Master of Arts

EM784D
Theology and Practice of Church Evangelism

Unit Guide

Semester 2, 2016

Malyon College
is an approved institution of the
Australian College of Theology

EM784D is offered by Malyon College as part of the Master of Arts authorized for contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
Contents

About Malyon College................................................................................................................ 3
About The Australian College of Theology ................................................................................ 3
Unit Details.................................................................................................................................. 4
   Unit Description ........................................................................................................................ 4
   Credit Points ............................................................................................................................... 4
   Co- and Pre-Requisites ............................................................................................................. 4
   Exclusions ................................................................................................................................. 4
   Unit Content ............................................................................................................................. 5
Unit Outcomes ............................................................................................................................. 5
Workload Requirement .............................................................................................................. 6
Unit Requirements (Summary) ..................................................................................................... 6
Required Resources .................................................................................................................... 7
Lecture Schedule (Distance) ....................................................................................................... 7
Unit Lecturer & Course Co-Ordinator ........................................................................................ 9
Unit Assessment ........................................................................................................................ 10
   Assessment Instructions .......................................................................................................... 10
   Grade Criteria .......................................................................................................................... 11
   Assessment Requirements ....................................................................................................... 12
      Formative Requirements a, b, c: Powerpoint Presentation + Conference Calls ............... 12
      Requirement 1: Forum Activities + Reflection Activities .................................................. 13
      Requirement 2: Theological Essay ....................................................................................... 16
      Requirement 3: Evangelism Strategy Essay ....................................................................... 17
Pastoral Award Assessment Requirements.................................................................Error! Bookmark not defined.
Unit Contribution to Graduate Attributes ............................................................................... 19
Recommended Readings ........................................................................................................... 20
ACT Policies and Procedures ..................................................................................................... 25
Key Policies ................................................................................................................................. 25
Accessing Documents ............................................................................................................... 25
About Malyon College

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we’ve learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

About The Australian College of Theology

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner’s reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:
1. the Anglican Primate of Australian and the Dean of the ACT,
2. the principals of 10 Anglican Theological Colleges,
3. 21 persons elected by the House of Bishops of the General Synod,
4. the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
5. 5 graduates holding an ACT research degree,
6. 5 graduates holding any other degree of the ACT.
Unit Details

Unit Description

Beginning with an examination of the New Testament and contemporary ecclesiology this unit helps students develop their own theology of evangelism. From this theology the role of the local church in evangelism properly emerges. Consideration is then made of the considerable social scientific research on religious conversion and the social aspects of religion. The research on Australian spirituality and church attendance is highlighted. Use is then made of the National Church Life Survey to identify the qualities of churches in Australia which are effective at evangelism. Students will emerge from this unit with a mature theology and practice of local church evangelism for application in their own context.

Credit Points

This unit is valued at 8 credit points.

Co- and Pre-Requisites

None

Exclusions

None
**Unit Content**

The unit is made up of the following sections and sub-sections:

**Section A: Theological Foundations**
1. The gospel and the Kingdom of God: biblical usage and theological significance of key concepts.
3. Evangelism in the early churches.

**Section B: Sociological Perspectives**
5. Social Scientific Perspectives on Conversion: the classical and contemporary models.
7. Australian Spirituality
8. Why Australians don’t go to church.

**Section C: Effective Evangelistic Churches in Australia**
9. The Findings of the NCLS: Core Qualities related to high levels of conversion: invitation; sense of belonging; inspiring and empowering leadership.
10. Developing the NCLS Core Qualities in the local church
11. Personal evangelism in the local church context
12. Small group evangelism in the local church context
13. Evangelistic preaching in the local church context

**Unit Outcomes**

At the end of the unit students should:

a) Derive a mature theology of evangelism based on the biblical texts and theological scholarship on conversion, ecclesiology and evangelism.

b) Enunciate a theologically informed description of the role of the local church in evangelism.

c) Critically analyse & evaluate the social scientific findings related to conversion and church engagement from within a theological framework.

d) Apply the understanding derived from outcomes a)-c) to their own model of local church evangelism.

e) Develop a strategy for the application of their theology of local church evangelism in their own context.
Workload Requirement

A unit will generally require about 200 hours for contact students or distance students for preparation and study, and assignment work over the semester. This generally should be distributed as follows:

a. Home study – 40 hours (about 3 hours per module);
b. Reflection Activities and Forum Activities – 40 hours (about 3 hours per module);
c. Extra Reading and Assignments – 120 hours.

