

PTh 603 – Integrative Preaching
Associated Canadian Theological Schools
Kenton C. Anderson, Ph.D.

Fall 2019
Tuesdays: 8:30am to 11:10am

3 Credit Hours

Description and Objectives

This course will provide the student with the opportunity to study the preparation and delivery of integrative expository sermons with in-class preaching and evaluation. Video feedback will form a major component of evaluation. Assuming an acceptable level of interest, commitment, and diligence in study, this course should lead the student to...

1. Understand, articulate, and appreciate a biblical theology of preaching.
2. Gain the ability to construct a biblically faithful sermon.
3. Evaluate his/her gifts and skills for the ministry of preaching.
4. Begin to develop his/her preaching skills for future ministry.

Required Textbooks

Anderson, Kenton C. *Integrative Preaching: A Comprehensive Model for Transformational Proclamation*. Grand Rapids, MI: Baker, 2017.

Koessler, John. *Folly, Grace, and Power: The Mysterious Act of Preaching*. Grand Rapids, MI: Zondervan, 2011.

McClellan, Dave. *Preaching by Ear: Speaking God's Truth from the Inside Out*. Wooster, OH: Weaver, 2014.

Further readings will be taken from the listing of book reviews found on preaching.org.

Schedule

Please note that this class does not meet every week. The following schedule will describe our classroom meetings.

September	10	Model
September	17	Functions

October	01	Materials
October	8	Method
October	15	First Sermon: Group 1
October	29	First Sermon: Group 2
November	26	Second Sermon: Group 1
December	03	Second Sermon: Group 2

Website

Course support is found on the professor's website, www.preaching.org. Lecture notes, bibliography, feature articles, and notes on the model of preaching adopted in class can be found here. Students are encouraged to make use of these materials.

Assignments and Evaluation

The primary feature of this class is the preparation and presentation of three biblical sermons, one of which will be preached in a live setting outside of class. The student is expected to pursue a reading program that includes the course textbooks (listed above).

1. Sermon Presentation - as scheduled – 60% (30% per sermon)
The student will prepare and present two 15-20 minute integrative sermons according to the agreed upon schedule which conform to the expectations discussed in class. The student will provide a sermon plan for each sermon to the professor at the beginning of class the week before she or he is scheduled to preach. This plan must adhere to the course template, to be given to the student during class sessions. The sermon will be digitally recorded in class. The student is then asked to view the video and submit a one to two-page written self-evaluative response to the professor in class the week following the preaching of their sermon. Grading and evaluation standards are given below.
2. Final Sermon Project - due December 10 – 40% (30% for sermon – 10% for report)
The student will preach a third (new) sermon in a live setting outside of class. This setting should give the student opportunity to preach to people in a normal preaching/teaching context. The student will then present the professor with a written response to the project that speaks to the following eight criteria items:
 1. Details of the sermon setting and significant contextual background items.
 2. The preacher's sermon plan.

3. Improvements and adjustments made based on classroom experience.
4. Primary lessons learned through the preaching of this sermon in the field.
5. Significant lessons from the various textbook readings applied to the sermon.
6. Personal strengths of the student's preaching in general.
7. Personal growth areas of the student's preaching in general.
8. Specific, tangible objectives for the student's future preaching.

It would be helpful for to consult with some who listened to the sermon as it was presented, perhaps even utilizing the given evaluation form. In addition, students can request a personal meeting with the professor toward the end of the semester to discuss their preaching development and their final project report. Please note that the textbook engagement should be substantive. The length of this project should be no fewer than eight pages and no more than fifteen in length.

3. Participation and Discussion

A major component of the course is the student's participate in the life of the class, attending the sermons of fellow students and offering helpful and encouraging critical comments to fellow students along the way. Students are expected to attend class where they will actively and vocally participate in all sessions. Further, students are expected to complete the readings assigned for the class so that they are well prepared to participate in class discussions and to fulfill their assignments. During the final class, the student will be asked to report on their compliance with the various aspects of the course assignments as listed above. This report will be on the honor system and will include reporting on assigned readings completed and website forum participation. The impact of participation on the student's final grade is noted below.

Sermon Grading Standard

Classroom delivered sermons will be primarily graded according to four different categories as will be discussed in class. Each criteria will be evaluated on a tri-level scale (satisfactory, substandard, and exceptional). It is understood that a fully satisfactory sermon at the graduate level would earn the grade of "B." Thus, if the student earned four out of four "satisfactory" grades, that sermon would earn a "B." Every "substandard" the student earns will take the grade down by one-third of a letter. Every "exceptional" the student earns will elevate the grade by one-third of a letter to a maximum letter grade of "A". For example, a student that earns two "satisfactory," two "exceptional," and one "substandard" grade would receive a B+ for that category. Each category will be calculated and then averaged and rounded up to produce the assignment final grade. Note that the professor reserves the right to adjust the grade up or down depending upon other relevant factors as may be observed.

It should be noted that “exceptional” shall be applied to work that stands out as superior, exceeding the professor’s reasonable expectations for work at this level. Similarly, “substandard” shall be applied to work that fails to meet the professor’s reasonable expectations for work at this level – in other words, work that fails to pay attention to the required elements or which fails to achieve the expected objectives in a substantial way.

Course Grading Standard

The student’s final grade will be the average of the grades given for the three major sermon assignments, adjusted up or down (by as much as a letter grade) depending upon the quality of the student’s class participation (see above). Note that two or more F assignment grades constitute an automatic F for the course.

Assignment Extensions

Extensions will not be allowed for in-class preaching assignments. Students are free, however, to make arrangements with other students to trade slots, if this is helpful. Students who for any reason miss their in-class preaching assignment will receive an F. Please note that the professor may choose to offer an alternative assignment in extraordinary circumstances. Students seeking an extension without penalty for the final assignment in exceptional circumstances must make request to the professor in writing. Lengthy extensions require an official course extension process available through the registrar’s office.

Assignment Grade Appeals

Students can appeal their grade to the professor by stating in writing their reasons for contesting the grade. Deadline for such appeals is one week after the student has receipt of grade. Formal course grade appeals should be lodged with the ACTS registrar’s office.

Contact Information

For further information, please contact the professor at his office in the Fosmark Center (604.888.7592) or, preferably by email – kenta@twu.ca.

PTh 603 – Preaching and Communication – Schedule

Group One:

First Sermon: October 15
Second Sermon: November 26

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_____	_____	

Group Two:

First Sermon: October 29
Second Sermon: December 3

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_____	_____	

