



All Nations Leadership Institute
www.allnationsleadershipinstitute.com
Serving in Multicultural Ministry
Spring 2022

“He who is Greatest among you shall be your servant. And whoever exalts himself will be humbled, and he who humbles himself will be exalted” (Matt 23:11-12 NKJV).

Instructor: Pastor Marrion Barker

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Class Meeting Dates: Thursdays, March 31 to May 5, 2022 (7:00-9:30pm)

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 built on scriptural truths, using a conceptual framework of theory-to-practice and culturally-responsive teaching strategies.

Course Catalog Description

This course prepares the student to lead in pastoral capacity as a servant in a diverse church culture. Each student will examine and explore traits, beliefs, and behaviors critical to ministerial leadership. Topics of study include the role of a servant, daily spiritual practices, pastoral integrity, leadership for Kingdom living, visioning in a changing culture and missional leadership. Learning experiences feature real-life application in ministry with an emphasis on self-reflection. As part of this course, students must self-evaluate, problem solve, decision make, use active listening skills, and collaborate.

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, presentations, and digital products. Your teacher expects you to present a live sermon on the due date. It must be original, created for the specific course, and not used for a prior purpose or class.**

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

Note: You should turn in all weekly assignments the following Thursday via e-mail to marrion.de@comcast.net.

1. In-Class Activities

All students must fully prepare to participate in all class activities. Students cannot make up in-class activities. If you are late and/or leave early, the instructor will deduct participation points for that part of the session.

2. Essays (700-1000 words— Typed—Due Sessions 2-4—Up to 100 points each)

You will complete three essays during the course related to servant leadership in the context of a pastor in multicultural ministry. You must type these according to APA formatting with SBL abbreviation and capitalization rules. Do not bullet or use ellipses. (See ANLI Writing Handbook.)

3. Written Prayer (150 to 200 words—Typed—Due Sessions 2-5—Up to 15 points each)

Each week, you will write a prayer applicable to the particular session.

4. Leadership Application (300-500 words—Typed—Due Sessions 2-5—Up to 40 points each)

Each week you will respond in brief to a leadership application question relating to the session. Answer in the third person, rather than writing in first as a personal reflection.

5. Visioneering Plan for Pastor Leadership (1400-1700 Words—Due Session 5—Up to 150 points)

Part I. Theology of Pastoral Leadership

Right meaning, right attitudes/beliefs and right practices of a pastor based on New Testament Scripture.

Part II. Self-Analysis of Pastoral Leadership Skills

A. Self-assessment of the extent to which you meet the right meaning, right attitudes/beliefs and practices of a pastor based on what you wrote in Part 1.

B. Six-month action plan for self-improvement as you ready yourself for pastoral ordination

6. Illustrated Sermon Draft (Due session 4—Up to 60 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 Marrion will provide feedback to you by session 5. Her feedback will reflect sermon strengths, areas for revision, and possible clarification questions.

7. Illustrated Sermon (Typed Draft Due Week 4, Sermon Due Week 6—Up to 150 points)

You will preach a ten-minute (unless otherwise changed by the teacher) illustrative sermon with three power point slides just as you would at the pulpit. Submit the topic/title by session two for pre-approval. Please see the below steps and tips for sermon construction. Keep the illustration VERY simple. Don't go under or over the allotted time. When the timer goes off, you must stop preaching. Submit the final, sermon copy to your instructor at the time of your sermon.

The teacher will assign you to preach one of the pillars of a servant of the Lord with a leadership perspective in conjunction with a session topic. Your sermon subject selection requires teacher approval. Your pulpit-ready sermon includes the following six elements

- 1) Content relates to what the teacher covers in class;
- 2) Sermon integrates the assigned pillar of the servant of the Lord;
- 3) Scripture analysis must include exegesis and interpretation using either the first mention, context, progressive, and/or typical principles;
- 4) Sermon applies to the context of multicultural ministry; and
- 5) Scriptural interpretation must align with the ANLI faith statement.

EVALUATION BREAKDOWN

Grade Determination

Your teacher will grade each assignment according to the correct response, work quality, full thought expression, followed direction, and proper APA formatting. Please follow directions for the assignment! The cumulative total points represent earned points from each assignment summed together, upon which your grade is determined. The chart below represents the ANLI grade 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	

Assignments, Due Dates, and Maximum Possible Points

Assignments	Due	Possible Points	Grade Percentage*
Weekly Essays (3)	Weekly Sessions 1-3	300 Cumulative Points Up to 100 points/week	34%
Prayer (4)	Weekly Sessions 1-4	60 Cumulative Points Up to 15 points/week	7%
Leadership Applications (4)	Weekly Sessions 1-4	160 Cumulative Points Up to 40 points/week	18%
Sermon Draft	Session 4	Up to 60 points	7%
Visioneering Plan for Pastor Leadership	Session 5	Up to 150 points	17%
Sermon	Session 6	Up to 150 points	17%
Total Points		880	

*Rounded

Course and Homework Schedule

Session Topic	Homework/Due Date
Session 1	
Session 1: Servant Pastor in Multicultural Ministry	Homework from Session 1 <ul style="list-style-type: none"> • Readings 1 • Essay, Prayer, & Leadership Application
Session 2	
Session 2: Pastoral Responsibilities in Multicultural Ministry	Homework from Session 2 <ul style="list-style-type: none"> • Readings 2 • Essay, Prayer
Session 3	
Session 3: Pastoral Ethics in Multicultural Ministry	Homework from Session 3 <ul style="list-style-type: none"> • Readings 3 • Essay, Prayer, & Leadership Application • Draft Illustrated Sermon (Full Text, Illustration, & PPT)
Session 4	
Session 4: Leadership Influence and Vision	Homework from Session 4 <ul style="list-style-type: none"> • Readings 4 • Prayer & Leadership Application • Visioneering Plan for Pastoral Leadership
Session 5	
Session 5: Running the Race	Homework from Session 5 <ul style="list-style-type: none"> • Sermon
Session 6	
Session 6: Close Out/Sermon	

Serving in Mulicultural Ministry 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 course content	Somewhat articulates content development, mastery, problem solving, and application as it relates to course content	Inconsistent content development, mastery, problem, and application as it relates to course content	Unable to follow content development, mastery, problem, and application as it relates to course content
	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

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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

Serving in Multicultural Ministry SP22--Barker

Serving in Multicultural Ministry 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 well explains the focus, precise opinion, and key points with a thoughtfully composed closing that revisit and bring together the 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

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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				