Unit Requirements (Summary)

The student shall complete the following assessment requirements:

a. “Evangelism in the Local Church” – students will be required to produce a 5 minute presentation (PowerPoint or similar) on the most effective methods of evangelism they have used, or seen used, in a local church context. Distance students will post them on the Moodle. (Due Friday of Week 4, August 12)
b. Conference Call 1: Discuss student powerpoints (see (a) above), theologically evaluating various evangelistic approaches (week 5, details tba)
c. Conference Call 2: Discuss student powerpoints (see (a) above), sociologically evaluating various evangelistic approaches (week 11, details tba)
d. Reflection Activities (80+% required, equivalent to class participation; due with requirement 1b Forum Posts, Friday of Week 13, October 28)
e. Requirement 1 Forum Activities (20% of assessment; part 1a due Friday of Week 7, September 2; part 1b due Friday of Week 13, October 28)
f. Requirement 2 Theology Essay - 4000 words (35% of assessment; due Friday of Study Week 2, September 30)
g. Requirement 3 Evangelism Strategy Essay - 4000 words (45% of assessment; due Friday after Week 13, November 4)

n.b. Requirements (a), (b), and (c) above are compulsory to pass this course, even as they are not formally evaluated and do not contribute to the student’s grades. This is crucial for distance students to maximally interact with this material in a community of practice.
**Required Resources**

In order to complete the unit, the student will be required to have access to the following resource/s:

1. **Textbook:**
   - [http://www.amazon.com/The-Study-Evangelism-Exploring-ebook/dp/B001IKKC8Q/ref=tmm_kin_title_0](http://www.amazon.com/The-Study-Evangelism-Exploring-ebook/dp/B001IKKC8Q/ref=tmm_kin_title_0) [Kindle version here](http://www.amazon.com/The-Study-Evangelism-Exploring-ebook/dp/B001IKKC8Q/ref=tmm_kin_title_0)

2. You will need access to reference books to complete the assignment work. There will be quite a few resources on the Moodle site that should provide an excellent start, but you will still have to read more widely. If you are a distance student without easy access to a library, the article *Extra Assignment Resources* may provide other options to access books.

3. You will need to reference journal articles in the assignments. Malyon has access to almost 300 online, full text, journal articles through EBSCO which is an online database. [http://search.ebscohost.com/](http://search.ebscohost.com/)

Further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

**Lecture Schedule (Distance)**

Distance study is designed to be self-paced, so the following is only a guide. Make sure that you put aside at least a day each week to complete the Module Guide, the extra reading and the reflection activities. The *forum activities* are assessed. Please post these to the relevant forums under each module for interaction, **even as you must submit these with title page as one word document, via the assessment tab** (Forums 1-7 by Sep. 2; Forums 8-13 by Oct. 28).
<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Approx Commence Date</th>
<th>Journal FORUM and Assessment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section A Theological Foundations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Introduction; The Gospel and the Kingdom of God</td>
<td>Jul 18</td>
<td>Forum 1</td>
</tr>
<tr>
<td>2</td>
<td>Conversion and the Family of God</td>
<td>Jul 25</td>
<td>Forum 2</td>
</tr>
<tr>
<td>3</td>
<td>Evangelism in the Early Churches</td>
<td>Aug 1</td>
<td>Forum 3</td>
</tr>
<tr>
<td>4</td>
<td>Contemporary Ecclesiologies</td>
<td>Aug 8</td>
<td>Forum 4 Pnt/Video: Due Aug 12</td>
</tr>
<tr>
<td><strong>Section B Sociological Perspectives</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Social Scientific Perspectives on Conversion</td>
<td>Aug 15</td>
<td>Forum 5 Conference Call 1: Ev. Approaches evaluated by Theology</td>
</tr>
<tr>
<td>6</td>
<td>Social Aspects of Religion</td>
<td>Aug 22</td>
<td>Forum 6</td>
</tr>
<tr>
<td>7</td>
<td>Australian Spirituality</td>
<td>Aug 29</td>
<td>Forum 7 Req 1a: Due Sep 2</td>
</tr>
<tr>
<td>8</td>
<td>Why Australians Don’t Go to Church</td>
<td>Sep 5</td>
<td>Forum 8</td>
</tr>
<tr>
<td><strong>Section C Effective Evangelistic Churches in Australia</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The Findings of the NCLS</td>
<td>Sep 12</td>
<td>Forum 9 Req 2: Due Sep 30</td>
</tr>
<tr>
<td>10</td>
<td>Developing the Core Qualities</td>
<td>Oct 3</td>
<td>Forum 10</td>
</tr>
<tr>
<td>11</td>
<td>Personal Evangelism</td>
<td>Oct 10</td>
<td>Forum 11 Conference Call 2: Ev. Approaches evaluated by Sociology</td>
</tr>
<tr>
<td>12</td>
<td>Small Group Evangelism</td>
<td>Oct 17</td>
<td>Forum 12</td>
</tr>
<tr>
<td>13</td>
<td>Evangelistic Preaching</td>
<td>Oct 24</td>
<td>Forum 13 Req 1b: Due Oct 28 Req 3: Due Nov 4</td>
</tr>
</tbody>
</table>
Rev Dr Ian Hussey (BSc, DipEd, BTh(Hons), GradTheol, MMgt, MTh, PhD) is the author of this course. He is married to Lynette who is the Principal of a school for disengaged youth. They have two daughters. Between 1993 and 2010 Ian was solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people. Ian lectures in Leadership, New Testament and Practical Ministries. He also has responsibility for online content development and the DMin program.

