



**Bachelor of Ministry & Bachelor of Theology  
Master of Ministry & Master of Divinity  
and related Diplomas**

**PC447-647  
Introductory Preaching**

Semester 2, 2018

**(Interim Unit Guide only – Download the Final Unit Guide  
from the Moodle in Week One of Lectures.)**

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

PC447-647 is offered by Malyon College as part of the Bachelor of Ministry and Bachelor of Theology degrees and related programs. This unit is an accredited unit of the Australian College of Theology (ACT) and is authorized for distance and contact delivery by Malyon College.

MALYON COLLEGE  
([www.malyon.edu.au](http://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 raise 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.actheology.edu.au](http://www.actheology.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.

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## UNIT DETAILS

### UNIT DESCRIPTION

This unit is an advanced unit in the field of Pastoral Studies. Preaching is a specialised gift and skill that is recognized as the primary mode for presenting the gospel message to Christians and non-Christians. There is a need for pastors and leaders to be able to communicate God's word in Scripture in an accurate, interesting, and relevant way. Introductory Preaching introduces students to the fundamentals of expository preaching and develops their skills in preparing and delivering a sermon.

### UNIT DELIVERY

This unit is delivered in Blended Mode. Students are required to:

1. Work through the 13 Module Learning Guides
2. Participate in the 2-day intensive (Wednesday – Thursday 26-27 September)
3. Either
  - Attend the Tutorials (2 hours) on Wednesday afternoons
  - Or
  - Complete the Online Forum Posts
4. Participate in the Webinar
5. Complete the assessment

***Students should not enrol in this unit unless they can plan to attend the two-day intensive and participate in the Webinar.***

***You also need to arrange to be able to preach two sermons during semester to a congregation. The first will need to be delivered in September and the second in October.***

### CREDIT POINTS

This unit is valued at 4 credit points.

### CO- AND PRE-REQUISITES

Pre-requisites: 16 credit points of core foundation level units.

### EXCLUSIONS

None

## UNIT OUTLINE

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

### Section A: An Introduction to Preaching

1. Preaching as the ministry of the Word; preaching and teaching; preaching and liturgy.
2. The aims, forms and context of preaching; consideration of classical models.
3. Preaching and the preacher; the person of the preacher; the relationship between preaching and personal spirituality.
4. Biblical Theology and its impact on the practice of preaching.

### Section B: Preaching in Practice

5. An introduction to basic principles in exposition.
6. The components of a sermon, including introductions and conclusions, outlining, illustrations, applications, transitions, climaxes.
7. Methods and techniques of public speaking; contemporary methods in preaching.

### Section C: Field Work

8. The preparation and delivery of a talk or portions of a sermon in class for critique e.g. introduction, illustrations. Where possible video recording is to be used to assist in the critique. This should be done early in the conduct of the unit.
9. (a) The preparation and delivery of at least two sermons preferably in a church or chapel context.  
(b) At least one should be expository. The other may be from a different text type or on a topic or given in an occasional or evangelistic context.  
(c) Full texts or notes are to be submitted to the supervisor, preferably before each sermon is preached. In each case comments are to be obtained from at least one regular preacher present and at least two congregational members.  
(d) The candidate is to write a critique of each sermon and/or reflect upon the sermon with a supervisor and others, where appropriate.

## LEARNING OUTCOMES

On completion of this unit, students will:

### A. Know and understand:

1. The nature and purpose of preaching
2. The identity and calling of the preacher
3. The methods and techniques of public speaking
4. The practice of preaching

5. The theological and pastoral issues in preaching
6. (PC647) Selected approaches to preaching.

B. Be able to:

1. Explain the nature and purpose of preaching
2. Analyse the forms, context and content of preaching
3. Discuss the theological and pastoral issues in preaching
4. Prepare and deliver a sermon
5. (PC647) Evaluate selected approaches to preaching.

