Malyon College

Master of Arts (Theology) and Related Programs

TH702D-6
Conference Participation

Semester 1, 2017

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

TH702D-6 is offered by Malyon College as part of the Master of Arts (Theology) and related programs, authorized for distance and contact delivery by the college, which is an accredited award of the Australian College of Theology (ACT).
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.

Malony 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.

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

The unit contributes to the professional and vocational development of graduate students by providing an opportunity to experience reflectively an academic theological conference and to develop skills in preparing and presenting a conference paper. The unit will engage students with the processes by which new knowledge and understanding is propagated and evaluated by interaction with professional peers and other stakeholders. It will be of particular benefit to students contemplating further advanced study and/or research.

Credit Points

This unit is valued at 8 credit points.

Co- and Pre-Requisites

The student must have completed at least 16 credit points at 700 level in order to have the grounding necessary for this unit.

Exclusions

None.

Unit Content

1. Conference preparation
   a. Engagement with the conference topic through pre-reading of material related to the conference topic.
   b. Introduction to the theory and practice of developing a conference paper.

2. Conference Participation
   a. Attend and participate (as appropriate) in at least 12 hours of presentations or workshops at the conference.

3. Conference Reflection
   a. Reflect theologically on the conference with reference to related theological sources.
   b. Reflect personally on the conference experience.

Unit Outcomes

On completion of this unit, students will:

A. Knowledge and understanding
   Know and understand:
1. The conference topic/theme;
2. Research principles and methods used in the discipline of Theology.

B. Skills
   Be able to:
3. Prepare for a conference by reflecting on the relevant theological scholarship and practice;
4. Apply Theology research principles and methods in the preparation of a conference paper;
5. Evaluate the conference personally and professionally.

C. Application
   Be in a position to:
6. Research and write papers suitable for presentation at a Theology conference;
7. Participate in conferences as a reflective practitioner;
8. Apply specialised theological understanding in formal ministry contexts and the wider community.

**Workload Requirement**

156 hours over the duration of the unit.
**Assessment Requirements**

Students must complete the following assessment requirements:

1. **Literature Review** of the Conference Topic (2000 words, 25%)
2. **Conference Paper** (3000 words, 40%)
3. **Theological Reflection** on Two Conference Papers (2000 words, 25%)
4. **Personal Reflection** on Conference Engagement and Impact (1000 words, 10%)

**Required Resources**

Students who enroll in the unit will be able to access all compulsory readings through the TH702D Moodle page and the electronic holdings of the Malyon College Library. Non-compulsory resources listed in the unit bibliography are available in either hard copy (which may be posted to you) or electronic form from the Malyon College Library. While other resources may be found in the Malyon College Library Catalogue students must be prepared to use their initiative to procure these from other sources such as their local public, university and theological libraries, online searches (e.g. CCEL, New Advent, archive.org, Project Gutenberg) or, if necessary, by purchasing them.
The single passion and vocation which Andrew Dunstan (BMin, BTh (Hons I), MPhil, DPhil (cand.)) prayerfully pursues anew each morning is for the attention of Christian leaders to be so caught by the gospel of the good, true and beautiful God that they embody it in endless faithful and striking renditions in their ministry, mission and Christian lives.

Andrew became a Christian when an encounter with the gospel for the first time during a WEC High School camp sparked a powerful revolution of his entire thought and life. He concluded thereafter that God was enlisting him to the ministry of the gospel as a pastor.

After initial studies in psychology at the University of Queensland, Andrew completed a BMin and BTh (Hons) through Malyon College. Further convinced of the power and worth of the gospel through his theology lectures under Jim Gibson, yet troubled by the tendency of many pastors to let other sources shape their habits of ministry and piety, Andrew sensed his calling specify into a vocation to be a pastor-theologian: to help forge both a theology (i.e. explication of the gospel) whose goal is practice and a practice of Christian life, mission and ministry whose basis is truly theological (i.e. shaped by the gospel). This catalysed an honours thesis which investigated the Scottish theologian TF Torrance’s understanding of why the gospel exercises authority over people, and especially the role that both its ‘depth’ and ‘compulsion’ have in this.

After several years rehearsing a theological practice of ministry as an associate pastor at North-East Baptist Church (Nundah), a social worker, a volunteer with WEC and SU Queensland and an itinerant speaker, Andrew won the FJ Church Scholarship which provided almost $50 000 to study towards his vocation. Moving to England with his wife, Elspeth (Elf), he completed a Master of Philosophy specialising in modern theology at the University of Oxford under the supervision of Dr Joel Rasmussen and Reverend Professor Paul Fiddes. His thesis explored the Swiss Reformed theologian Karl Barth’s understanding of the beauty (i.e. persuasiveness) of the glory of God. He is currently in the final stages of expanding this under the supervision of Rev. Prof. Paul Fiddes in order to complete a Doctor of Philosophy at the University of Oxford. Whilst at the University of Oxford Andrew had the distinction of being the Graduate Research Assistant (GRA) at the Oxford Centre for Christianity and Culture, of being offered a scholarship to work under Rev Prof Alister McGrath and of completing his first academic publication: a book chapter on Barth’s theology of beauty (translated into Russian!).

