



## Associated Canadian Theological Schools of Trinity Western University

### Preaching and Communication

Course Instructor: Kenton C. Anderson, PhD  
Course Semester: Fall 2020  
3 credit hours

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Course Duration: September 1 - 24

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### Course Description

This course will provide the student with the opportunity to study and practice the theology, preparation and delivery of integrative biblical sermons. Preaching will be defined broadly for the purposes of this course, including any opportunity for the persuasive, public presentation of the Bible. The professor's critique will comprise a significant aspect of the course.

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### Objectives

Assuming an acceptable level of interest, commitment, and diligence in study, this course should lead the student to...

- Understand, articulate, and appreciate a biblical theology of preaching.

- Gain the ability to construct a biblically faithful sermon.
- Evaluate his/her gifts and skills for the ministry of preaching.
- Begin to develop his/her preaching skills for future ministry.

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## Course 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.

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## Tools and Support

Supportive materials is found on the professor's website, [www.integrativepreaching.com](http://www.integrativepreaching.com), including sermon planning forms, evaluation forms, and sermon plan examples. Students are encouraged to make use of these materials.

## Course Schedule

Due Date	Assignments	Percentage
Sept. 2 – Sept. 4	Forum 1: Model of Integrative Preaching	10%
Sept. 9 – Sept. 11	Forum 2: Elements of Integrative Preaching	10%
Sept. 16 – Sept. 18	Forum 3: Materials of Integrative Preaching	10%
Sept. 23 – Sept. 25	Forum 4: Method of Integrative Preaching	10%

October 2	Forum 5: Example of Integrative Preaching	0%
October 2	Koessler and McClellan Readings	-20%
October 9	Sermon Project #1	20%
October 16	Sermon Project #2	20%
October 23	Sermon Project #3	20%

## Course Assignments

There are three forms of assignment for this course, forums, readings and sermons. Given the condensed and online nature of this course, students are encouraged to find an appropriate venue for their sermon presentations as soon as possible.

Assignments are due by midnight on the due date as shown above. Assignments must be submitted in the appropriate folder in the online MyCourses classroom. The professor's evaluation of the student's work will be found when ready in the student's MyCourses online gradebook. Late assignments are subject to a 10% per day deduction. For example, an assignment worth 5% submitted four days late would be granted a maximum of 3% toward the student's final grade. Requests for extensions in the case of extraordinary circumstances can be submitted to the professor by email.

### Online Forum Participation (40% of the final grade – 10% each)

The course includes five weeks of forum participation as can be seen in the schedule above. Each of these weeks, the student is required to (1) view the professor's video presentations as detailed below, (2) read the corresponding sections of the professor's textbook, *Integrative Preaching*, (3) respond to the forum assignments, and (4) offer at least four substantive comments on responses offered by other students in the forum. Responses to other students work are intended to be constructive and gracious. Typically, such responses will be at least 50 words each. This work is worth 10% for each of the first four weeks.

*Please note that there are two due dates for each of the first four forum assignments. The first due date (Wednesday nights) are for the student's response to the discussion questions. The second due date (Friday nights) are for the student's responses to the work of other students.*

### Forum #1: The Model of Integrative Preaching

*View the Course Video: 1.0, 1.1, 1.2, 1.3, 1.4 - Read Integrative Preaching: Section 1: Model*

*Response to Forum 1 Assignment due September 2 – Comments on Peer Responses due September 4*

Assignment for Forum #1: Watch the assigned videos, read the assigned section of the textbook, and in a comment of between 200 and 400 words, describe how you have experienced and/or have not experienced both horizontal and vertical integration in preaching. Please reflect on your own preaching and that you have heard offered by others.

Forum #2: The Elements of Integrative Preaching

*View the Course Video: 2.0, 2.1, 2.2, 2.3, 2.4 - Read Integrative Preaching: Section 2: Elements*

*Response to Forum 2 Assignment due September 9 – Comments on Peer Responses due September 11*

Assignment for Forum #2: Watch the assigned videos, read the assigned section of the textbook, and examine someone else's sermon that you would consider exemplary. In a comment of between 200 and 400 words, describe how you perceive the preacher to have effectively, engaged, instructed, convicted, and inspired the listener.

Forum #3: The Materials of Integrative Preaching

*View the Course Video: 3.0, 3.1, 3.2, 3.3, 3.4 - Read Integrative Preaching: Section 3: Materials*

*Response to Forum 3 Assignment due September 16 – Comments on Peer Responses due September 18*

Assignment for Forum #3: Watch the assigned videos, read the assigned section of the textbook, and begin work on a biblical text that you might plan to preach in the future. In a comment of between 200 and 400 words begin to describe a set of problems, points, prayers, and pictures that you could find useful in the preaching of that text.