Ian has degrees in science, education, theology and management, and a PhD on the topic: "The engagement of newcomers in church attendance: a theological and social scientific examination of churches with high levels of converts." His interests include bass guitar, drums, sports and cross-cultural evangelism through TESOL. He is passionate about seeing local churches active and effective in evangelism.

☎ +61 07 3354 5668  ✉ ian.hussey@malyon.edu.au

Dave Benson (BAppSci.HMS-Ed; MA-Th; PhD) is the course co-ordinator and marker for this subject. As a former high school teacher, youth worker and Pastor, he is passionate about commending Christ and His Kingdom in Australia’s post-Christendom culture. Dave lectures at Malyon College in the areas of evangelism, apologetics, worldviews, faith–work integration, and practical theology. This parallels Dave’s work as Director of Traverse (the Malyon centre for bridging church and culture), the founder of “Christ’s Pieces” with his wife Nikki as an intentional Christian community, and his ongoing service with the Lausanne World Evangelization Movement. In recent years, he has been studying the place of Sacred Texts in Secular Education, considering the place of religions in a pluralistic public sphere.

☎ +61 (07) 3354 5656  ☞ nikanddave (skype)  ✉ david.benson@malyon.edu.au
Unit Assessment

Assessment Instructions

In completing assessments, students should note that:

1. The College requirements for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.

2. The current Assignment Style and Writing Guides are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.

3. The due date is non-negotiable; in exceptional circumstances students are to adhere to College protocol for requesting permission for late submission. Penalties for late submission are set at 5% per College week. The Assignment Style Guide contains details of the protocols to be followed.

4. With respect to length, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.

5. With respect to the List of References, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
   a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
   b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.

6. The failure to adhere to the stipulated assessment format requirements will be penalized as follows:
   a. Body of assignment:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
   b. List of References and referencing:
      i. 1st level – 1%
      ii. 2nd and subsequent levels – 2%
Grade Criteria

The marking scale used for all ACT instruments is as follows:

- High Distinction (HD) = 85-100%
- Distinction (D) = 75-84%
- Credit (C) = 65-74%
- High Pass (P+) = 58-64%
- Pass (P) = 50-57%
- Fail (F) = 0-49%

Candidates in Master’s courses will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgments appropriate to early postgraduate level in their select area of study. Candidates are expected to demonstrate a developing capacity for further postgraduate research.

Guidelines pertinent to each grade listed above are as follows:

**Pass**
The candidate demonstrates a pronounced ability to engage primary sources, a sound grasp of the foundational features of the discipline as that intersects with the topic, and an ability to critically evaluate a range of scholarly viewpoints.

**Credit**
The candidate demonstrates a pronounced ability in the analysis of primary sources and in the tasks of evaluating and assessing empathically a range of scholarly points of view, and evidences ability to arrive at genuinely independent scholarly judgments in a select area of study.

