

DOCTOR OF MINISTRY

TUITION- \$3,500.00

Graduation- \$300

Total Tuition- \$3,800

Maximum duration of program: 2 years

Required units to graduate= 60 units

7 courses constitute 35 units

Thesis constitutes 25 units (compulsory).

Please, purchase all your course books from www.winninglifepayerministry.com.

1. THE KINGDOM OF GOD AND ITS IMPLICATION TO THE 21st CENTURY BELIEVERS, *by Dominic Adua A. Nyaaba, Ph.D. (June 30, 2018).*
2. USING PRAYER TO UNLOCK YOUR 21st CENTURY BELIEVERS, *by Dominic A. Nyaaba, Ph.D. (January, 2018).*

Purpose: The purpose of **Doctor of Ministry** is to lay a robust academic groundwork for the candidate. It is to invigorate the candidate to engross in an overall in-depth study of research and practice in the domain of Doctor of Ministry. It is also aimed at energizing the candidate to be more effective and efficient in Ministry endeavors. The doctoral candidate will demonstrate in writing a comprehensive dissertation the results of the research that has been learned during the candidate's program. The average dissertation is between 80 and 200 pages. A bibliography should be a minimum of 30 books that the candidate has referred to in the preparation for writing the dissertation. For a comprehensive guideline, see Kate LTurabian, 2009 edition.

Degree Requirements:

The doctoral candidate must have both a bachelor's and master's degrees approved by **Winning Life Prayer Ministry Academic Team** before the admission into the program. The candidate must prove that he or she has a prior academic foundation capable of pursuing the **Doctoral Degree**. After consultation and review, **the Academic Team** will determine if the applicant is qualified to be admitted to the program. All coursework may be emailed to winninglifetheory@gmail.com.

1. THE RELGION OF PAUL THE APOSTLE, *by Ashton, John published in 2000 OR published on August 1, 2015.* Candidates must Review this book and use their own grammar and syntax to explain the theological doctrines of Paul, the Apostle. Candidates must submit a minimum 20-page summary of the review. No candidate will be penalized for exceeding 20 pages (5 UNITS)-core.

D.MIN 600: (A) Discuss the incommunicable attributes of God- (I) The independence of God (ii) immutability of God (iii) infinity of God (iv) Simplicity of God (v) immensity of God (vi) Spirituality of God.

(B) Discuss the communicable attributes of God. -(i) The wisdom of God (ii) The veracity of God (iii) the goodness of God (iv) The love of God (v) the holiness of God (vi) the righteousness of God (vii) the sovereignty of God.

It is a two-prong question and the candidate must answer both sections.

D.MIN 610: (a) Discuss the divergent theories of creation. The candidate must dwell on **dualism, Traducianism, creation and evolution.**

(b) Discuss the doctrine of the providence of God and dwell on preservation, concurrence, government.

(c) dilate on misconceptions concerning providence of God: (a) deism and (b) pantheism.

The question is a three-prong question and the candidate must answer all sections.

D.MIN 620: (A) What does it mean to be created in the image of God? **(B)** Discuss the image of man, his dominion over all creatures, and dilate on the word “create.” **(C) Explain why the image of God gives humankind (man) the genuine dignity worthy of respect.**

(D) Explain the shattering of the image through the fall, and the redemptive nature of the image of God.

D.MIN 630: Use published books to explain the characteristics of the Abrahamic covenant in both the Old Testament and the New Testament. Candidates must also explain the Mosaic and the Davidic covenants. Candidates must submit a minimum of a 20-page coursework. **Refer to the Kingdom of God and its implication to the 21st Century Believers to earn a good grade (5 UNITS)-core.**

OR

Define Christology and emphasize the Messiah and Christ, his teaching and preaching ministry. Candidate should dilate on the miracles of Jesus in the kingdom of God.

D.MIN 640: Use published books, journals, articles, and newspapers to explain ***the parable of the weed, the parable of the four soils, the parable of the mustard seed, the parable of the treasure and the Pearl. The parable of the net, the parable of the bags of gold and the parable of the ten virgins*** (5 credits)-core.

D.MIN 650: Review *Systematic Theology: An introduction to Biblical Doctrine, by Wayne Grudem, January 3, 1995*. Candidate must define and explain the different kinds of Christian doctrines in THE BOOK. Candidates are free to use outside materials to delineate all doctrines in their coursework **(5 UNITS)- core.**

D.MIN 660: Review “*Encountering the Book of Psalms: A Literary and Theological Introduction*” (*Encountering Biblical Studies*) by C. HASSELL BULLOCK, Paperback-July 1, 2004. The candidate must explain the different themes in the Psalms. Explain the implications of the themes to contemporary Christian Church (5 UNITS)-core.

