Unit Outline

Unit code	JA101
Unit name	Biblical Interpretation and Application
Associated higher education awards	Bachelor of Ministry Diploma of Ministry Undergraduate Certificate in Biblical Studies
Duration	One semester
Level	Introductory
Unit Coordinator	Nick Todd
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp Undergraduate Certificate in Biblical Studies 40cp

Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150	Directed study hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	

Delivery mode	External-Online (including 2 x mandatory 1 hour tutorials over 13 weeks with all students enrolled in the unit)
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil
Rationale	The ability to interpret and apply scriptural texts is foundational to every area of Christian study, belief and ministry. To do this well, students require foundational skills of interpretation and application needed for their study of the Word of God. Students will also engage in an introductory overview to biblical Hebrew and Greek. Selected hermeneutical models used throughout the church's history will be examined and applied to gain a greater understanding of the intended meaning of various passages of Scripture. Students will develop skills in exegeting, interpreting and applying the various literary genres found in the Bible. Students will learn to use a variety of Bible study tools and research methods that will enable them to interpret the Bible for themselves. They will also be challenged to reflect on their own hermeneutical approaches and the way these are shaped by contemporary contexts.

Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources:
	
	Online mode
	
	1. CHC learning portal (Moodle™) including:
	   1.1 Synchronous and asynchronous virtual lectures
	       (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources)
	   1.2 Lecture capture recordings bank;
	   1.3 Weekly readings;
	   1.4 Study guides;
	   1.5 Assessment elaboration
	   1.6 Collaborative forums: Student forums and News forums (where applicable);
	   1.7 Turnitin assessment and feedback tool.
	
	All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.
	
	This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams or Big Blue Button technology can be used to facilitate these important tutorials and learning opportunities.
	
	From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.

Content	1. Hermeneutics - understanding the rationale and need for interpretation of Scripture
	
	   1.1 Skills for the interpretation of Scripture
	
	   1.2 Meaning of exegesis and eisegesis
	
	   1.3 Relationship of biblical interpretation and application to other fields of study
	
	   1.4 Outline of 'hermeneutical method' in this unit
	
	2. Basic principles of hermeneutics
	
	   2.1 Essential components to engaging with a text
	
	   2.2 'Three step' approach to exegesis
	
	   2.3 Key terms to observe
	
	   2.4 The significance of observation in Biblical interpretation and Application
	
	3. Introduction to biblical Hebrew and Greek
	
	   3.1 The importance of Biblical Hebrew and Greek
	
	   3.2 Understanding how language works
	
	   3.3 Greek and Hebrew alphabet pronunciation
	
	4. The Bible and its interpretation in history: approaches to hermeneutics
	
	   4.1 The composition of the Bible
	
	   4.2 Brief history of biblical translation
	
	   4.3 Overview of the history of interpretation
	
	   4.4 Historical methods of biblical interpretation
	
	5. Contexts - then and now

	5.1 Ways in which contexts are imposed on the text
	5.2 Historical, geographical, cultural, and social context methods
	6. Genres – Overview and Narratives
	6.1 The nature of genre
	6.2 The nature of narrative genres
	6.3 The occasional nature of narrative genres
	6.4 The form of narrative genres
	6.5 Issues in interpreting narrative genres
	7. Genres - Law and Prophecy
	7.1 Types of law in the Bible
	7.2 Interpretation of Old Testament laws and commands
	7.3 The nature of Old Testament prophecy and principles of interpretation of prophecy
	7.4 Types of covenants in the Bible and application of principles to interpret them
	7.5 Interpretation and application of texts in law and prophecy genres
	8. Genres - Poetry, Psalms and Wisdom Literature
	8.1 Key characteristics of biblical poetry
	8.2 Figures of speech used in biblical poetry
	8.3 Interpretation of biblical poetry
	8.4 Understanding types of biblical wisdom
	8.5 Understanding principles of biblical wisdom
	9. Genres - Gospels, Parables and Epistles
	9.1 The nature of the Gospels
	9.2 Hermeneutical principles for studying the Gospels
	9.3 Definitions of a Biblical Parable
	9.4 Basic principles for interpreting a Biblical Parable
	9.5 Basic principles for understanding and interpreting the Epistles
	10. Outlining a book and diagramming a passage
	10.1 Creating a chapter outline, and section outline of a book of the Bible
	10.2 Creating a mechanical layout of the passages of the Bible
	10.3 Preparing a passage Diagram
	10.4 A brief overview of charting
	11. Word studies in context: Paragraphs and Discourses
	11.1 How contexts shape the meanings of words
	11.2 Understanding the literary structure of biblical texts
	11.3 Understanding the "best fit" of a word
	11.4 Understand a concordance and how to use it
	12. The qualifications and goals of the interpreter
	12.1 Sources where the meaning of the text is located – the author, text, reader, and God
	12.2 Openness to revelation from God
	12.3 Our views of the text changes the meaning of the text