C. Be in a position to:

1. Integrate perspectives from introductory preaching with their other theological studies
2. Apply the message of the biblical text to the contemporary world
3. Commence a preaching ministry as a reflective practitioner

## WORKLOAD REQUIREMENT

Each 4-credit point unit at all coursework levels requires 150 demand hours. Hence a unit will generally require about 10 hours per week. In this unit the demand hours are allocated as follows:

1. Engagement with Module Learning Guides before and after the intensive (39 hours)
2. Participate in the 2-day intensive (Wednesday – Thursday 26-27 September) (16 hours)
3. Either
  - Attend the Tutorials (2 hours) on Wednesday afternoons (20 hours)
  - Or
  - Complete the Online Forum Posts (20 hours)
4. Participate in the Webinar (1 hour)
5. Assessment (74 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 (like a preached sermon), either downloadable from Moodle or another web site. Read the pages and make notes of the key points.
3. **Additional Readings:** There may also be additional readings. These readings, though optional, are valuable and will help you gain understanding for assignments, if you read them.
4. **Reflection Activities:** These are learning activities which will help you process the learning materials. Some of these activities are covered in the optional tutorials.
5. **Forum Activities:** Students are only required to complete these forums if they do not attend the tutorials.

## ASSESSMENT REQUIREMENTS

All students complete the following two (2) assessment requirements:

Requirement 1: Points Sermon and Critique

1. Prepare and preach a points sermon of not more than 30 mins based on a passage from the epistles and preached to a congregation.
2. Write a critical and reflective commentary on the sermon.

Requirement 2: Scenes Sermon and Critique

1. Prepare and preach a scenes sermon of not more than 30 mins based on a passage from the epistles and preached to a congregation.
2. Write a critical and reflective commentary on the sermon.

\*PC 647 students complete an additional task:

Requirement 3: Critical evaluations of an Approach to Preaching

- Summarise and critically evaluate a book on preaching from the list provided.

## UNIT SCHEDULE

Week	Module	Forum Posts (not attending tutorials)	Optional Tutorial 1 Revision/Tutorial Wednesdays 1:50pm	Optional Tutorial 2 Questions/Sermon Wednesdays 3:25pm
16 Jul	Module 1 A Practical Theology of Preaching	Forum 1.1	Introduction	Module 1 A Practical Theology of Preaching
23 Jul	Module 2 Exploring the Text	Forum 2.1 Forum 2.2	Forum 2.2 Discussion of assignment Speaking publicly	Forum 2.1
30 Jul	Module 3 The Heart of the Text	Forum 3.1 Forum 3.2	Revision Forum 3.2	Forum 3.1
6 Aug	Module 4 Deductive Preaching	Forum 4.1 Forum 4.2	Writing clear and memorable gospel truths	Forum 4.1
<b>Webinar Monday 13 August</b>				
13 Aug	Module 5 Introductions, Explanation, Illustration	Forum 5.1 Forum 5.2	Crafting strong points Anticipated response	Feedback on Sermon 1 Structure Forum 5.1
20 Aug	Module 6 Application and Conclusions	Forum 6.1 Forum 6.2	Finding and telling stories Student presentations of illustration with feedback	Forum 6.1
27 Aug	Module 7 Writing, Polishing and Preaching	Forum 7.1 Forum 7.2	Reflection on assignment 1 Finishing a sermon	Student presentations of conclusion with feedback Forum 7.1
3 Sep	Module 8 Classical and Contemporary Models	Forum 8.1 Forum 8.2	Preparing/practising a sermon Preaching a sermon point	Forum 8.1
10 Sep	Choose and Research a Passage for Sermon 2	Forum 9.1		
17 Sep	<b>STUDY WEEK</b>			
24 Sep	<b>STUDY WEEK</b>			
	2-day Intensive (Wed-Thu 26-27 September) Module 9: Preaching in Scenes Module 10: More on Preaching in Scenes Module 11: Sermon Forms Module 12: The Preacher Module 13: Lifelong Growth in Preaching			
	Sermon 1 Due 30 September			
1-30 Oct	Complete assessment requirements			
	Sermon 2 due 30 October PC647 Essay Due 30 October			



## Unit Lecturer



**Rev Dr Ian Hussey** lectures in New Testament and Practical Theology at Malyon. Between 1993 and 2010, he was the solo/Senior Pastor of Nundah/North-East Baptist church during which time the church grew from 35 to 500 people. He 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 researches and writes in the area of church vitality, including preaching. He recently published an article about vulnerability in preaching (with Allan Demond) in the *Journal of the Evangelical Homiletics Society*. He is currently editing a book through Morling Press on preaching the different biblical genres to Australians. He is passionate about seeing relevant and applicable preaching in local churches and preaches in local churches most Sundays.

Contact details:



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PO Box 6166, Mitchelton QLD 4053

## Preparer



**Rev Dr John Sweetman** is the previous 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 21<sup>st</sup> 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.