D.MIN 670: Candidate must explain or describe the major themes in the **historical books of Joshua, JUDGES, Ruth, 1 and 2 Samuel, First and second Kings, 1 and 2 Chronicles, Ezra, NEHEMIAH, AND Esther (5 UNITS).**

D.MIN 680: Expatiate on the themes of **LOVE** and the **WORLD** in John’s epistles (un agapate Ton kosmon) 1 John 2:15.

- a. The possible meaning of the word **LOVE** in the New Testament
- b. The possible meaning of the word **kosmos** in the Gospel of John especially in John 17 and the **First Epistle of John.**
- c. What is the word **world** 1 John 2: 15-17.

A candidate is compelled to produce a minimum of a 20-page research paper on the question. (5 **UNITS**)- **Core.**

D.MIN 690: Elucidate on Biblical and Theological Foundation of **pastoral care and** seriously consider the following:

- (a) Pastor as the shepherd (1 Peter 1-11)
- (b) Pastor as the watchman (Heb. 13:15-17)
- (c) Pastor as overseer (Acts 20: 17-35)
- (d) Pastor as the spring of joy for the Church (Phil.4:1-11) (5 **units**)

D.MIN 700: Discuss the importance of Angeles in Christian ministry. Refer to the role of Angels in both the Old and New Testaments. Student must mention the relationship between angels and Jesus’ birth and ministry, the creation of angels, the immortality of angels, and the organization of Angels.

D. MIN 710: Expatiate on the doctrine of Satan, and his demons. Candidate must explain the personality of Satan, his nature, his names, the creation and sin of Satan, his activities against believers. Student must elucidate on the activities of Satan against believers.

(b) Student must explain the role of demons in the kingdom of Satan, and dilate on the classification of demons.

(C) Explain how Christ handled demons by rebuking them and casting them out of the descendants of Abraham.

D.MIN 720: Discuss the significance of the marriage institution in the Bible and dwell on “**definition of Christian marriage**”, “**companionship**”, “**replenish and fill the earth**”,

“keeping the marriage bed pure”, “the Mystery of Marriage: Christ and His Bride”, “The husband is the head”, “husband must love his wife, and the wife must be submissive to her husband”, and finally, “God hates divorce.” Relate the doctrine of marriage to your ministry.

CHURCH HISTORY

D.MIN 730: Discuss the development of Ante-Nicene Theology and highlight the following in your discussion:

- (a) Clement of Alexandria (c-150-215 AD)
- (b) Origen (c 184-254 AD)
- (c) Cyprian (c 200-258)
- (d) The conversion of Constantine (274/280-337).

D.MIN 740: Research the **LIVES and accomplishments** of the following **famous Church fathers:**

- (A) Ambrose 340-397 AD.
- (B) John Chrysostom (347-406 AD).
- (A) Three **problematic Theologians**
- (C) Appolinarius, bishop of Laodicea (392 AD)
- (ii) Eutyches of Constantinople
- (iii) Nestorius, bishop of Constantinople.

D. MIN 750:

Discuss the first, second and third centuries persecutions against Christians AND Highlight the persecution of the following emperors:

- (a) The Tyranny of Nero (reigned 54-68AD).
- (b) The Tyranny of Domitian (reigned 81-95AD).
- (c) The Tyranny of Trajan in the second Century (98-117AD)
- (d) Decius- 248-253 AD.
- (e) Valerian's Persecution Leadership Style in 277AD.

TH.M 760: Research the book of James and indicate the authorship, date, purpose, and its major themes. The student must explain the following into detail and relate the themes to the 21st Century Church. You must use the research method to complete the assignment.

- The Tongue (3:1–12)
- The Wisdom from Above (3:13–18)
- Friendship with the World (4:1–10)
- Judging a Brother (4:11–12)

- Warning against Boasting (4:13–17)
- Warning to the Rich (5:1–6)
- Patience and Prayer (5:7–20)

2. DISSERTATION= 25 UNITS

TOTAL UNITS REQUIRED TO GRADUATE:

1. 35 UNITS ON COURSEWORK
2. 25 UNITS ON DISSERTATION
3. TOTAL UNIT HOURS REQUIRED = $35+25= 60$ UNIT HOURS.

WINNING LIFE THEOLOGICAL SEMINARY (WINNING LIFE PRAYER MINISTRY)

Doctoral Dissertation

ADOPTED DATE: 06-06-2012

Applicability

This policy applies to all candidates pursuing all doctoral programs including Doctor of Ministry (D.MIN), Doctor of Theology (TH. D), Doctor of Philosophy in Biblical Studies (PH. D), and Doctor of Philosophy in Pastoral Leadership (PH. D).