**Distinction**
The candidate demonstrates superior ability in the analysis and critique of primary sources and ideas in dialogue with a wide range of scholarly points of view reporting these empathically, to the extent that genuinely independent scholarly judgments are beginning to emerge in a select area of study.

**High Distinction**
The candidate demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas, and evidences genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.
Assessment Requirements

Formative Requirements a, b, c: Powerpoint Presentation + Conference Calls

As per this Unit Guide (p6, Unit Requirements: Summary), there are three non-assessed and yet compulsory requirements.

a. “Evangelism in the Local Church” – students will be required to produce a 5 minute presentation (PowerPoint or similar) on the most effective methods of evangelism they have used, or seen used, in a local church context. Distance students will post them on the Moodle. (Due Friday of Week 4, August 12)

b. Conference Call 1: Discuss student powerpoints (see (a) above), theologically evaluating various evangelistic approaches (week 5, details tba)

c. Conference Call 2: Discuss student powerpoints (see (a) above), sociologically evaluating various evangelistic approaches (week 11, details tba)

Length: 1 hour of work + 2x30-45 minute conference calls  
References: None  
Due: Presentation Friday 12 August, Week 4 (by electronic submission on Moodle, under the assessment tab); Conference calls on Week 5, August 15-19 (theological evaluation) and Week 11, October 10-14 (sociological evaluation)  
Course Content: Sections A, B, C  
Mark allocation: Compulsory but not assessed  
Learning Outcomes: a-e
Requirement 1: Forum Activities + Reflection Activities

Distance students will complete the Forum Activities as they study each Module. The Forum Activities are designed to help you interact with and apply the teaching of each Module. The posts allow for critical interaction over the issues and will feed directly into your major assignments.

In each of the 13 modules across the semester, please submit a 100-150 word forum post answering a question posed by the lecturer, that emerges from the the core of that module's lecture notes and recommended readings. It must comprise:

(a) A personal response to the question that is focused on your particular context of church and culture. This response must emerge from interaction with the module notes, and engage with at least one recommended reading as listed in lecture.

(Use all 100-150 words here.)

(b) Forum interaction with at least one other student, including a comment or question that advances the conversation. (Words for this part are not counted in the overall 1500 words for this assessment requirement--they are to increase genuine community and form a community of praxis among distance students.)

The key assessment criteria for this requirement are as follows:

1. You have reflected perpectively and critically on the set question, centred in your church and community context
2. You demonstrate proficiency with the related course materials
3. You have referenced and meaningfully interacted with a recommended reading in your response
4. You have advanced the conversation with another student on the key question.

Students will upload their journal entries to Moodle (under each module), interacting online, even as they must submit these forum posts with a title page as one word document, via the assessment tab.

Length: 1500 words (100-150 per entry)

References: Citation of and interaction with set-text/recommended reading each post
Due: Requirement 1a = Forums 1-7 by Sep. 2; Requirement 1b = Forums 8-13 by Oct. 28
by electronic submission on Moodle, under the assessment tab.

Course Content: Sections A, B, C
Mark allocation: 20%
Learning Outcomes: a-e
**Further details for Assessment Requirement 1:**

Following are the specific questions for each of the thirteen journal entries, to which you will respond, ideally on the same day/week you work through the module notes.

**Forum Activity 1:** What is the relationship between the gospel and the Kingdom of God? What are the implications for the local church of this relationship?

**Forum Activity 2:** “A community committed to the gospel of the reign of God provides a most convincing apologetic of the gospel” (Gibbs and Bolger 2006, 125). What is the theological justification for such a statement? Is it convincing?

**Forum Activity 3:** Critically evaluate, from a theological perspective, the notion that corporate worship is, or should be a venue for evangelism.

**Forum Activity 4:** Critically evaluate the presuppositions and ecclesiology of “Emerging Church”. What insights does it bring to local church mission and the practice of evangelism?

**Forum Activity 5:** Critically evaluate, from a theological perspective, the psychological perspectives on conversion discussed in this module. How useful are these insights for informing a strategy for local church evangelism?

**Forum Activity 6:** Critically evaluate, from a theological perspective, the sociological perspectives on conversion in this module. How useful are these insights for informing a strategy for local church evangelism?

**Forum Activity 7:** Give an informed description of Australian spirituality. If you are right, what are the implications for local church evangelism?