## UNIT ASSESSMENT

### ASSESSMENT INSTRUCTIONS

Students should access, read and apply the *Malyon College Assignment Writing Guide*, available from the Unit's Moodle page.

All assessment items are to be submitted through the Unit Moodle page. Assignments can be submitted either as Word or .pdf documents. When saving an assignment for submission, the following file name format is to be used:

Format: Unit Code – Requirement number – Surname, Initial

Example: NT301D1D R1 Smith J

In completing assessments, students should note that:

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.

Assessment requirements are to be submitted through the hyperlinks on the Moodle page. The **Turnitin** software will screen your work for plagiarism. If you are concerned about the Originality Report, contact your lecturer.

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 3% per day. The Assignment Writing Guide contains details of the protocols to be followed.

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. 3.2). Where an assessment submission exceeds the number of required words by more than 10%, a penalty of 10% of the total possible marks will normally apply.

With respect to the list of references, students should note that:

- Devotional guides are not regarded as academic references.
- Electronic sources should be used critically and supplemented with other resources.

## **GRADE CRITERIA**

### *400 Level*

Bachelor's students at the advanced undergraduate degree 400-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed at depth; and the critical and evaluative faculties of the students are developed in dialogue of scholarly literature.

#### Pass

- Demonstrates an engagement with primary sources.
- Has begun to grasp the foundational features of the discipline.
- Is beginning to engage with a range of scholarly viewpoints.

#### Credit

- Demonstrates ability in engaging primary sources.
- Evidences a grasp of the foundational features of the discipline.
- Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

#### Distinction

- Demonstrates a pronounced ability to engage primary sources and understands their setting and historical context.
- Evidences a sound grasp of the foundational features of the discipline.
- Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

#### High Distinction

- Demonstrates a pronounced ability in the analysis of primary sources and understands their setting and historical context.
- Evidences a confident grasp of the foundational features of the discipline.
- 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.

### *600 Level*

Graduate Diploma and Master's students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

#### Pass

- Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- Evidences a grasp of the foundational features of the discipline.
- Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

#### Credit

- Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- Evidences a sound grasp of the foundational features of the discipline.
- Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

#### Distinction

- Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- Evidences a confident grasp of the foundational features of the discipline.
- 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.

#### High 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 foundational features of the discipline.

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

## ASSESSMENT REQUIREMENTS

### Requirement 1: Points Sermon and Reflective Commentary

Prepare and preach a points sermon of not more than 30 mins based on a passage from the epistles and preached to a congregation.

Write a critical and reflective commentary on the sermon:

1. Discuss how you utilised your learning in this unit in the development and delivery of the sermon (1000 words)
2. Discuss the exegetical issues relevant to the preaching of the passage. (500 words)
3. Critique the sermon content and delivery incorporating the feedback from your reviewers and give suggestions for what you can do better next time. (1000 words)

The assessment material to be handed in will include:

- a) A video of the sermon (placed on YouTube or Vimeo).
- b) An outline of the sermon in the format prescribed in Template 6.
- c) A copy of the notes from which you preached.
- d) Three critique forms (Template 1) completed by listeners (including at least one preacher if possible).

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

1. Meets the key assessment criteria for the preached sermon. (See Template 1)
2. Utilises the learning materials in the development and delivery of the sermon.
3. Discusses the exegetical issues related to the preaching of the passage.
4. Produces a sermon outline (Template 6) that is constructed correctly and effectively.
5. Submits the required assessment materials.
6. Reflects insightfully on the sermon content and delivery incorporating the feedback from the reviewers.
7. Is able to identify both strengths and areas to improve.

**Length: 2500 words**

**Time: 30-35 hours**

**References: At least 2**

**Due: 30-09-18 before 11:55pm by electronic submission on Moodle**

**Mark allocation: PC447 - 50%/PC647 – 40%**

**Learning Outcomes Addressed: A.1-5, B.1-4, C.1-3**

## **Requirement 2: Scenes Sermon and Reflective Commentary**

Prepare and preach a sermon of not more than 30 minutes, constructed in scenes, based on a passage ***not*** from the epistles and preached to a congregation.

Write a critical and reflective commentary on the sermon:

1. Discuss how you utilised your learning in this unit in the development and delivery of the sermon (1000 words)
2. Discuss the exegetical issues relevant to the preaching of the passage. (500 words)
3. Critique the sermon content and delivery incorporating the feedback from your reviewers and give suggestions for what you can do better next time. (1000 words)

The assessment material to be handed in will include:

1. A video of the sermon (placed on YouTube or Vimeo).
2. An outline of the sermon in the format prescribed in **Template 7**.
3. A copy of the notes from which you preached.
4. Three critique forms (Template 1) completed by listeners (including at least one preacher if possible).