Policy

A dissertation is the highest degree of academic scholarly work: It usually seeks to test a hypothesis after academic research with the intension to add to the scholarly literature in the area of study. Its purpose is to demonstrate the candidate's competence in research methodology in developing and/or testing of a theory. As such, it requires the candidate to dig into the original source and work within a specific theory, developed by either the candidate or an existing one.

The sole purpose of a dissertation is for the academic world. It is not designated for public consumption. It usually avoids mundane interest and terminology. It

represents the best of the candidate's intellectual dexterity, academic discipline, and scholarly impetus in the final stage of his or her graduate study. The candidate must rewrite his dissertation if he desires to publish it for public readership. Writing a book for public readership in lieu of a dissertation is forbidden in scholarly work.

Finally, candidates pursuing master's programs shall be required to write a minimum of a- 60-page thesis in an interest area. Faculty shall supervise the candidate in the thesis development until it is approved by the Seminary.

INTRODUCTION TO ESSAY WRITING

GENERAL REMARKS: Thesis and statements

1. All formal essays must have a central idea which is expressed in the form of a thesis statement.
2. Usually, thesis statement is a topic sentence which contains expressions of attitudes, opinions about a topic, but unlike the topic sentence, it expresses the controlling idea, or central idea of the entire essay. As a matter of fact, each paragraph of an essay must have a controlling idea that echoes or relates to the controlling idea.

NOTE: On Thesis statement and topic, or subtopics

A thesis is the main controlling idea of an essay; a topic is announcement of an idea one is about to express. A topic may be divided into subtopics. There may be many ideas in an essay, but there must be only one controlling idea, or statement about the relation of two or more varieties, that controlling idea, statement is called **thesis**.

All thesis statements must be one of the following:

- a) Must express a complete sentence, which in turn expresses a complete thought.
Not a thesis statement

- I. My fear of dark
- II. The advantage of majoring in Philosophy
- III. The killing of Jesus
- IV. The largest City in California

Thesis Statement

- I. My fear of dark has made me miserable.
- II. Majoring in Philosophy makes graduates study easier.
- III. The killing of Jesus has liberated humanity from condemnation
- IV. The largest City in California is Los Angeles

Essay Structure:

All essays must contain three sections, namely introduction, development, and conclusion.

Introductory Paragraphs

(a) General Remarks:

- I. Preferable one or two paragraphs
- II. The candidate should introduce the topic
- III. Should indicate how the topic is going to be developed.
- IV. Generally, it should contain the thesis statement. In some sophisticated writings, the thesis statement sometimes appears later in the essay, sometimes even at the end. In some cases, the thesis is just implied. For the beginner, however, it is a good idea to state the thesis in the introduction.
- V. Ideally, the thesis statement should be inviting, tantalizing, captivating and interesting enough to make the reader want to continue reading.

BASIC TYPES OF INTRODUCTION

- I. **Turnabout:** Open with a statement contrary to the author's actual thesis.
- II. **Dramatic Entrance:** open with a narrative, description, or dramatic example pertinent to the topic. E.g.; "**A major problem confronting believers in the 21st Century is a serious incapacitation in the field of exegetical analysis, delineation, and the interpretation of the kingdom of God within the acceptable Biblical confinements.**"
- III. **Relevant quotation:** Open with a quotation pertinent to the topic.
- IV. **Funnel:** Most common type of introduction where the essay progresses from the general to the specific just like **funnel** is wide at the top and narrow at the bottom. It opens with a general or congenial statement about the topic and then work toward the more specific thesis statement at or near the end of the introduction. In so doing, it does not alienate the readers.

EXAMPLE:

Traveling to a foreign country is always interesting, especially if it is a country that is completely different from your own. You can delight in tasting new foods, seeing new sights, and learning about different customs, some of which may seem very curious. If you were to visit my country, for instance you would probably think that my people have some strange customs.

NOTE:

The paragraph begins with a general topic of "traveling to a foreign country" and narrows down to that topic to a more specific- the customs in the writer's country. The thesis statement comes at the end, with the central idea being "strange", which is presented in the developmental paragraph.

STUDENT RESOURCES- WRITING

What is an essay?

Though the word **essay** has come to be understood as a type of writing in Modern English, its origins provide us with some useful insights. The word comes into the English language through the French influence on Middle English; tracing it back further, we find that the French form of the word comes from the Latin verb **exigere**, which means "to examine, test, or (literally) to drive out." Through the excavation of this ancient word, we are able to unearth the essence of the academic essay: to encourage students to test or examine their ideas concerning a particular topic.

Essays are shorter pieces of writing that often require the student to sharpen several proficiencies such as close reading, analysis, comparison and contrast, persuasion, conciseness, clarity, exposition, critical thinking coordination, coherence and good syntax. As is evidenced by this list of attributes, there is much to be gained by the student who strives to succeed at essay writing. Good communicators like presidents, governors, mayors, celebrities, professors, pastors, teachers, journalists, and public speakers master all the attributes of writing and speaking.

