Master of Arts
Unit Guide

PC759 – 4 points
Contemporary Biblical Preaching
(Intensive mode)

Semester 1, 2017

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

PC759 is offered by Malyon College as part of the Master of Arts, authorized for distance and contact delivery by the college. PC759 is an accredited award of the Australian College of Theology (ACT).
Malyon College
(www.malyon.edu.au)

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.

The Australian College of Theology
(www.acttheology.edu.au)

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 Australia 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

Upon the successful completion of this unit, students should be able to understand and respond effectively to the challenges of pastoral ministry in the 21st century; evaluate the necessity for change in the church through an understanding of the culture of their ministry context and their own personal philosophy of ministry; adapt strategies for bringing change to their own church context; and establish healthy and intentional strategies to enable them to maintain pastoral integrity and health through the risks and challenges of pastoring in the 21st century.

PURPOSE AND AIMS

Malyon’s Purpose: Malyon College is committed to developing Christians of influence. Preaching ministry is a significant way in which pastors and leaders can influence congregations. But we believe that they will do this most effectively when their preaching is both biblical (firmly and thoughtfully based on passages of Scripture) and contemporary (communicating in a way that is understood by and impacts contemporary listeners). So this unit plays a vital role in developing preachers of powerful, biblical influence.

Purpose: This unit provides opportunities for the vocational and professional development of preachers. It helps vocational preachers to theologically and practically explore contemporary preaching issues and to integrate their learnings into their own biblical preaching ministry.

Teaching Aims: There are many important, contemporary issues that students are unlikely to encounter in any depth in introductory units in preaching. In this Masters preaching unit, students are introduced to the impact on sermon forms of contemporary issues in sermon structure, issues of various biblical genres and issues related to specific audiences. Students are assisted to interact with a variety of views on these issues, provided with example biblical sermons, and assessed on their ability to integrate their new perspectives into their own sermons.

CREDIT POINTS

This unit is valued at 4 credit points.

- Students who have a theological/ministry masters need to complete 4 credit points
- Students who have a theological/ministry degree need to complete 6 credit points

CO- AND PRE-REQUISITES

None.

EXCLUSIONS

None.
UNIT LEARNING OUTCOMES

On successful completion of this unit, students will be able to:

A: Knowledge and Understanding
Know and understand:
A1 A diverse range of issues in contemporary society and recent homiletical and biblical research that may impact preaching (including sermon structures, biblical genres and distinct contemporary audiences)
A2 Approaches to biblical sermon structures that incorporate responses to contemporary issues

B: Skills
Be able to:
B1 Source and analyse a wide range of perspectives on contemporary preaching practice.
B2 Reflect critically on a diversity of contemporary issues that need to be considered by biblical preachers.
B3 Adapt present, personal, preaching practice and sermon construction to integrate new learning from critical reflection on contemporary preaching issues.
B4 Preach sermons from different biblical genres, using a range of structures, that effectively communicate with contemporary audiences.

C: Application
Be in a position to:
C1 Continue to critically evaluate issues that may impact contemporary preaching, and integrate independent learnings into personal, preaching practice.
C2 Pursue a practice of preaching that remains biblically-centred while discerningly and effectively integrating contemporary perspectives.

UNIT CONTENT

The unit is made up of the following sections and sub-sections:
Section 1: Contemporary Biblical Preaching
- Module 1: A Theology of Biblical Preaching
- Module 2: A Review of Contemporary Preaching
- Module 3: Structuring a Biblical Contemporary Sermon

Section 2: Contemporary Structural Issues
- Module 4: Inductive and Narrative Forms
- Module 5: Story-Telling Preaching
- Module 6: Interactive Preaching
- Module 7: Preaching with Multimedia

Section 3: Contemporary Biblical Genre Issues
- Module 8: Narrative Genres
- Module 9: Poetic and Prophetic Genres
- Module 10: Other Biblical Genres
Section 4: Contemporary Audience Issues
- Module 11: Unchurched Audiences
- Module 12: Male and Female Audiences
- Module 13: Different Worldview Audiences

WORKLOAD REQUIREMENT

4-Point Unit

A 4-point unit will generally require about 130 hours for contact students or distance students for preparation and study, and assignment work over the semester. This generally should be distributed as follows:

1. Contact students:
   a. Preparation, reading and Forum Activities – 40 hours (about 3 hours per module);
   b. Lectures – 30 hours for one week intensive;
   c. Extra Reading and Assignments – 60 hours.