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

1. Meets the key assessment criteria for the preached sermon. (See Template 1)
2. Utilises the learning materials in the development and delivery of the sermon.
3. Discusses the exegetical issues relevant related to the preaching of the passage.
4. Produces a sermon outline (Template 7) that is constructed correctly and effectively.
5. Submits the required assessment materials.
6. Reflects insightfully on the sermon content and delivery incorporating the feedback from the reviewers.
7. Is able to identify both strengths and areas to improve.

**Length: 2500 words**

**Time: 30-35 hours**

**References: At least 2**

**Due: 31-10-18 before 11:55pm by electronic submission on Moodle**

**Mark allocation: PC447 - 50%/PC647 – 40%**

**Learning Outcomes Addressed: A.1-5, B.1-4, C.1-3**

### Requirement 3 (PC647 only): Critical Evaluation of An Approach to Preaching

Read one (1) of the following books, summarise it (600 words), and critically evaluate the application of the advocated approach to your context (400 words).

- Keller, Timothy J. 2015. *Preaching: Communicating faith in an age of skepticism*. New York: Viking/Penguin Random House.
- Kim, Eunjoo Mary, and Mark R Francis. 2017. *Christian Preaching and Worship in Multicultural Contexts: A Practical Theological Approach*: Liturgical Press.
- Kim, Matthew D. 2017. *Preaching with Cultural Intelligence: Understanding the People Who Hear Our Sermons*. Grand Rapids: Baker.
- Copeland, Jennifer Elaine. 2014. *Feminine registers: The importance of women's voices for Christian preaching*. Eugene: Cascade Books.  
<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&AN=879600>.
- Overstreet, R. Larry. 2014. *Persuasive Preaching: A biblical and practical guide to the effective use of persuasion*. Wooster: Weaver.  
<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=906189>.
- Kalas, J. Ellsworth. 2014. *Preaching in an age of distraction*. Downers Grove: InterVarsity Press.  
<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=684938>.

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

1. An empathetic summary of the content of the book
2. Critical evaluation of the application of the advocated approach to your context.
3. Synthesis of a range of ideas into a coherent argument.

**Length: PC647 - 1000 words**

**Time: 10 hours**

**References: At least 2**

**Due: 31-10-18 before 11:55pm by electronic submission on Moodle**

**Mark allocation: PC647 – 20%**

**Learning Outcomes Addressed: A.6, B.5**

## Process for Completing Assessment Requirements

### BEFORE PREACHING

1. Arrange a time to preach
2. Prepare sermon (using the correct Template)
3. Practise (measure time for delivery - not more than 30 minutes)
4. Prepare:
  - Video recording equipment
  - 3 critique forms (Template 1)
5. Recruit:
  - Someone to video and record sermon
  - 3 critics including one preacher

### PREACH

6. Deliver (and video) sermon

### AFTER PREACHING

7. Gather critiques
8. Write your own critique of the sermon (must be insightful) including:
  - Address any issues raised by the 3 critiques from listeners
  - Evaluate and reflect on content, delivery and impact (refer to Learning Guides)
  - What was affirmed?
  - Suggestions for improvement
9. Compile to hand in:
  - Recording (on YouTube if possible)
  - Outline of sermon (using correct Template)
  - Copy of preaching notes (the ones you preached from)
  - 3 completed critique forms
  - Your own critique and commentary on the sermon



## 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)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Maturity</b>				
<b>‘Shepherds with God’s heart’</b>				
a) Is secure in God, living in the truth and freedom of the gospel		✓		
b) Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines		✓		
c) Intentionally plans for growth, being aware of personal strengths and weaknesses	✓			
d) Grows spiritual, personal and relational health, especially through accountability		✓		
e) Is committed to influencing and serving others in the church and the world	✓			
<b>Graduate Attribute 2: Theological Maturity</b>				
<b>‘Knowledge and understanding of God’s heart’</b>				
a) Understands the ‘big story’ of the Bible and the gospel	✓			
b) Is personally able to interpret and apply the Bible	✓			
c) Is formulating a biblical, historical and contemporary theology	✓			
d) Reflects biblically and theologically on life and practice	✓			
e) Is committed to communicating and demonstrating the gospel	✓			
<b>Graduate Attribute 3: Ministry Maturity</b>				
<b>‘Knowledgeable and wise shepherds’</b>				
a) Has a godly influence on others	✓			
b) Possesses the knowledge and skills needed for chosen ministry path	✓			
c) Ministers and communicates the gospel with clarity in a range of contexts	✓			
d) Works well in a team and intentionally does so			✓	
e) Is committed to servant leadership and the mentoring of others		✓		
1. A major thrust of this unit should make	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.