The purpose of an essay is to encourage students to develop ideas and concepts in their writing with the direction of little more than their own thoughts (it may be helpful to view the essay as the converse of a research paper). Therefore, essays are (by nature) concise and require clarity in purpose and direction. This means that there is no room for the student's thoughts to wander or stray from his or her purpose; the writing must be deliberate and interesting.

This handout should help students become familiar and comfortable with the process of essay composition through the introduction of some common essay genres.

This handout includes a brief introduction to the following genres of essay writing:

What is an expository essay?

The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. This can be accomplished through comparison and contrast, definition, example, the analysis of cause and effect, etc.

Please note: This genre is commonly assigned as a tool for classroom evaluation and is often found in various exam formats.

The structure of the expository essay is held together by the following.

- 1. A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.**

Good writers express a clear, concise, and a well-defined thesis statement for the target audience. The statement should be fittingly narrowed to follow the guidelines set forth in the assignment. Every student of English Language is required to master this portion of

the essay. Mastery of the thesis statement makes it very easy to compose an effective or persuasive essay.¹

2. Clear and logical transitions between the introduction, body, and conclusion.

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse.

3. Body paragraphs that include evidential support.

Each paragraph should be limited to the exposition of one general idea. This will allow for clarity and direction throughout the essay. What is more, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph.

Evidential support (whether factual, logical, statistical, or anecdotal).

Most of the time, students, employees, journalists, and lawyers are required to write expository essays with little or no preparation; therefore, such essays do not typically allow for a great deal of statistical or factual evidence.

A bit of creativity!

Creativity is the **art of invention, goes the old adage**. Though creativity and artfulness are not always associated with essay writing, it is an art form nonetheless. Try not to get stuck on the formulaic nature of expository writing at the expense of writing something interesting. Remember, though you may not be crafting the next great novel, you are attempting to leave a lasting impression on the people evaluating your essay. When writing an expository essay, you are required to use your creative mind to invent phrases, clauses, and sentences that fit succinctly into the overall structure of the essay. The Los Angeles Times is a creative media house. The New York Times is a creative journalistic as well as a communicative and informative newspaper. Every standard academic research paper requires creativity. The student is required to use his imaginative ability and writing skills to invent idioms, expressions, figures of speech, superlatives, and standard paragraphs.

A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

It is at this point of the essay that students will inevitably begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the

¹ Jack Baker, Allen Brizee, Elizabeth Angeli, *Purdue owl online writing lab*, November 3, 2013.

reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize and come to a conclusion concerning the information presented in the body of the essay.

A complete argument

Perhaps it is helpful to think of an essay in terms of a conversation or debate with a classmate. If I were to discuss the cause of the Great Depression and its current effect on those who lived through the tumultuous time, there would be a beginning, middle, and end to the conversation. In fact, if I were to end the exposition in the middle of my second point, questions would arise concerning the current effects on those who lived through the Depression. Therefore, the expository essay must be complete, and logically so, leaving no doubt as to its intent or argument.

The five-paragraph Essay

A common method for writing an expository essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of:

1. an introductory paragraph
2. three evidentiary body paragraphs
3. a conclusion

What is a descriptive essay?

The descriptive essay is a genre of essay that asks the student to describe something—object, person, place, experience, emotion, situation, etc. This genre encourages the student's ability to create a written account of a particular experience. What is more, this genre allows for a great deal of artistic freedom (the goal of which is to paint an image that is vivid and moving in the mind of the reader).²

One might benefit from keeping in mind this simple maxim: If the reader is unable to clearly form an impression of the thing that you are describing, try, try again!

Here are some guidelines for writing a descriptive essay.

Take time to brainstorm

If your instructor asks you to describe your favorite food, make sure that you jot down some ideas before you begin describing it. For instance, if you choose pizza, you might start by writing down a few words: sauce, cheese, crust, pepperoni, sausage, spices, hot,

² Jack Baker, Allen Brizee, Elizabeth Angeli, *Purdue owl online writing lab*, November 3, 2013.

melted, etc. Once you have written down some words, you can begin by compiling descriptive lists for each one.

Use clear and concise language.

This means that words are chosen carefully, particularly for their relevancy in relation to that which you are intending to describe.

Choose vivid language.

Why use *horse* when you can choose *stallion*? Why not use *tempestuous* instead of *violent*? Or why not *miserly* in place of *cheap*? Such choices form a firmer image in the mind of the reader and often times offer nuanced meanings that serve better one's purpose.

Use your senses!

Remember, if you are describing something, you need to be appealing to the senses of the reader. Explain how the thing smelled, felt, sounded, tasted, or looked. Embellish the moment with senses.

What were you thinking?!

