Good to Great Preaching: The Four Elements of the Integrative Sermon
Gordon-Conwell Theological Seminary
Kenton C. Anderson, Ph.D.
January 14-18, 2013

Description and Objectives

This course will encourage the student to understand an integrative approach that will help them move from merely good preaching to potentially great biblical preaching. Focusing on the four elements of the integrative sermon, the course will show how preaching the bible can serve as an effective means of spiritual formation in the church. If preaching helps people hear from God through his self-revelation, great preaching will embrace whatever means are productive in helping people hear from and respond to the God who speaks through his Word.

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

...understand, articulate, and appreciate a biblical theology of "great" preaching;
...develop the capacity to preach an integrative sermon;
...nurture tangible ways by which the student's preaching could be seen as "great".

Note: It is understood that terms like "good" and "great" are subjective in nature. As such, they will prove to be productive for discussion within the class. It is not the intent of the professor to guarantee greatness. However, the intent is that we learn to aspire to something more effective from our preaching and that we take significant steps toward the achievement of such.

The Professor

Kent Anderson is President of Northwest Baptist Seminary in Langley, British Columbia, and Professor of Homiletics at the Associated Canadian Theological Schools (ACTS Seminaries) of Trinity Western University. A past-president of the Evangelical Homiletics Society, he continues to serve as a member of the editorial board of the Journal of the E.H.S, and has published extensively in the field of homiletics. In addition, Kent has many years of local church pastoral service, and continues to serve his local church as a leader and preacher. He can most readily be reached by email at kenta@twu.ca.

Required Textbooks

Anderson, Kenton C. Choosing to Preach: A Comprehensive Introduction to


Schedule

Day 1. Model (Conviction; Proclamation; Integration; Formation)
Day 2. Elements (Engage; Instruct; Confront; Inspire)
Day 3. Tools (Stories; Problems; Ideas; Pictures)
Day 4. Process (Discovery; Construction; Assimilation; Delivery)
Day 5. Practice (samples and examples)

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 Analysis – Due: first day of class. 25%
   The student will bring examples of two sermons to class that he or she considers to be “great.” The student will write a brief paper for each that describes a number of elements that leads the student to esteem the sermon so highly. Note that if the sermon is in audio form, the student should prepare some brief, relevant clips that can be shared with the class for discussion.

2. Paper – Due February 4. 25%
   The student will write a paper of at least six and no more than nine pages that describes a settled “theology of greatness and the importance of integration in preaching.” The paper should display clear evidence of interaction with the course textbooks, so that the students’ reading of such becomes evident.

3. Sermon Development – Due February 4. 50%
   The student will identify three sermons that he or she has previously preached and which he or she considers to have been “good”. He or she will rebuild the sermons according to the integrative principles discovered in class, re-preach them, and then send the professor a description of the event, analyzing the effect of the changes and
personally assessing the degree to which “greatness” had been achieved. The resulting paper should comprise at least four pages per sermon, and will…
…describe the sermon, its context, its exegesis and its homiletic intent;
…describe the alterations made by the preacher in pursuit of something greater;
…assess the effectiveness of the changes made and the result among the listeners.

4. Participation and Discussion  **potential of plus or minus one letter grade**
A major component of the course is the ability to participate in the life of the class, attending the sermons of fellow students and offering helpful and encouraging critical comments to their fellow students along the way. Students are expected to attend class where they will actively and vocally participate in all sessions of the class. Further, students are expected to complete the readings (preferably, before the first day of class) so that they are well prepared to participate in class discussions and to fulfill their assignments. Students are asked further to participate in the dialogue with their fellow students and with others on preaching.org.

**Grading Schedule**

A range grades: 90-100  
B range grades: 80-89  
C range grades: 70-79  
D range grades: 60-69  
59 and under is a failing grade: F