Andrew and his wife returned to Malyon College in late 2013 in order to develop the college’s vision of the centrality of the gospel to systematic theology (knowledge) into one which also places it at the centre of practical theology (practice) as Lecturer in Theology and New Testament.

Contact details
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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. 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.

4. 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.

5. 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%
Candidates in Masters courses will be expected to demonstrate superior knowledge and skills in their analysis of texts and ideas, and to arrive at independent judgements 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.

The learning outcomes of MA essays differ from the outcomes expected in the higher research degrees in that the following are **not** expected in MA essays:

(a) Advanced critical or synthesising ability,
(b) A comprehensive and penetrating assessment of scholarly literature,
(c) The sustaining of extended and sophisticated argument, and
(d) The emergence of a creative or original contribution.

A 50% average over all the items of assessment is needed to pass the unit. All compulsory items of assessment must be submitted for an overall pass to be achieved.
In preparation for their participation in the conference students must write a literature review on the conference theme. They must read 500 pages of material on the topic of the conference and then write a 2000 word essay summarizing the main positions or approaches to the issue. These readings must be either prescribed, or agreed upon, by the unit coordinator.

Length: 2000 words
References: at least 15 meaningful references
Due: To be determined
Mark allocation: 25%
**Requirement 2: Conference Paper**

Students must research and write a 3000 word paper for presentation at the conference on an issue related to the conference theme. The topic of this paper should be developed in consultation with the unit coordinator. Students are encouraged to apply to the conference organising committee to present their paper at the conference. However it is not necessary for them to actually present it.

- **Length:** 3000 words
- **References:** at least 20 meaningful references
- **Due:** To be determined
- **Mark allocation:** 40%
Requirement 3: Theological Reflection

Students must write a 2000 word theological reflection on at least two papers presented at the conference. This reflection should be informed by scholarship wider than the presenters themselves and demonstrate higher order critical thinking and synthesis.

Length: 2000 words
References: at least 15 meaningful references
Due: To be determined
Mark allocation: 25%
Requirement 4: Personal Reflection

Students must write a 1000 word essay which reflects on their engagement with the conference and the contribution it has made to their lifelong learning.

Length: 1000 words
References: Nil
Due: To be determined
6 Credit Points
Mark allocation: 10%
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)

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<td><strong>Graduate Attribute 1: Personal Maturity – ‘Shepherds with God’s heart’</strong></td>
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<td>a. grows a deepening relationship with Jesus</td>
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<td>b. is secure in God’s call with a desire and ability to learn and grow</td>
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<td>c. is self-aware and maintains self-care</td>
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<td>d. seeks and builds healthy relationships</td>
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<td>e. is committed to living with integrity and prayerful dependence on God</td>
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<td><strong>Graduate Attribute 2: Theological Maturity – ‘Knowledge and understanding of God’s heart’</strong></td>
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<td>a. knows and trusts the Bible</td>
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<td>b. understands the context of diverse theological ideas</td>
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<td>c. forms a personal theology which is both biblical and thoughtful</td>
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<td>d. reflects theologically and applies the Bible to real life</td>
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<td>e. is committed to helping others know God’s grace and truth and live God’s way</td>
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<td><strong>Graduate Attribute 3: Ministry Maturity – ‘Knowledgeable and wise shepherds’</strong></td>
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<td>a. is able to have a godly influence over others</td>
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<td>b. possesses skills needed for chosen ministry path</td>
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<td>c. understands cultures and contexts and is able to minister in a range of contexts</td>
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<td>d. is able to work with and lead a team</td>
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<tr>
<td>e. is committed to serving, evangelising and mentoring others</td>
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<td>✓</td>
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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**

### Writing a Conference Proposal

[https://www.aarweb.org/annual-meeting/writing-successful-annual-meeting-paper-proposal](https://www.aarweb.org/annual-meeting/writing-successful-annual-meeting-paper-proposal)

“Types of Conference Presentation”. *The Writing Center, Claremont Graduate University.* 
[http://www.cgu.edu/PDFFiles/Writing%20Center/Writing%20Center%20Resources/Types%20of%20Conf.%20Presentations.pdf](http://www.cgu.edu/PDFFiles/Writing%20Center/Writing%20Center%20Resources/Types%20of%20Conf.%20Presentations.pdf)

“Things to Remember When Writing Your Conference Proposal Abstract”. *University of Notre Dame Writing Center.* 


### Writing a Conference Paper


### Presenting a Conference Paper

[https://www.aarweb.org/node/250](https://www.aarweb.org/node/250)

[https://www.aarweb.org/annual-meeting/student-guide-presenting-aar](https://www.aarweb.org/annual-meeting/student-guide-presenting-aar)
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.