If you can describe emotions or feelings related to your topic, you will connect with the reader on a deeper level. Many have felt crushing loss in their lives, or ecstatic joy, or mild complacency. Tap into this emotional reservoir in order to achieve your full descriptive potential.

Leave the reader with a clear impression.

One of your goals is to evoke a strong sense of familiarity and appreciation in the reader. If your reader can walk away from the essay craving the very pizza you just described, you are on your way to writing effective descriptive essays.³

Be organized!

It is easy to fall into an incoherent rambling of emotions and senses when writing a descriptive essay. However, you must strive to present an organized and logical description if the reader is to come away from the essay with a cogent sense of what it is you are attempting to describe.

³ Jack Baker, Allen Brizee, Elizabeth Angeli, *Purdue owl online writing lab*, November 3, 2013.

What is a narrative essay?

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal—allowing students to express themselves in a creative and, quite often, moving ways.⁴

Here are some guidelines for writing a narrative essay.

If written as a story, the essay should include all the parts of a story.

This means that you must include an introduction, plot, characters, setting, climax, and conclusion.

When would a narrative essay not be written as a story?

A good example of this is when an instructor asks a student to write a book report. Obviously, this would not necessarily follow the pattern of a story and would focus on providing an informative narrative for the reader.

The essay should have a purpose.

Make a point! Think of this as the thesis of your story. If there is no point to what you are narrating, why narrate it at all? A purpose is a goal oriented project that is aimed at producing an enormous result for the audience.

“Doubt as sin. — Christianity has done its utmost to [close](#) the circle and declared even doubt to be sin. One is supposed to be cast into belief without reason, by a miracle, and from then on to swim in it as in the brightest and least ambiguous of elements: even a glance towards land, even the thought that one perhaps exists for something else as well as swimming, even the slightest impulse of our amphibious nature — is sin! And notice that all this means that the foundation of belief and all reflection on its origin is likewise excluded as sinful. What is wanted are blindness and intoxication and an eternal song over the waves in which reason has drowned.”

— Friedrich Nietzsche, [Daybreak: Thoughts on the Prejudices of Morality](#)

- “The purpose of life is not to be happy. It is to be useful, to be honorable, to be compassionate, to have it make some difference that you have lived and lived well.”
— **Ralph Waldo Emerson**
- “The purpose of life is to [live](#) it, to taste experience to the utmost, to reach out eagerly and without fear for newer and richer experience.”
— **Eleanor Roosevelt**
- “All religions, arts and sciences are branches of the same tree. All these aspirations are directed toward ennobling man's life, lifting it from the sphere

⁴ Jack Baker, Allen Brizee, Elizabeth Angeli, *Purdue owl online writing lab*, November 3, 2013.

of mere physical existence and leading the individual towards freedom.”
— **Albert Einstein**, [Out of My Later Years: The Scientist, Philosopher, and Man Portrayed Through His Own Words](#)

- “It does not matter how long you are spending on the earth, [how much money you](#) have gathered or how much attention you have received. It is the amount of positive vibration you have radiated in life that matters,”
— **Amit Ray**, [Meditation: Insights and Inspirations](#)

The essay should be written from a clear point of view.

It is quite common for narrative essays to be written from the standpoint of the author; however, this is not the sole perspective to be considered. Creativity in narrative essays often times manifests itself in the form of authorial perspective.

Use clear and concise language throughout the essay.

Much like the descriptive essay, narrative essays are effective when the language is carefully, particularly, and artfully chosen. Use specific language to evoke specific emotions and senses in the reader.

The use of the first person pronoun ‘I’ is welcomed.

Do not abuse this guideline! Though it is welcomed it is not necessary—nor should it be overused for lack of clearer diction.

As always, be organized!

Have a clear introduction that sets the tone for the remainder of the essay. Do not leave the reader guessing about the purpose of your narrative. Remember, you are in control of the essay, so guide it where you desire (just make sure your audience can follow your lead).⁵

What is an argumentative essay?

The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner.

Please note: Some confusion may occur between the argumentative essay and the expository essay. These two genres are similar, but the argumentative essay differs from the expository essay in the amount of pre-writing (invention) and research involved. The argumentative essay is commonly assigned as a capstone or final project in first year

⁵ Jack Baker, Allen Brizee, Elizabeth Angeli, *Purdue owl online writing lab*, November 3, 2013.

writing or advanced composition courses and involves lengthy, detailed research. Expository essays involve less research and are shorter in length. Expository essays are often used for in-class writing exercises or tests, such as the GED or GRE.⁶

Argumentative essay assignments generally call for extensive research of literature or previously published material. Argumentative assignments may also require empirical research where the student collects data through interviews, surveys, observations, or experiments. Detailed research allows the student to learn about the topic and to understand different points of view regarding the topic so that she/he may choose a position and support it with the evidence collected during research. Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning.

