



**All Nations Leadership Institute**  
[www.allnationsleadershipinstitute.com](http://www.allnationsleadershipinstitute.com)

### **Doer of the Word**

“And why call ye me, Lord, Lord, and do not the things which I say?” (Luke 6:46 KJV)

“But be ye doers of the word, and not hearers only, deceiving your own selves” (Jas 1:22).

Instructor: Pastor Adam Pilota

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Class Meeting Dates: January 20 to February 24, 2022

### **All Nations Leadership Institute Vision**

Our focus is to prepare and equip ministerial leaders for the various roles and capacities of Christian service in an increasingly urbanized, diverse church and globalized community.

### **All Nations Leadership Institute Mission**

In order to properly prepare and equip leaders, All Nations Leadership Institute provides learning experiences that are built on scriptural truths, using a conceptual framework of theory-to-practice and culturally-responsive teaching strategies.

### **Course Catalog Description**

First-century Jewish Christians struggled with persevering through hardship, maintaining good works, promoting peace in their churches, and living patiently in anticipation of the Lord’s return. They knew Jesus as the Way of life, but they needed a travel guide for walking that Way through life. This class focuses on authentic Christian living. It addresses cultivating mature faith within each Christian believer and deepens their understanding of the relationship between faith and works. In the midst of the struggles of everyday life, we can all use a dose of James’ hands-on Christianity and become doers of the Word.

## ASSIGNMENTS

### All Nations Leadership Institute Policy

#### **IMPORTANT TO NOTE:**

##### **Attendance Guidelines**

Class attendance contributes to the success of your learning experiences at ANLI. As our courses run six weeks in length, you should attend all of them. Even one missed class sets you behind in your studies. Upon the second absence, you must drop the class and retake it another time. You cannot attend further sessions during that specific block. Three late arrivals or early departures of more than ten minutes, in any combination, equal one absence.

##### Notes:

- If you are absent, make sure someone from class takes notes. ANLI posts all class documents on your course website. You still must turn in homework for the missed class on the due date.
- The teacher cannot assign points from a missed class because of nonparticipation in the weekly, in-class Activities. Conversely, **the instructor will deduct points for late arrival or early departure.**
- If you are running late to class or cannot attend a class session, please call (708) 385-6020, X113 or e-mail Pastor Debbie Strlek at [debbiestrlek@msn.com](mailto:debbiestrlek@msn.com).

##### Note:

- **You must complete this class with a “C” or better for elder or pastoral ordination eligibility—AND—submit all assignments weekly as scheduled.**
- **All materials are due on the submittal date. Late results in the drop of one letter grade per week.**

##### **Inclement Weather**

Beginning this year, if we have to close campus due to the weather, classes will resume on Zoom instead.

**Note:** Students often receive a low grade for homework due to not following its directions, submitting incomplete work, or turning in an assignment late. Following instructions, fully completing homework, and making deadlines demonstrate competencies critical to ministry leadership. Further, these competencies build skills for field application in ministry.

- Turn in all weekly assignments the following Thursday before class even if absent the prior week.
- Carefully read and reread the homework instructions, and then follow them.
- E-mail your homework to Pastor Pastor Pilota and a copy to Dr. Paron ([janparon@gmail.com](mailto:janparon@gmail.com)).

### **1. In-Class Activities (Weekly)**

You will receive up to 10 participation points for each session. All students must fully prepare to participate in all class activities. Missed in-class, on-line activities cannot be made up. If you are late and/or leave early, the instructor will deduct participation points for that part of the session.

### **2. Exit Slip (Weekly 2-6)**

The personal response is a reflection on weekly topic. This is an opportunity to share what you have learned and questions you might have. This assignment is not graded but a critically thought out response is expected each week as part of class participation.

### **3. Weekly Homework Projects (Due Weeks 2-6)**

These projects include word studies and essays supporting your understanding of Doer of the Word. Assignment description and directions will be available weekly.