Forum #4: The Method of Integrative Preaching

*View the Course Video: 4.0, 4.1, 4.2, 4.3, 4.4 - Read Integrative Preaching: Section 4: Method*

*Response to Forum 4 Assignment due September 23 – Comments on Peer Responses due September 25*

Assignment for Forum #4: Watch the assigned videos, read the assigned section of the textbook, and begin work on at least three biblical texts that you might plan to preach in the future. Compose three theme statements in keeping with the instructions offered by the professor that

might be useful in the preaching of these passages. Be sure that these themes offer both a subject and a complement.

#### Forum #5: Example of Integrative Preaching

*View the Course Video: 5.0, 5.1, 5.2 - Read Integrative Preaching: Section 5: Examples*

These pieces are offered for the student's benefit. No response is required.

#### **Course Readings (up to -20% of the final grade) due October 2**

The student is intended to read the three textbooks described above (Anderson, Koessler, and McClellan). The Anderson reading will be reflected in the forum assignments. The student will take care to utilize these readings in their work for this course – especially the reflections on the student's practice of preaching. By the due date, the student will submit a note to the professor indicating the percentage of reading of these texts that has been completed. Note that a failure to attend to this assignment adequately could result in a deduction to the student's grade of up to 20%.

#### **Sermon Projects (60% of the final grade – 20% each)**

*Deadlines on the final alternating Friday nights of the course: October 9, 16, and 23.*

The primary feature of this class is the preparation and presentation of three biblical sermons, each of which will be preached in a live setting. Given the tightness of the course schedule, the student will need to secure appropriate preaching situations at soon as possible. Students should feel free to discuss these possibilities with the professor via email. Any live situation is permissible, even those contrived for the purpose, with the assumption that those listening to the sermon are willing to take the event seriously.

*Each sermon must be no more than 20 minutes in length, including prayer and Scripture reading.* This expectation will be strictly held. The student must arrange for a video recording of the event and share a link to the video by means of Google Drive, Dropbox, Vimeo, Youtube, or some other suitable means. Note that each sermon presented must conform to the integrative model, described in the course videos and textbook readings. The student must use the sermon planning template and evaluation forms provided. Please be sure to allow plenty of time to manage the encoding and uploading of your videos so as not to miss the deadlines.

The student must present a sermon plan for each sermon utilizing the template given and conforming to the examples offered.

The student must seek feedback from people who were present to hear each sermon. An evaluation form is provided for this purpose.

The student must view his or her sermon video, and then present a 400-600 page self-evaluation for each sermon in which the preacher reflects on his or her strengths, weaknesses, and expectations for growth as they pursue their future in preaching.

*In summary, on each of the three due dates, the student must present, a sermon plan, a sermon video, and their self-evaluation of this sermon.*

## **Sermon Grading Standard**

Classroom delivered sermons will be primarily graded according to the four elements of integrative preaching as will be discussed in class. Each element 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 Evaluation**

During the semester, you will receive a notice from the ACTS World Campus office about how you can complete the course evaluation for this course. Because your feedback is very important, the course evaluation a required part of the course.

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## **Course Grading Standard**

A level grades – 90-100%

B level grades – 80-89%

C level Grades – 60–79%

Failure – 0-59%

## **Grade Appeals**

Students can appeal their grade to the course instructor 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 can be made with the ACTS Office.

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## **Important Academic Notes from ACTS**

### **Web Support – Student Portal**

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

### **Campus Closure**

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

### **Paper Formatting**

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use EndNote Basic/Web (see the tutorial at <http://libguides.twu.ca/EndNote/>) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html) or [www.dianahacker.com/resdoc/](http://www.dianahacker.com/resdoc/). Note that in EndNote the available formatting styles are those of Turabian Bibliography, 8th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats –Bibliography and Reference List (a short format citation style). ACTS uses the Bibliography format, not Reference List. The university no longer subscribes to RefWorks.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian").

CANIL students can locate this on the CANIL intranet, under the “student” side. CanIL students can locate this on the CanIL intranet, under the “student” side.

**Please check with your professor to see which one he/she recommends you use!!**

### **Course Evaluations**

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

### **Research Ethics**

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

### **Academic Integrity and Avoiding Plagiarism at TWU**

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all

forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage ([www.acts.twu.ca](http://www.acts.twu.ca)).

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) (8 minute flash tutorial)

### **Equity of Access**

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

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