The structure of the argumentative essay is held together by the following.

Use a clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.

In the first paragraph of an argument essay, students should set the context by reviewing the topic in a general way. Next the author should explain why the topic is important (**exigence**) or why readers should care about the issue. Lastly, students should present the thesis statement. It is essential that this thesis statement be appropriately narrowed to follow the guidelines set forth in the assignment. If the student does not master this portion of the essay, it will be quite difficult to compose an effective or persuasive essay.

Clear and logical transitions between the introduction, body, and conclusion.

Transitions are the mortar that holds the foundation of the essay together. Without logical progression of thought, the reader is unable to follow the essay's argument, and the structure will collapse. Transitions should wrap up the idea from the previous section and introduce the idea that is to follow in the next section.

Body paragraphs that include evidential support.

Each paragraph should be limited to the discussion of one general idea. This will allow for clarity and direction throughout the essay. In addition, such conciseness creates an ease of readability for one's audience. It is important to note that each paragraph in the body of the essay must have some logical connection to the thesis statement in the opening paragraph. Some paragraphs will directly support the thesis statement with evidence collected during research. It is also important to explain how and why the evidence supports the thesis (**warrant**).

⁶ Jack Baker, Allen Brizee, Elizabeth Angeli, *Purdue owl online writing lab*, November 3, 2013

However, argumentative essays should also consider and explain differing points of view regarding the topic. Depending on the length of the assignment, students should dedicate one or two paragraphs of an argumentative essay to discussing conflicting opinions on the topic. Rather than explaining how these differing opinions are wrong outright, students should note how opinions that do not align with their thesis might not be well informed or how they might be out of date.

Evidential support (whether factual, logical, statistical, or anecdotal).

The argumentative essay requires well-researched, accurate, detailed, and current information to support the thesis statement and consider other points of view. Some factual, logical, statistical, or anecdotal evidence should support the thesis. However, students must consider multiple points of view when collecting evidence. As noted in the paragraph above, a successful and well-rounded argumentative essay will also discuss opinions not aligning with the thesis. It is unethical to exclude evidence that may not support the thesis. It is not the student's job to point out how other positions are wrong outright, but rather to explain how other positions may not be well informed or up to date on the topic.

A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

It is at this point of the essay that students may begin to struggle. This is the portion of the essay that will leave the most immediate impression on the mind of the reader. Therefore, it must be effective and logical. Do not introduce any new information into the conclusion; rather, synthesize the information presented in the body of the essay. Restate why the topic is important, review the main points, and review your thesis. You may also want to include a short discussion of more research that should be completed in light of your work.

A complete argument

Perhaps it is helpful to think of an essay in terms of a conversation or debate with a classmate. If I were to discuss the cause of World War II and its current effect on those who lived through the tumultuous times, there would be a beginning, middle, and end to the conversation. In fact, if I were to end the argument in the middle of my second point, questions would arise concerning the current effects on those who lived through the conflict. Therefore, the argumentative essay must be complete, and logically so, leaving no doubt as to its intent or argument.

The five-paragraph essay

A common method for writing an argumentative essay is the five-paragraph approach. This is, however, by no means the only formula for writing such essays. If it sounds straightforward, that is because it is; in fact, the method consists of (a) an introductory

paragraph (b) three evidentiary body paragraphs that may include discussion of opposing views and (c) a conclusion.

Longer argumentative essays

Complex issues and detailed research call for complex and detailed essays. Argumentative essays discussing a number of research sources or empirical research will most certainly be longer than five paragraphs. Authors may have to discuss the context surrounding the topic, sources of information and their credibility, as well as a number of different opinions on the issue before concluding the essay. Many of these factors will be determined by the assignment.

What is Audience? /slide

Like the term “author,” the term “audience” is also a fairly loose term. “Audience” refers to any recipient of communication. Audiences can read, hear, see, or feel different kinds of communication through different kinds of media. Correspondingly, like authors, audiences are human beings whose particular activities are also affected by their specific backgrounds. Hence, audience for your writing is likely to vary depending on the age and background. It may also depend on the culture and religious background of your target audience. The audience in my view determines purposes and subject matter of the essay. Good writers authenticate the importance of their audiences in their writings. They audiences may be a political group, a conglomeration of professors, or medical professionals. At the coronavirus pandemic, the governor of California, Gavin Newsom and the Mayor of Los Angeles, Eric Garcetti had a sick and overwhelmed audience. They had a troubled and famished audience as residents buried their loved ones prematurely. I saw the mayor weeping, and the governor sobbing for the loss of great people of California. The unrelenting coronavirus was devouring human species like California wildfires. It looks like the Parousia has occurred. There are cadavers everywhere, mortuaries are full to capacity, rotten carcasses in corners, hospitals, and rooms everywhere in California and New York city. Every eschatological believer, would pause for a moment and ask whether the return of Jesus is at hand and that we should prepare to join him in his final banquet? I sobbed for a moment and prayed for the vanquishing of this deadly disease. Like the governor and the mayor, I have a heart of compassion for the lost, and for families that have lost their loved ones. Streets of Los Angeles have become dead silent; they are as quiet as cemeteries. Businesses closed, and the unemployment rate soared above the expectation of the presidents, and sector secretaries.