### **4. Illustrated, Word-for-Word Sermon Draft (Due session 4—Up to 75 points)**

Turn in a sermon draft with an illustration and two to three, accompanying power point slides on session four. The draft will show exactly what you will say WORD-FOR-WORD in the actual sermon. Note your times throughout to help pace yourself.

Also, submit two to three power point slides fashioned as they would appear on the Jumbotron, noting each slides placement in the sermon. (Type your power point slides in Arial fonts.)

Additionally, describe your visual illustration and indicate where it appears in the sermon. Note: Your power point slides do not count as your illustration.

Pastor Pilota will provide feedback to you by session 5. His feedback will reflect sermon strengths, areas for revision, and possible clarification questions.

### **5. Sermon (Due Session 6)**

The sermon will pertain to one aspect of being a doer of the Word from the Book of James as approved by Pastor Pilota. The sermon must not exceed five minutes.

#### **Sermon Steps and Tips**

##### **Steps**

- Remain sensitive to the leading of the Holy Spirit. Let His will be done, not yours.
- Start with the topic. The topic should support the subject of your sermon.
- Develop the topic and its central proposition. Keep it narrow. Allotted time goes by very quickly.
- Choose the scripture reading that supports the topic and premise.
- Select your sermon delivery style and type. Think about your audience. Know yourself. Work with your strengths and talents.

- Structure your text. Make sure your central proposition supports your outline and runs all the way through.
- Illustrate the central proposition thoroughly, but simply.
- When you deliver your sermon, bring life to your message and reflect life!

### Grade Percentage and Corresponding Assignment Points

<b>ANLI Grading Scale</b>	100-98%	97-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	66-63%	62-60%	59% & below
<b>Grade/%</b>	<b>A+</b>	<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>

### Assignments, Due Dates, and Maximum Possible Points

<b>Assignments</b>	<b>Due</b>	<b>Possible Pts.</b>	<b>Weight</b>
<b>In-Class Discussions (Class participation)</b> (10 points each)	Sessions 1-6	Up to 60 points total	7%
<b>Weekly Homework (4)</b> 3 Exegesis (75 points each) and 4 Essay (100 points each)	Sessions 1-4	Up to 625 points total	70%
<b>Word-for-Word Sermon Draft</b>	Session 4	Up to 60 points total	7%
<b>Sermon</b>	Session 6	Up to 150 points total	17%
<b>Total Class Points</b>		<b>895 Points</b>	

### Course and Homework Schedule

Session Topic	Homework/Due Date
<b>Session 1</b>	
<b>Overview of the Book of James Trials</b>	Week One Homework Exit Slip 1
<b>Session 2</b>	
<b>Hearing and Doing the Word of God</b>	Week Two Homework Exit Slip 2
<b>Session 3</b>	
<b>Faith and Works Controlling What You Say</b>	Week Three Homework Exit Slip 3
<b>Session 4</b>	
<b>Two Kinds of Wisdom True Submission to God</b>	Week Four Homework Exit Slip 4 Word-for-Word Sermon Draft and PPT Slides
<b>Session 5</b>	
<b>Patience and Suffering Power of Prayer and Reconciliation</b>	Week Five Homework Exit Slip 5
<b>Session 6</b>	
<b>I Am a Doer of the Word Sermon (Bring hard copy)</b>	