**Forum Activity 8:** Choose one of the issues related to church non-attendance raised by the research presented in this module and discuss what a local church could do to reduce this blockage.

**Forum Activity 9:** What, for you, is the most surprising fact emerging from the research reported in the NCLS paper?

**Forum Activity 10:** Go through the appendix on pp41-43 of the article on “Inspirational Leadership” (from the Inspirational Leadership Alliance, 2010) and choose one key principle to be more inspirational. Identify three key behaviours related to that principle and explain what you will do to develop them.

**Forum Activity 11:** Identify and critically evaluate the usefulness of a method or program of personal evangelism with which you are familiar.

**Forum Activity 12:** Critically evaluate one (1) of the models of small group evangelism discussed in this Module’s Learning Guide and Ireland’s reading. Discuss its suitability for you context.

**Forum Activity 13:** Is the vocational preaching evangelist a dying breed? Why?
Reflection Activities

Note that for distance students—equivalent to class participation for on-campus students—there is also a non-graded but compulsory series of reflection activities, highlighted throughout the Module notes. Failure to complete these tasks is viewed as failure to complete the unit requirements.

The reflection activities will assist the student to process and apply the information. They are equivalent to the questioning and discussion that occur in attendance at lectures. Each reflection activity must be completed with a response of at least 30 words. These will not be seen by anyone except the student, who is required to submit an honesty report at the end of the semester. This will indicate that he or she has completed each of the reflection activities.

Length: 1000+ words
References: None required
Due: Friday 28th October (only submit report below, wk. 13 with forum activities Req. 1b)
Mark allocation: Non-graded but compulsory (80% completed to pass the course)

Report on Completion of Reflection Activities

I have adequately completed all of the Reflection Activities (written at least 30 words in response) as specified in each Module’s Learning Guide.

Name: ____________________  Signature: ____________________  Date: __/__/____

(Email to Lecturer when completed, ideally with your Forum Activities, Requirement 1b).
Requirement 2: Theological Essay

With reference to the Bible and ecclesiology describe and justify your own theology of evangelism. What, if any, is the role of the local church in your model?

The **key assessment criteria** for this requirement are as follows:

How well the student demonstrates:

1. An ability to **engage** and empathetically report on a wide range of sources: Students are required to read widely in order to encounter a range of disparate views in biblical, theological concepts, models or approaches. This reading must encompass ideas and perspectives not included in the provided content. Sources should include books and journal articles and must be accurately referenced.

2. An ability to **analyse** a range of scholarly viewpoints: Students should be able to break down viewpoints into their component parts with particular reference to their biblical foundations and to the different contexts that may account for their development.

3. Critical evaluation of a range of scholarly viewpoints: Students should recognize the basic distinctives of the concepts or views and discern any essential common ground and/or incompatible differences. They need to evaluate the strengths and weaknesses of the various concepts or views, with particular reference to their biblical foundations and to the different contexts that may account for their development.

4. An ability to **synthesize** a range of scholarly viewpoints: On the basis of their evaluation, students are required to synthesise their own theological position. A clear justification should be given for their conclusions.

5. Genuinely **independent scholarly thought** appropriate to an early postgraduate level in theology: Students should sustain an extended and sophisticated argument.

**Length:** 3000 words  
**References:** Referring to at least 12 sources  
**Due:** Friday August 30, 2016  
by electronic submission on Moodle, under the assessment tab.  
**Course Content:** Section A  
**Mark allocation:** 35%  
**Learning Outcomes:** a-b
Requirement 3: Evangelism Strategy Essay

Develop and justify a strategy to increase the evangelistic effectiveness of your church. Draw upon your theology of evangelism and the social scientific findings related to conversion and churches with high levels of converts. Include specific steps that would be taken.

The **key assessment criteria** for this requirement are as follows:

How well the student demonstrates:

1. An ability to **engage** and empathetically report on a **wide** range of sources:
   Students are required to read widely in order to encounter a range of disparate theological and social scientific findings related to conversion and churches with high levels of converts. This reading must encompass ideas and perspectives not included in the provided content. Sources should include books and journal articles and must be accurately referenced.

2. An ability to **analyse** a range of scholarly research:
   Students should be able to break down research into its component parts and analyse it with reference to the different context that may account for its conclusions.