Audience’s Background

The same sorts of factors that affect authors’ backgrounds also affect audiences’ individual backgrounds. Most importantly, these factors affect how audiences receive different pieces of communication; what they assume about the author; and the context

in which they hear, read, or otherwise appreciate what the author communicates.⁷ It is cogent to emphasize that your audience affects your writing. If you are writing for college students, the lexical items and expressions may be augmented to a higher-level for comprehension and research purposes. Conversely, if you are penning for fifth grade students, you are expected to eliminate or omit unfamiliar terms. Unfamiliar terms such as **navigation, appropriation, orientation, and circularization** may be eliminated to facilitate comprehension of the text. Similarly, you should beware of purpose when analyzing audience, because audience and purpose are intricately linked and are semantically related. Readers have beliefs and prejudices, which must be considered seriously in your writing. It is rational to determine the information your audience already know about the topic. You should also determine what technical information or background might the audience need to comprehend and digest information about the topic. It is also expedient to determine the kind of language, semantics, syntax, and connotations associated with the topic for easy comprehension by the audience. Does your audience need simple, or complex words and sentences, casual or formal presentation? The bias formed by your audience is an ingredient to use when presenting facts about your topic. You must determine whether they have strong feelings for or against the topic. These factors widely affect writing in the twenty-first century.⁸

Develop a good Tone for your audience.

It is imperative to state that your attitude or emotion, or point of view towards your topic is very important. It affects the very fabric of the content and the type of language you use in your writing. Your tone can be aggressive or argumentative depending on your topic. Your tone can be persuasive or deterrent to your audience. It can also be tantalizing and attention grabber essay from the beginning to the end. Good tone woos several readers and makes them to like the author and his writing. The expression of your attitude can be approving, angry, humorous, mentoring, coaching, guiding, encouraging, problem solving, healing, devotional, inspiring, discouraging or fearful. This kind of a psychological attitude towards your audience is called Tone. When you read the bible, the tone is the salvation of Christ, and the love of God towards humanity. When you read Donald Reagan's memoir, his tone is standard leadership for Americans. When you read Much Ado about nothing, the tone is drama, suspense, love, which is interwoven with genres. William Shakespeare's *Much Ado About Nothing* is most often categorized as a romantic comedy. But to achieve its intended effect, Shakespeare peppers his prose with ironic situations and paints his characters satirically in order to poke and prod Elizabethan social customs. In Julius Caesar, the main plot is centered on the assassination of Gaius Julius Caesar. The main plot of the tragedy is also centered around Brutus, focusing on his struggle between the conflicting demands of honor, patriotism, and friendship "An attitude is a feeling or emotion toward a fact or state and an emotion is an affective state of consciousness in which joy, sorrow, fear, hate, or the like, is experienced, as distinguished from cognitive and volitional states of consciousness. It is also defined as any strong agitation of the feelings actuated by experiencing love, hate, fear, etc., and

^{7 7} Ethan Sproat, Dana Lynn Driscoll, Allen Brizee, Purdue Owl, Online Writing Lab, April 27, 2012

⁸ Werriner, E. John, *English Composition and Grammar*, Harcourt Brace Jovanovich, Inc (1988), 7.

usually accompanied by certain physiological changes, as increased heartbeat or respiration, and often overt manifestation, as crying or shaking”.⁹

LOGICAL, CHRONOLOGICAL AND SPATIAL ORDER

Chronological order is a format used to succinctly narrate stories, experiences, and to document important historical ideas. The chronological order is also appropriate when writing expository essays or paragraphs. It used to illustrate the various steps in a process. The following is an example of **expository essay** that leans heavily on the chronological order for clarity.

“Light is a candle. Put a tin can on the side with the open end of the can about two inches from the lighted candle. The flame should be near the center of the open end of the can. Hold the can firmly and tap it hard on the bottom. Notice what happened to the flame each time the bottom of the can is struck, the bottom of the can vibrates and sets the air in the can to vibrating. The vibrating air cause the flame to flicker or go out” (John E. Warriner, *English Composition and Grammar, 1988, p. 48*).

The following is a **chronological order** used to narrate educational achievement.