## LIST OF REFERENCES IN THE LEARNING GUIDES

### Standard Resources

- Allen, Ronald J. 2002. *Preaching: An essential guide*. Nashville: Abingdon.
- Anderson, Kenton. 2006. *Choosing to Preach: A comprehensive introduction to sermon options and structures*. Grand Rapids: Zondervan.
- Arthurs, Geoffrey D. 2007. *Preaching with Variety: How to recreate the dynamics of biblical genres*. Grand Rapids. Kregel.
- Cahill, Dennis M. 2007. *The Shape of Preaching: Theory and practice is sermon design*. GrandRapids: Baker.
- Capill, Murray. 2014. *The Heart is the Target: Preaching practical application from every text*. Phillipsburg: P&R Publishers.
- Carrell, Lori, J. 2013. *Preaching That Matters: Reflective practices for transforming sermons*. Herdon: Alban.
- Charles, H. B. 2014. *On Preaching: Personal & pastoral insights for the preparation & practice of preaching*. Chicago: Moody Publishers.
- Carter, Terry G., J. Scott Duvall, and J. Daniel Hays. 2005. *Preaching God's Word: A hands on approach to preparing, developing, and delivering the sermon*. Grand Rapids: Zondervan.
- Chapell, Bryan. 2005. *Christ-Centered Preaching: Redeeming the expository sermon*. 2<sup>nd</sup> ed. Grand Rapids: Baker Academic.
- Dever, Mark and Greg Gilbert. 2012. *Preach: Theology meets practice*. Nashville: B&H Publishing.
- Eslinger, Richard L. 2002. *The Web of Preaching: New options in homiletical method*. Nashville: Abingdon.
- Graves, Mike. 2006. *The Fully Alive Preacher: Recovering from homiletical burnout*. Louisville: Westminster John Knox.
- Jensen, Richard A. 2005. *Envisioning the Word: The use of visual images in preaching*. Minneapolis: Fortress.
- Johnson, Darrell W. 2009. *The Glory of Preaching: Participating in God's transformation of the world*. Downers Grove: IVP Academic.
- Kalas, J. Ellsworth. 2014. *Preaching in an Age of Distraction*. Downers Grove: InterVarsity Press.
- Larson, Craig Brian, ed. 2012. *Inspirational Preaching*. Peabody: Hendrickson.
- Long, Thomas G. 2005. *The Witness of Preaching*. 2<sup>nd</sup> ed. Louisville: Westminster John Knox.
- Long, Thomas G. and Leonora Tubbs Tisdale, eds. 2008. *Teaching Preaching as a Christian Practice: A new approach to homiletical pedagogy*. Louisville: Westminster John Knox Press.
- Lovell, George and Neil G. Richardson. 2011. *Sustaining Preachers and Preaching: A practical guide*. London: T&T Clark.
- McDill, Wayne. 2006. *12 Essential Skills for Great Preaching*. 2<sup>nd</sup> ed. Nashville: B&H Publishing.
- Meyer, Jason C. 2013. *Preaching: A biblical theology*. Wheaton: Crossway.
- Millar, Gary and Phil Campbell. 2013. *Saving Eutychus: How to preach God's word and keep people awake*. Kingsford: Matthias Media.
- Miller, Calvin. 2006. *Preaching: The art of narrative exposition*. Grand Rapids: Baker Books.
- Motyer, Alec. 2013. *Preaching?: Simple teaching on simply preaching*. Fearn: Christian Focus.
- Overstreet, R. Larry. 2014. *Persuasive Preaching: A biblical and practical guide to the effective us of persuasion*. Wooster: Weaver Book.

Quicke, Michael J. 2003. *360-Degree Preaching: Hearing, speaking and living the Word*. Grand Rapids: Baker Academic.

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## **ACT POLICIES AND PROCEDURES**

### KEY POLICIES

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct 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](http://www.actheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

These should be read in conjunction with the 'Recent Updates' link found on the home page.