><i>Demonstrates, at an accomplished level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century.</i></p>	<p><i>Demonstrates, at a developing level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century.</i></p>	<p><i>Demonstrates, at a beginning exemplary level, the formational capacity to practice prophetic judgment in assessing the life and witness of the Church in the 21st century.</i></p>	<p>Faculty</p>
<p>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</p>	<p>Sermon Preparation</p>	<p><i>Demonstrates, at an exemplary level, 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</i></p>	<p><i>Demonstrates, at an accomplished level, 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</i></p>	<p><i>Demonstrates, at a developing level, the formational capacity to prepare sermons in light of the prophetic witness of the whole canon of Scripture that centers in the ministry of</i></p>	<p><i>Demonstrates, at a beginning level, 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</i></p>	<p>Faculty</p>

witness of congregations and ministry communities.		<i>and ministry communities.</i>	<i>deepens the witness of congregations and ministry communities.</i>	<i>Jesus Christ, especially as this practice deepens the witness of congregations and ministry communities.</i>	<i>this practice deepens the witness of congregations and ministry communities.</i>	
SLO #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.	Sermon Preaching Sermon Preaching Self-Evaluation	<i>Demonstrates, at an exemplary level, 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.</i>	<i>Demonstrates, at an accomplished level, 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.</i>	<i>Demonstrates, at a developing level, 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.</i>	<i>Demonstrates, at a beginning level, 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.</i>	Faculty

Grading Rubric Used by Faculty

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

Performance Indicator #1: The sermon is situated within the canonical context.

Exemplary	Accomplished	Developing	Beginning
Perceptively engages the text in its immediate context and grasps the richness of the text's situation within the biblical narrative.	Intentional and coherent engagement of the biblical text within the immediate context and the biblical narrative.	General awareness of the pericope's immediate context and its situation within the biblical narrative.	Minimal canonical awareness. Atomistic treatment of the passage.

Performance Indicator #2: The sermon's focus is appropriate to the sermon text.

Exemplary	Accomplished	Developing	Beginning
The sermon focus demonstrates substantial	The sermon focus appropriately conveys the	The sermon focus demonstrates a general awareness	The sermon focus is underdeveloped and offers minimal

theological fidelity with the sermon text.	theological import of the sermon text.	of the theological import of the sermon text.	theological reflection in relation to the sermon text.
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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.

Performance Indicator #1: The sermon conveys the identity and action of God.

Exemplary	Accomplished	Developing	Beginning
Perceptive and insightful understanding of the identity and action of God observed in the biblical text.	Appropriately conveys the identity and action of God observed in the biblical text.	Demonstrates a general awareness of the identity and action of God observed in the biblical text.	Superficial attention to the identity and action of God observed in the text.

Performance Indicator #2: The sermon components are integral to the sermon focus.

Exemplary	Accomplished	Developing	Beginning
Each of the sermon components demonstrates a high level of congruency with the sermon focus.	The sermon components are appropriate to the sermon focus.	The sermon components provide uneven support in relation to the sermon focus.	The sermon components only superficially relate to the sermon focus.

Performance Indicator #3: The sermon addresses the life of the listener.

Exemplary	Accomplished	Developing	Beginning
Perceptive and insightful understanding of the listener's context.	An appropriate understanding of the listener's context	General awareness of the listener's context.	Minimal or superficial awareness of the listener's context.

SLO #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.

Performance Indicator #1: Use of words and ideas are appropriate for both the text and the listeners.

Exemplary	Accomplished	Developing	Beginning
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.	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.	Choice of ideas and words are acceptable for the text and context. Sermon gives acceptable evidence of the exercise of Christian witness and discernment.	Marginal choice of ideas and words. Sermon gives weak and inconsistent evidence of the exercise of Christian witness and discernment.

Performance Indicator #2: The preacher’s relational, embodied witness (ethos) is congruent with the text and context.

Exemplary	Accomplished	Developing	Beginning
A high level of congruence between the preacher, text & context.	Congruency observed between the preacher, text & context.	Partial and inconsistent congruence between the preacher, text & context.	Marginal or limited congruence between the preacher, text and context.

Performance Indicator #3: Sermon delivery (nonverbal cues) is engaging.

Exemplary	Accomplished	Developing	Beginning
Highly engaging.	Appropriately engaging.	Moderately engaging.	Minimally engaging.

Appendix 2: Supplemental Resources/Bibliography

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Appendix 3: 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.common@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.common@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.

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.