



A N L I
Bridging the gap leadership

All Nations Leadership Institute
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).

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Class Meeting Dates: August 18, 2022 to September 22, 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.

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 by 7pm. 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!
- **Sermons, presentations, and digital products 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: 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 Adam Pilota and a copy to Dr. Paron (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. 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.

3. Illustrated, Word-for-Word 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 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.

4. 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

ANLI Grading Scale	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
Grade/%	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Assignments, Due Dates, and Maximum Possible Points

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

Course and Homework Schedule

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

Doer of the Word Sermon Grading Rubric—Up to points cumulative 150 Points (rev 8/22)

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
Total Points Possible	150 points	134 points	118 points	103 points
Total Student Points				

Doer of the Word 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 revisit 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% <u>Definition:</u> 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 Points Possible	100 Points	85 points	79 points	69 points
Total Student Points				