LEARNING GUIDES

The unit is broken up into 13 modules corresponding to the 13 lecture weeks of the semester. Each module has a ‘Learning Guide’ available from Moodle. The module Learning Guides are the ‘road map’ for your learning journey. They contain a number of elements:

1. **Introductory Content**: The lecturer will provide notes and a framework to help you ‘get a handle’ on the material.

2. **Resources**: The Learning Guides will also refer you to a number of readings (usually a chapter from a book or journal article) or other resources, either downloadable from Moodle or another web site. Read the pages and make notes of the key points.

3. **Additional Resources**: There may also be additional resources. These resources, though optional, are valuable and will help you gain understanding for assignments, if you explore them.

4. **Reflection Activities**: These are learning activities which will help you process the learning materials. Intensive students will do some of these activities during their lectures, and are not required to complete them before the intensive.

5. **Forum Activities**: Intensive students complete the first six forum activities before the intensive and the final six forum activities during or after the intensive. Distance students complete a forum activity for each module.
ASSESSMENT REQUIREMENTS

The student shall complete the following assessment requirements:

1. Forum Activities [5%]
2. Critical Reflection on a Contemporary Issue - 2000 words (4 point) [40%]
3. Sermon with Commentary and Critique - 4000 words (4 point) [55%]

Contact students will be expected to attend all lectures.

REQUIRED RESOURCES

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

1. 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.

2. You will need to reference journal articles, if available, in the assignments. Malyon has purchased access to almost 300 online, full text, journals. Further information is in the Extra Assignment Resources.

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 (Intensive)

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### DAILY LECTURE PROGRAM

- 9.30 – 11.00 Lecture 1 (1.5 hours)
- 11.00 – 11.15 Morning tea
- 11.15 – 12.30 Lecture 2 (1.25 hours)
- 12.30 – 1.15 Lunch
- 1.15 – 2.15 Lecture 3 (1 hour)
- 2.15 – 3.00 Chapel & Afternoon tea (when required)
- 3.00 – 4.00 Lecture 4 (1 hour)
STRUCTURE OF THE INTENSIVE UNIT

1. **Pre-Intensive Preparation.** Before the Intensive, you will need to read the lecture material on Moodle, peruse the set readings (6-point students only), and complete the first 6 Forum Activities (but not the Reflection Activities). Just follow the Module Guides and they will tell you when to read the articles and complete the Forum Activity.

2. By the time you attend the Intensive, you should have a grasp of the lecture content and should be personally reflecting on this content in your ministry context.

3. **Intensive Week.** This involves a solid week (26 hours) of lectures. The lectures include input and explanation of the content, but mainly involve reflection on the content and reading, with discussion and application facilitated by the lecturer. Almost all students have been or are involved in vocational ministry, so extensive effort is made to draw on the experience of the students. The main purpose of the lecture component of the unit is to help you grapple with the content, grasp its application to various ministry contexts, and begin to integrate your personal learnings into your preaching ministry.

4. **Post-Intensive Reflection.** Further reflection on the unit materials and assignments will be facilitated on the Moodle website assisted by the completion of a further 6 Forum Activities.

5. **Post-Intensive Assignments.** The 2 post-intensive assignments will be completed through the rest of the semester. They are designed to help you critically evaluate the input and apply your learning to your own preaching ministry.
UNIT LECTURERS

Rev Dr John Sweetman is the Principal of Malyon College. John was in church pastoral ministry from 1979 to 2001, ministering in two Brisbane churches, Kenmore Baptist (for 9 years) and Bracken Ridge Baptist (for 14 years). In both these churches, John developed and led a biblical, contemporary ministry and he remains passionate about a church that can effectively communicate God’s Word in the 21st century. John has studied preaching under Haddon Robinson, Paul Borden and Keith Willhite and holds a DMin from Denver Seminary with a major in preaching. He has lectured graduate preaching classes for pastors since 1993. He has written articles on contemporary preaching for Preaching magazine and the Journal of the Evangelical Homiletics Society. John continues to develop his preaching ministry and preaches almost every Sunday in Queensland churches. John is also Director of the Malyon Leadership Centre and the Malyon Preaching Centre.

