



All Nations Leadership Institute
www.allnationsleadershipinstitute.com

New Testament Story, Winter 2022

“Study to shew thyself approved unto God, a workman that needeth not to be ashamed, rightly dividing the word of truth” (2 Tim 2:15 KJV).

Instructor: Pastor Tony Delle
Phone: (708) 770-1691
Email: tony_delle@yahoo.com
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

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

Course Catalog Description

Redemption: A New Testament Story focuses on fulfillment of messianic prophecy, progressive revelation of God in Jesus Christ, earthly ministry of Jesus, call to apostle, establishment of the early church, missionary journeys of Apostle Paul, and the Great Commission. This course also features ministry skill development such as personal self-direction, peer leading, collaboration, self-assessment, and reflection.

All Nations Leadership Institute Policy

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.

- 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 discussion points when absent from class. 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.
- No makeups of sermons or presentations if you miss class the day of that assignment.

Course Grade

- You must complete this class with a “C” or better and submit all assignments weekly as scheduled for elder or pastoral ordination eligibility.

Due Dates and Late Submission

- All materials are due on the submittal date. Late assignments result in the drop of **ONE LETTER GRADE PER WEEK.**
- **Submit late work no later than one week afterwards.**
- **Back up your work! If you lose a file, turn in the wrong assignment, or your computer breaks preventing you from submitting an assignment on the due date, the homework still counts as late.**
- **Sermons or presentations. Your teacher expects you to present a live sermon on the due date. No exception!**

Redos

- **Students may not elect on their own to redo an assignment for a higher grade.**
- **ONLY the teacher makes the decision to revise an assignment. Accordingly, the student must turn in the ‘redo’ no later than the next class session**

Homework Submission

- Submit homework via e-mail.
- The teacher will not accept, nor count a handwritten assignment.
- Using Google docs works great for document formation, backing up your work, and downloading it to your teacher.

Classroom Protocol

- Please do not bring food to class, even for the break to preserve the integrity of the classroom environment as well as to keep our newly redecorated rooms clean. You may bring a drink to class.
- The building will open to students at 6:30pm to allow teachers time to prepare their classroom.
- To preserve classroom privacy and its optimum environment for both the students and teacher, do not visit other classes at any time before, during, or after session.

ASSIGNMENTS

- You should turn in all weekly assignments the following Thursday via e-mail to tony_delle@yahoo.com.
- Carefully read and reread the homework instructions, and then follow them.
- If you don't understand the assignment directions, ask your teacher for clarification before the assignment due date.
- Complete all sections of your homework as specified.
- You must type all assignments in the required writing style and format. (See student writing manual.)

1. In-Class Activities (Weekly--Up to 15 points each)

Every student must prepare fully to participate in all class activities. This includes thoroughly reviewing assigned course readings prior to each weekly class session. The readings form a critical part of your learning for all sessions.

Note: You cannot make up missed in-class activities. If you are late and/or leave early, the instructor will deduct participation points for that part of the session.

2. Weekly Essay (500-600 Words--Weekly—Up to 100 points each)

Each week you will respond to a prompt relating to the session. Answer in the third person, rather than writing in first as a personal reflection. You must type these according to APA formatting with SBL abbreviation and capitalization rules. Do not bullet or use ellipses. E-mail your essay before class on the Thursday due. Late submission of an essay will result in the drop of one letter grade.

3. Five-Minute, Illustrated 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 three to five 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 Tony will provide feedback to you by session 5. His feedback will reflect sermon strengths, areas for revision, and possible clarification questions.

You will find a template to follow for the word studies. Please pay close attention to the word studies you complete in class as these will prepare you to complete the final.

4. Five-Minute, Illustrated Sermon (Due Session 6—Up to 150 points)

You will preach your sermon on session six reflecting corrections from your teacher. Do practice ahead of time noting your delivery and time. You cannot preach beyond the allotted five minutes. Submit the final, sermon copy via e-mail to your instructor before you preach on that Thursday. Note: you cannot make up your sermon if absent.

EVALUATION BREAKDOWN

Grade Determination

The teacher will grade each essay and final exam with the number of points the students incurred on the assignment. At the end of the course, the teacher totals all assignment and attendance points to determine the final grade. The chart below represents the ANLI grading scale.

Grading Scale

| | | | | | | | | | | | | | |
|---------------------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-------------------------------|
| Grade/ % | A+ | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F=59 and below |
| | 100- 98 | 97- 93 | 92- 90 | 89- 87 | 86- 83 | 82- 80 | 79- 77 | 76- 73 | 72- 70 | 69- 67 | 66- 63 | 62- 60 | |

Course In-Class Assignments and Homework Points

The table on the next page lists all course assignments, as well as each assignment’s due date and total possible points. Don’t hesitate to ask your instructor for clarification on the requirements of an assignment.