Dominic Adua Nyaaba is a great American Christian Thinker and Philosopher. He is currently the Juris Doctor Candidate at Abraham Lincoln University in Los Angeles, California. He earned an Associates of Arts- Paralegal Studies (ABA Approved) at Fremont College in Cerritos, California in April 2018. He received the Chancellor’s Awards for earning a GPA of 4.00. In 2017, he earned a Doctor of Philosophy in Leadership at Winning Life Prayer Ministry in Los Angeles, California earning a GPA of 4.33. Similarly, Dominic Adua Nyaaba obtained a Doctor of Philosophy in Biblical Studies at Newburgh Theological Seminary in 2012. It is documented that he obtained a Master’s of Divinity in June 2006 at International Theological Seminary in El Monte, California. Prior to that, Dominic Adua Nyaaba obtained a Bachelors of Arts in Linguistics and French at the University of Ghana in 1998 obtaining First Class Honors.

Topic Sentence: The day the storm turned out to be a blessing.

We were all home at 8:00 PM on June 15, 2016 when the greatest storm in history hit our little town. My father had just arrived from a journey in a taxicab at 7:00PM and my mother had just finished cooking a delicious dinner. While we sat down at Table, the storm, which traveled 100 kilometers per hour ripped off out garage and damaged part of our roof. We managed to glue ourselves together for protection. After ten hours, the storm abated tremendously and my dad walked to the dismantled garage. He discovered to his astonishment that the gold ring which the family lost ten years ago was found in a corner in the wreckage. It weighed 10 ounces and worth a million dollars. The next morning, it was sold to a merchant for a handsome price of one and half million dollars. Since that day, my family has been living in wealth and prosperity.

⁹ <http://www.dictionary.com/browse/emotion> (accessed July 1, 2018).

- **Spatial order**

English experts authenticate that **descriptive writing** usually employs the spatial method which indicates that data can be collected in relation to one another. The writer woos his audience by directing them from one scene of the action to the next action in an **orderly, consistent, and coherent manner**. The writer should use vivid language when writing a descriptive essay and should include as many of the five senses as possible. Adding how something tastes, sounds, feels and smells, as well as what it looks like, helps the reader become more familiar with the subject of the essay. The writer must be clear about what the essay discusses, because the reader may be confused if there are too many descriptions. Writing in this style gives the author ample creative autonomy with regard to content and format. The goal is to stimulate the reader's imagination and all five senses. Descriptive essays are not intended to persuade or argue with the reader or to present a list of facts and figures. These essays are word paintings. Descriptive essays are often assigned to students of creative writing, but they also appear in literary journals, magazines, blogs and essay compilations. Skilled authors of descriptive essays use rich, colorful, specific and vivid language to engage all of the reader's senses. By the conclusion, the reader has a multifaceted visualization and understanding of the topic.¹⁰

Although descriptive essays are free-form compositions, they need logical organization that progressively reveals the topic to the reader. The most important element of this organized framework is the topic itself. If the reader does not understand what the essay is about, it is a jumbled, random and confusing mess. According to the staff of the Academic Writing Support Center at Indian River State College, the best way to avoid these problems is to craft an outline before writing the essay itself.¹¹

LEADERSHIP

Winning Life Prayer Ministry is raising up influential leaders throughout the world to meet the challenges of the 12th Century Gospel. Students from different countries are enrolled in different theological programs ranging from MA through Doctor of Ministry. Winning Life Prayer Ministry believes in the charisma of our individual students. Some are called to be apostles, others are called to be evangelists, and yet a majority are called to be pastors, while a percentage of them are called to teach and preach the word of God. Some of our graduate students are Bible translators in Ghana and Kenya.

An important leadership style studied by theorists in Theological institutions is the **Charismatic module**. Since 1999, charismatic leadership has received a great deal of research attention in the field of leadership studies (Conger, 1999); (Hunt & Conger, 1999). Charismatic leadership is similar to or synonymous with transformational leadership. The concept of charisma was first used to describe special gifts that

¹⁰ <https://www.reference.com/education/definition-descriptive-essay> (accessed July 4, 2018).

¹¹ <https://www.reference.com/education/definition-descriptive-essay> (accessed July 4, 2018).

individuals possess through the empowerment of the Holy Spirit to perform extraordinary miracles. Web (1947) defines charismatic traits as “special **personality** characteristic that gives a person superhuman or exceptional powers and is reserved for a few, is of divine origin and results in the person being treated as a leader.”¹² Oral Roberts and Benny Hinn are charismatic because they perform supernatural miracles through the empowerment of the Holy Spirit. The concept is derived from the Greek word “xarisma” which connotes *the gift of divine grace; the gift of faith, knowledge, holiness, virtue; the grace or gifts denoting extraordinary powers, distinguishing leaders from followers and allowing them to serve as leaders in the ecclesiastical settings.*

¹² Ibid; 178