3. Critical **evaluation** of a range of scholarly research:
   Students need to evaluate the strengths and weaknesses of the social scientific findings related to conversion and churches with high levels of converts, with particular reference to their theological framework and to the different contexts that may account for their conclusions.

4. An ability to **synthesise** a range of concepts:
   Students should be able to integrate their theology of evangelism and the social scientific findings related to conversion and churches with high levels of converts to develop and justify a strategy to increase the evangelistic effectiveness of their church.

5. An ability to **implement** their strategy to increase the evangelistic effectiveness of their church through the identification of specific, measurable, attainable, relevant and timely steps.

6. Genuinely independent scholarly thought appropriate to an early postgraduate level in theology: Students should sustain an extended and sophisticated argument.

**Length**: 3500 words

**References**: Referring to at least 12 sources

**Due**: Friday November 4, 2016

by electronic submission on Moodle, under the assessment tab.

**Course Content**: Sections A, B, C

**Mark allocation**: 45%

**Learning Outcomes**: c-e
Pastoral Award Assessment Requirements

As with the previous iteration of this course, pastoral award students are required to complete each of the forum activities (submitted via Moodle: see pp13-14 assessment requirement 1 above, though without the requirement to reference the recommended reading) and reflection activities (e-mail confirmation alongside R1: see p15 assessment requirement 1 above). *For pastoral award students, however, this compulsory requirement is purely formative, and thus not marked.*

**The Pastoral Award involves submission of only one assignment as a final reflection.**

**Here are the key details for this assessment requirement:**

In this final reflection, students are to demonstrate understanding of and interaction with the lecture and reading material through addressing the questions below. No formal referencing or bibliography is required in the essay, but it must cover a range of issues that were raised in the lectures.

1. What did I learn through studying this unit?
2. What issues were most helpful for me?
3. Were there any points where I disagreed or had difficulty?
4. How has studying this unit affected my life and/or ministry?
5. How will I continue to build on the foundation that this unit has provided?

**Criteria** used for assessing whether the reflective exercise is satisfactory or unsatisfactory will be:

1. Does it show that the lecture and reading material was understood?
2. Does it show that the lecture and reading material was processed?
3. Does it show that the lecture and reading material was applied (if appropriate)?

**Length:** 2000 words

**References:** No formal referencing/bibliography required. However the student must demonstrate understanding of the set text and lecture materials.

**Due:** Friday November 4, 2016
by electronic submission on Moodle, under the assessment tab.

**Mark allocation:** 100% (Pass/Fail)
Developing Christians of Influence

“Then I will give you shepherds after my own heart, who will lead you with knowledge and understanding.” (Jeremiah 3:15)

Unit Contribution to Graduate Attributes

Graduate Attribute 1: Personal Formation (Shepherds with God’s heart)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>grows a mature relationship with God</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>seeks and builds healthy relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>is self-aware and maintains self-care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>is secure in God’s call but wanting and able to learn and grow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>committed to living with God-dependence and character</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Attribute 2: Theological Formation (Knowledge and understanding of God’s heart)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>knows and trusts the Bible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>understands the context of diverse theological ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>forms a thoughtful, biblical, personal theology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>reflects theologically and applies the Bible to real life</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>committed to helping others know and live God’s way</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Graduate Attribute 3: Ministry Formation (Knowledgeable and wise shepherds)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>understands how to have godly influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>possesses skills needed for chosen ministry path</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>able to adapt to and minister in a range of ministry contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>able to work with and lead a team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>committed to serving, evangelising and mentoring others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scale:
1. A major thrust of this unit
2. A contribution that this unit should make
3. A possible function of this unit, but not targeted
4. An unlikely product of this unit

Note: Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.
**Recommended Readings**

### Section A: Biblical Foundations


Chester, T., S. Timmis, *Total Church: A Radical Reshaping Around Gospel and Community* (Nottingham, IVP, 2007)


### Ecclesiology


Section B: Sociological Perspectives


**Section C: Effective Evangelistic Churches in Australia**


ACT Policies and Procedures

Key Policies

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
3. Academic Appeals Policy.

Accessing Documents

These and other policy documents are publically available in the following handbooks, through links on ACT’s home page (www.actheology.edu.au):

1. Undergraduate Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the ‘Recent Updates’ link found on the ACT website.