John can be contacted at Malyon from Monday to Thursday if you wish to discuss an issue or a problem.
☎ 07 3354 5656
✉️ john@malyon.edu.au
✉️ PO Box 6166, Mitchelton QLD 4053

Rev Dr Ian Hussey is the Director of Post-Graduate Studies at Malyon. 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 Malyon’s Online Content development.
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.” He also has an MTh in New Testament. Ian has undertaken many research projects involving local churches, including research into the best preachers as identified by the NCLS surveys. His interests include bass guitar, drums, sports and house renovation. He is passionate about seeing relevant and applicable preaching in local churches.

Contact details:
☎ 07 3354 5656
✉️ ian.hussey@malyon.edu.au
✉️ PO Box 6166, Mitchelton QLD 4053
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%
ACADEMIC STANDARDS

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 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.

**Pass**
- Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context
- Evidences a sound grasp of features of the discipline as they intersect with a select area of study
- Shows an ability to evaluate critically a range of scholarly perspectives with empathy

**Credit**
- Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- Evidences a confident grasp of the features of the discipline as they intersect with a select area of study.
- Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

**Distinction**
- Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- Evidences a confident grasp of the features of the discipline as they intersect with a select area of study.
- Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

**High Distinction**
- Demonstrates superior knowledge and skills in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- Evidences a confident grasp of the features of the discipline as they intersect with a select area of study.
- Exhibits genuinely independent scholarly judgments appropriate to early postgraduate level in a select area of study.
The learning outcomes of an MA essay differ from the outcomes expected in the research degrees in that the following are not expected:
   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.
ASSESSMENT REQUIREMENTS

Requirement 1: Forum Activities
[Unit Learning Outcomes A1, A2, B1, B2, C1]

The Forum Activities will require a considerable amount of effort. They must be completed to graduate from the Unit and they count 5% towards the result.

Before the intensive (6 Forum Activities)
The Forum Activities for the first 6 modules need to be completed and submitted on the Moodle site.

During or after the Intensive (6 Forum Activities)
The Forum Activities for modules 7-12 need to be completed during or after the Intensive and submitted on the Moodle site.

Some students are concerned that their effort on the Forums does not count more towards the overall result, but there is a clear reason for this. The Forum Activities are designed to help you interact with and apply the teaching of each module. I don’t want them to be finished research pieces but to be honest, raw, vulnerable responses to the material. I don’t want you to have to design your Forum responses to achieve high results. However, the 5% weighting doesn’t mean that they are unimportant. They are vital to the learning process and must be taken seriously.

When posting on the Forum, make sure that you remove all the formatting.

The key assessment criteria for this requirement are as follows:

1. **READING & CONTENT.** Students are required to show that they are aware of and can insightfully interact with the content of the module in their Forum Activity post.

2. **EVALUATION.** Where appropriate, students are required to evaluate lecture content and other resources and arrive at their own thoughtful, well-founded conclusions.

3. **APPLICATION.** Where appropriate, students are required to show how the principles derived from a module can be applied effectively to their personal life and/or ministry.

4. **INTERACTION.** Where appropriate, students are required to interact thoughtfully with the forum responses of other students.

*Length: 150 words per forum post*
*Time: 15 hours*
*References: None*
*Due: First six Forum Activities completed by Sun Mar 13*
*Second six Forum Activities completed by Sat Apr 22*
*Forum Activities on Moodle*
*Mark allocation: 5%*
Requirement 2: Critical Reflection
[Unit Learning Outcomes A1, A2, B1, B2, B3, C1, C2]

Critically reflect (including biblical reflection) on one of the following contemporary structural issues in preaching: induction, homiletical plot, interactive preaching, or multimedia support. Make sure that you consider a range of opinions. Indicate your own responses to the issue you have chosen. (2000 words)

The key assessment criteria for this requirement are as follows:

1. **READING & CONTENT.** Students are required to read widely in order to encounter a range of disparate views in biblical, theological and/or ministry concepts, models or approaches. This reading must encompass ideas and perspectives not dealt with in detail in the lecture content. Sources should include journal articles and must be accurately referenced.

2. **ANALYSIS.** Students are required to analyse the various elements of the differing concepts or views, keeping conflicting views in tension. They should recognize the basic distinctives of the concepts or views and discern any essential common ground and/or incompatible differences.

3. **EVALUATION.** Students are required 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. Students should also evaluate the degree of application that could be made in real ministry contexts.

4. **SYNTHESIS.** On the basis of their analysis and evaluation, students are required to synthesise their own concept or model of operation, with particular reference to its application to either their current ministry context or a number of other real ministry contexts. Students need to indicate their own position.