**Doer of the Word Sermon Grading Rubric—Up to points cumulative (rev 8/19) 150 Points**

<b>SKILLS</b>	<b>Distinguished</b>	<b>Target</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
<b>Topic (Introduction)</b>	Appropriately focused introduction with clearly communicated purpose (thesis)	States a clear, basic main introduction to sermon with focus and its key points	Presents a partially developed introduction and key points  May need to make opening more clear	Launches into the sermon without an introduction or key points
	<b>29-27 points</b>	<b>26-24 points</b>	<b>23-21 points</b>	<b>20 points and below</b>
<b>Scriptural Context</b>	Clear and convincing command of Scripture that provide insightful explanations of content with biblical truth	Shows a command of Scripture with explanations providing some insight on content with biblical truth	Shows an emerging command of Scripture and may partially support key points throughout the sermon	Scripture does not support subject OR used incorrectly
	<b>29-27 points</b>	<b>26-24 points</b>	<b>23-21 points</b>	<b>20 points and below</b>
<b>Content</b>	Shows full subject development, mastery, problem solving, and application as it relates to Spiritual Disciplines	Somewhat articulates content development, mastery, problem solving, and application as it relates to Spiritual Disciplines	Inconsistent content development, mastery, problem, and application as it relates to Spiritual Disciplines	Unable to follow content development, mastery, problem, and application as it relates to Spiritual Disciplines
	<b>29 -27 points</b>	<b>26-24 points</b>	<b>23-21 points</b>	<b>20 points and below</b>
<b>Organization</b>	Clearly structured and logical speech with an engaging introduction, a sequenced body with appropriate transitions, and a clear and convincing conclusion	Clear attempt at a structured speech with a beginning, middle, and end with an attempt to use transitions	Uneven organization making it somewhat difficult to follow the speaker's ideas; sermon may wander off topic at times	Shows little or no attempt at structure; cannot follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
	<b>29-27 points</b>	<b>26-24 points</b>	<b>23-21 points</b>	<b>20 points and below</b>
<b>Delivery</b>	A combination of appropriate and effective eye contact, clarity and projection of voice, tone and pace, with gestures that significantly enhance the speaker's words	Some use of appropriate eye contact, clarity and projection of voice, tone and pace, and gestures but lacking one or more components	Lack of eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures make the sermon difficult to follow	Unable to follow sermon due to undeveloped eye contact, clarity and projection of voice, tone and pace, and/or appropriate gestures
	<b>29-27 points</b>	<b>26-24 points</b>	<b>23-21 points</b>	<b>20 points and below</b>

<b>Overall Effectiveness</b>	Speaker remains enthusiastic, holds audience attention, and goes beyond achieving purpose of presentation within specified time limit	Speaker shows basic enthusiasm for sermon, adequately holds audience's attention throughout, and stays within time limit	Speaker shows some enthusiasm, the audience remains mostly interested, and mostly achieves purpose of the sermon but does not adhere to specified time limit	Speaker lacks enthusiasm, the audience shows a lack of interest, and sermon does not achieve its purpose – Either went over or under the time limit
	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points and below</b>
<b>Totals</b>	<b>150 points</b>	<b>134 points</b>	<b>118 points</b>	<b>103</b>