Assignments, Due Dates, Possible Points, and Percentage of Grade

Point Distribution

| Assignments | Due | Possible Points | Percentage of Grade |
|--|---------------|---|---------------------|
| Weekly Participation (In-Class Activities) Student must drop the course with a second missed class | Weekly | 90 Points Cumulative Up to: 15 points each | 13% |
| Weekly Essays | Due Weeks 1-4 | 400 Points Cumulative Up to: 100 points each | 56% |
| Word-for-word sermon draft | Session 4 | 75 Points | 10% |
| Sermon | Week 6 | Up to 150 points | 21% |
| Total Points | | 715 points | |

Course and Homework Schedule

| Session Topic | Homework/Due Date |
|--------------------------------|--|
| Session 1 | |
| Christ in Prophecy | Homework due Session 2 Readings Essay 1 |
| Session 2 | |
| Life of Christ, Parts 1 | Homework due Session 3 Readings Essay 2 |
| Session 3 | |
| Life of Christ, Parts 2 | Homework due Session 4 Readings Essay 3 |
| Session 4 | |
| The Great Commission | Homework due Session 5 Readings Essay 4 Sermon Draft |
| Session 5 | |

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|-----------------------|---|
| The Godhead | Homework due Session 6 Readings Final Sermon—Due Session 6 |
| Session 6 | |
| Review Sermons | |

| New Testament Writing Rubric—Up to 100 points cumulative each essay | | | | |
|---|---|---|---|--|
| | Distinguished | Target | Acceptable | Needs Improvement |
| Relevancy of Content (Focus) (25%) <u>Definition:</u> Relevancy of content deals with the focus of the main idea of your personal reflection and its relevancy to content ANLI Leadership Standard 1 | <ul style="list-style-type: none"> states main idea (thesis) and key points so that the reader has a clear, vivid mental picture of the intent of the essay provides and supports main idea, showing high relevancy and meaning to the content of the topic (no extraneous details) 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 | <ul style="list-style-type: none"> states a clear, basic main idea and its key points maintains the main idea, showing an effective degree of relevancy and meaning to the content of the topic uses a basic introduction presents the main idea and key points and effective closing that includes a direct restatement of the thesis | <ul style="list-style-type: none"> 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 does not consistently maintain the main idea and goes off topic in some places does not revisit the main idea and key points | <ul style="list-style-type: none"> does not answer the question, writes on a different topic or presents main idea and key points in an unclear manner |
| | 32-30 points | 29-27 points | 26-24 points | 23-0 points |
| Clarity of Content (Organization) (25%) <u>Definition:</u> Clarity of content is the logical flow of the presented main idea and key points in your personal reflection ANLI Leadership Standard 1 | <ul style="list-style-type: none"> moves the reader through the essay in a logical manner with a beginning, middle and ending uses varied sentence structure to produce cohesion incorporates appropriate transitions (show relationships between ideas) to create coherence shows evenly developed and appropriate paragraphs to separate development of main points | <ul style="list-style-type: none"> some structure is evident and clear uses well-constructed sentences for cohesion incorporates simple transitions and includes appropriate ordering of sentences for coherence shows basic paragraphs that are separated as appropriate | <ul style="list-style-type: none"> shows an attempt at structure, but the reader may have to infer it presents frequent lapses in clarity and accuracy displays little attempt at varying sentence structure for cohesion incorporates inappropriate transitions that may disrupt coherence show uneven paragraphing | <ul style="list-style-type: none"> shows little or no attempt at structure writes insufficiently to measure clarity of content |
| | 30-28 points | 27-25 points | 24-22 points | 21-0 points |
| Analysis (40%) (Elaboration) <u>Definition:</u> Degree of scriptural analysis & support of main ideas, including making connections to real-life application ANLI Leadership Standards 2,3,5 | <ul style="list-style-type: none"> provides rich, detailed analysis elaborates each point with 3rd order support analysis includes understanding of making practical connections | <ul style="list-style-type: none"> shows a basic and effective analysis shows even (consistent) analysis throughout the reflection elaborates each point with 2nd order support | <ul style="list-style-type: none"> presents a simple analysis with surface details shows a partial or uneven analysis elaborates each point with 1st order support or support may be uneven (unclear) | <ul style="list-style-type: none"> shows no analysis or development rambles in point development provides a “laundry list” of points uses little or no support |
| | 32-30 points | 29-27 points | 26-24 points | 23-0 points |

| | | | | |
|---|---|---|--|---|
| Grammar, Punctuation and Conventions 5% Definition: Use of standard English ANLI Leadership Standards 2,3,5 | <ul style="list-style-type: none"> constructs writing with up to five grammatical and punctuation errors utilizes a variety in sentence type, length, and complexity. | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Shows numerous grammatical and punctuation errors Errors in punctuation and grammar interfere with meaning |
| | 3-2.5 points | 2 points | 1.5 point | 1-0 point |
| APA 5% | <ul style="list-style-type: none"> Follows the directions in the syllabus for APA/SBL format and style | <ul style="list-style-type: none"> makes one to two errors in APA/SBL format and style | <ul style="list-style-type: none"> makes three to four in APA/SBL format and style | <ul style="list-style-type: none"> makes five errors or more in APA format and style |
| | 3-2.5 points | 2 points | 1.5 point | 1-0 point |
| Total Student Points | | | | |

| New Testament Sermon Grading Rubric—Up to points cumulative (rev 8/19) 150 Points | | | | |
|--|--|--|--|---|
| SKILLS | Distinguished | Target | Acceptable | Needs Improvement |
| Topic (Introduction) | 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 |
| | 29-27 points | 26-24 points | 23-21 points | 20 points and below |
| Scriptural Context | 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 |
| | 29-27 points | 26-24 points | 23-21 points | 20 points and below |
| Content | 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 |
| | 29 -27 points | 26-24 points | 23-21 points | 20 points and below |
| Organization | 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 |
| | 29-27 points | 26-24 points | 23-21 points | 20 points and below |
| Delivery | 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 |
| | 29-27 points | 26-24 points | 23-21 points | 20 points and below |
| Overall Effectiveness | 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 |
| | 5 points | 4 points | 3 points | 2 points and below |
| Totals | 150 points | 134 points | 118 points | 103 |