5. **PRESENTATION.** Students need to fulfil the conventions required of essays at a post-graduate level of study. They include formatting, referencing, and structural conventions.

*Length: 2000 words (25 hours)*

*References: Depends on the topic, but at least 10 sources if available*

*Due: Sat May 6 by electronic submission on Moodle*

*Mark allocation: 40%*
Requirement 3: Sermon with Commentary and Critique
[Unit Learning Outcomes A1, A2, B1, B2, B3, B4, C1, C2]

A biblical sermon constructed from a passage of a particular genre preached to a specific audience (this does not have to be an audience that has been discussed in lectures).

The requirement includes:

a. An original manuscript of a biblically-based sermon (from a narrative, poetic or prophetic genre). The sermon manuscript, while not a full-blown academic treatise, will contain references to sources used in constructing the sermon. (2000 words)

b. A commentary on the construction of the sermon that demonstrates an understanding and application of biblical genre considerations and audience characteristics on sermon construction. The commentary will include significant referencing of sources and will show how the sermon was constructed taking into account the structural options, the genre of the passage and the audience to which it was addressed. (2000 words)

A sermon outline using Template 3 must be included with the assignment.

The key assessment criteria for this requirement are as follows:

1. MANUSCRIPT. The manuscript will be well constructed in scenes, will be based on the passage, will reflect the genre of the passage, will have a clear gospel truth, will show application of the content of the lectures, and will communicate well with an audience.

2. COMMENTARY. The commentary will show a logical, well-researched and critical understanding of structural options, interpreting the specific genre, constructing a sermon that reflects the genre, analysing audience characteristics, and developing the sermon to communicate with a specific audience. It will show how these understandings impact the construction of the biblical and original sermon. The research must encompass ideas, perspectives and sources not dealt with in detail in the lecture content.

3. PRESENTATION. Students need to fulfil the conventions required of essays at a post-graduate level of study. They include formatting, referencing, bibliographical, and structural conventions.

Length: 4000 words (35 hours)
References: Referring to at least 15 sources if possible
Due: Sat Jun 10 by electronic submission on Moodle
Mark allocation: 55%
UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES

*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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<tr>
<th>Graduate Attribute 1: Personal Maturity ‘<em>Shepherds with God’s heart</em>’</th>
<th>1.</th>
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<tr>
<td>a. Is secure in God, living in the truth and freedom of the gospel</td>
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<td>b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines</td>
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<td>c. Intentionally plans for growth, being aware of personal strengths and weaknesses</td>
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<td>d. Grows spiritual, personal and relational health, especially through accountability</td>
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<td>e. Is committed to influencing and serving others in the church and the world</td>
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<th>Graduate Attribute 2: Theological Maturity ‘<em>Knowledge and understanding of God’s heart</em>’</th>
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<tr>
<td>a. Understands the ‘big story’ of the Bible and the gospel</td>
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<td>b. Is personally able to interpret and apply the Bible</td>
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<td>c. Is formulating a biblical, historical and contemporary theology</td>
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<td>d. Reflects biblically and theologically on life and practice</td>
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<td>e. Is committed to communicating and demonstrating the gospel</td>
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<th>Graduate Attribute 3: Ministry Maturity ‘<em>Knowledgeable and wise shepherds</em>’</th>
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<tr>
<td>a. Has a godly influence on others</td>
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<td>b. Possesses the knowledge and skills needed for chosen ministry path</td>
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<td>c. Ministers and communicates the gospel with clarity in a range of contexts</td>
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<td>d. Works well in a team and intentionally does so</td>
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<td>e. Is committed to servant leadership and the mentoring of 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.
Specific readings are stipulated in the Learning Guides on Moodle.

Some texts that may be particularly helpful are:

**Recommended:**

Blackwood, R. *The Power of Multi-sensory Preaching and Teaching: increase attention, comprehension, and retention* (Grand Rapids: Zondervan, 2008)

Bohannon, J.S., *Preaching and the Emerging Church* (Charleston, CreateSpace, 2010)


Lose, D.J., *Preaching at the Crossroads: how the world and our preaching is changing* (Minneapolis: Fortress Press, 2013)


Pagitt, D. *Preaching Re-Imagined: the role of the sermon in communities of faith* (Grand Rapids: Zondervan, 2005)


**Classics:**

Craddock, F., *As One Without Authority* (St. Louis: Chalice, 1971)


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 home page.