**Doer of the Word Writing Rubric—Up to 100 points cumulative each essay**

	<b>Distinguished</b>	<b>Target</b>	<b>Acceptable</b>	<b>Needs Improvement</b>
<p><b>Relevancy of Content (Focus) (25%)</b></p> <p><u>Definition:</u> Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content</p> <p><b>ANLI Leadership Standard 1</b></p>	<ul style="list-style-type: none"> <li>states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay</li> <li>provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details)</li> <li>uses an introduction that launches and explains the main idea (thesis) and key points and thoughtfully composed closing that revisits and brings together main idea and key points</li> </ul>	<ul style="list-style-type: none"> <li>states a clear, basic main idea and its key points</li> <li>maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic</li> <li>uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis</li> </ul>	<ul style="list-style-type: none"> <li>presents a main idea; however, the reader may need to reread it to be clear about the writer’s position or the main idea may be implied</li> <li>does not consistently maintain the main idea and goes off topic in some places</li> <li>does not revisit the main idea and key points</li> </ul>	<ul style="list-style-type: none"> <li>does not answer the question,</li> <li>writes on a different topic or presents main idea and key points in an unclear manner</li> </ul>
	<b>32-30 points</b>	<b>29-27 points</b>	<b>26-24 points</b>	<b>23-0 points</b>
<p><b>Clarity of Content (Organization) (25%)</b></p> <p><u>Definition:</u> Clarity of content is the logical flow of the presented main idea and key points in your personal reflection</p> <p><b>ANLI Leadership Standard 1</b></p>	<ul style="list-style-type: none"> <li>moves the reader through the essay in a logical manner with a beginning, middle and ending</li> <li>uses varied sentence structure to produce cohesion</li> <li>incorporates appropriate transitions (show relationships between ideas) to create coherence</li> <li>shows evenly developed and appropriate paragraphs to separate development of main points</li> </ul>	<ul style="list-style-type: none"> <li>some structure is evident and clear</li> <li>uses well-constructed sentences for cohesion</li> <li>incorporates simple transitions and includes appropriate ordering of sentences for coherence</li> <li>shows basic paragraphs that are separated as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>shows an attempt at structure, but the reader may have to infer it</li> <li>presents frequent lapses in clarity and accuracy</li> <li>displays little attempt at varying sentence structure for cohesion</li> <li>incorporates inappropriate transitions that may disrupt coherence</li> <li>show uneven paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>shows little or no attempt at structure</li> <li>writes insufficiently to measure clarity of content</li> </ul>
	<b>30-28 points</b>	<b>27-25 points</b>	<b>24-22 points</b>	<b>21-0 points</b>
<p><b>Analysis (40%) (Elaboration)</b></p> <p><u>Definition:</u> Degree of scriptural analysis &amp; support of main ideas, including making connections to real-life application</p> <p><b>ANLI Leadership Standards 2,3,5</b></p>	<ul style="list-style-type: none"> <li>provides rich, detailed analysis</li> <li>elaborates each point with 3<sup>rd</sup> order support</li> <li>analysis includes understanding of making practical connections</li> </ul>	<ul style="list-style-type: none"> <li>shows a basic and effective analysis</li> <li>shows even (consistent) analysis throughout the reflection</li> <li>elaborates each point with 2<sup>nd</sup> order support</li> </ul>	<ul style="list-style-type: none"> <li>presents a simple analysis with surface details</li> <li>shows a partial or uneven analysis</li> <li>elaborates each point with 1<sup>st</sup> order support or support may be uneven (unclear)</li> </ul>	<ul style="list-style-type: none"> <li>shows no analysis or development</li> <li>rambles in point development</li> <li>provides a “laundry list” of points</li> <li>uses little or no support</li> </ul>
	<b>32-30 points</b>	<b>29-27 points</b>	<b>26-24 points</b>	<b>23-0 points</b>



<b>Grammar, Punctuation and Conventions</b> <b>5%</b>  <b>Definition:</b> Use of standard English <b>ANLI Leadership Standards 2,3,5</b>	<ul style="list-style-type: none"> <li>constructs writing with up to five grammatical and punctuation errors</li> <li>utilizes a variety in sentence type, length, and complexity.</li> </ul>	<ul style="list-style-type: none"> <li>shows six to ten errors in grammar, punctuation, or spelling (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement, and tense consistency)</li> </ul>	<ul style="list-style-type: none"> <li>shows eleven or more errors in grammatical and punctuation (i.e., run-on sentences, fragments, comma splices, dangling modifiers, split infinitives, subject/verb agreement, pronoun/antecedent agreement, and tense consistency) but errors do not interfere with the meaning</li> </ul>	<ul style="list-style-type: none"> <li>Shows numerous grammatical and punctuation errors</li> <li>Errors in punctuation and grammar interfere with meaning</li> </ul>
	<b>3-2.5 points</b>	<b>2 points</b>	<b>1.5 point</b>	<b>1-0 point</b>
<b>APA</b> <b>5%</b>	<ul style="list-style-type: none"> <li>Follows the directions in the syllabus for APA/SBL format and style</li> </ul>	<ul style="list-style-type: none"> <li>makes one to two errors in APA/SBL format and style</li> </ul>	<ul style="list-style-type: none"> <li>makes three to four in APA/SBL format and style</li> </ul>	<ul style="list-style-type: none"> <li>makes five errors or more in APA format and style</li> </ul>
	<b>3-2.5 points</b>	<b>2 points</b>	<b>1.5 point</b>	<b>1-0 point</b>
<b>Total Student Points</b>				