	12.4 Understanding the author's intention, the text, and the reader's intention
	13. Challenges faced in the interpretation of scripture & application of hermeneutics
	13.1 Understanding the interpretation of biblical texts
	13.2 Understanding the role of the author, reader, and text
	13.3 Understanding the concept of pre-understanding
	13.4 Understanding Contextualisation
	13.5 Understanding the role of context
	13.6 Understanding common mistakes in application

Learning outcomes	On completion of this unit, students should be able to:
	
	 • Observe, interpret and apply scripture;
	
	   Graduate Attributes: 1-10
	
	 • Apply foundational exegetical methods to selected passages of scripture and interpret and apply these findings to contemporary contexts;
	
	   Graduate Attributes: 1-10
	
	 • Examine challenges faced in the interpretation of the scriptures;
	
	   Graduate Attributes: 1-10
	
	 • Classify different historical interpretation methods and evaluate their strengths and weaknesses;
	
	   Graduate Attributes: 1-10
	
	 • Identify various genres in the Bible and use appropriate hermeneutical principles to interpret the different genres;
	
	   Graduate Attributes: 1-10
	
	 • Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
	
	   Graduate Attributes: 7

Assessment tasks	**Task 1: Application Portfolio** Choose and conduct an observation, interpretation, and personal application of a passage from specific books of the Bible as detailed below. Briefly describe the genre of the passage and the broad genre of the book. Identify and describe two personal challenges encountered in interpreting the passages. Students must complete all four portfolio entries for a passing grade in this unit. Please refer to the Assessment Elaboration, marking sheet, selected readings, and Appendix 4. Portfolio 1: Choose 1 x passage from Deuteronomy. Portfolio 2: Choose 1 x passage from Micah. Portfolio 3: Choose 1 x passage from James. Portfolio 4: Choose 1 x passage from the Gospel of Mark. Word Length: 4 x 250 words Weighting: 20% Learning Outcomes: 1,3,5-6 Due Date: 11.30pm Saturdays - Weeks 2, 3, 4, 5 Portfolio 1: Saturday 12th March 2022 Portfolio 2: Saturday 19th March 2022

Portfolio 3: Saturday 26th March 2022

Portfolio 4: Saturday 2nd April 2022

Task 2: Expositional Paper

Choose a passage from Matthew 5-7 and follow the style of Duvall & Hays for your exposition. Duvall & Hays' methodology expects you to cite four sources/ commentaries as part of your paper. Utilise scholarly commentaries recommended in the list in Duvall and Hays (Appendix 3). Compare the genre of your passage to another genre and identify major differences. Please refer to Assessment Elaboration and marking sheet.

Word Length:	1,500 words
Weighting:	30%
Learning Outcomes:	1-6
Due Date:	11:30pm Saturday 21st May 2022

Task 3: Observation, Outline and Comparison

Part A (1,500 words)

Select and conduct an "*observation*" as outlined in Duvall and Hays on a passage chosen from Galatians 5 or Romans 8. Further conduct an outline on the book of the Bible the passage is located in. Then outline the passage itself, highlighting five (5) significant words. Discover the original Greek meaning of the words and provide an explanation of why they are significant.

Part B (1,500 words)

Classify and compare 3 different historical interpretation methods and critically evaluate their strengths and weaknesses. Please refer to Assessment Elaboration and marking sheet for Part A & B.

Word Length:	3,000 words
Weighting:	50%
Learning Outcomes:	1-6
Due Date:	11:30pm Wednesday 22nd June 2022

Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).

All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.

Assessment alignment	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
	Task 1	1,3,5-6	1-13	1-10
	Task 2	1-6	1-6	1-10
	Task 3	1-6	1-13	1-10

Assessment Elaboration	**Task 1: Application Portfolio**
	Choose and conduct an observation, interpretation, and personal application of a passage from specific books of the Bible as detailed below. Briefly describe the genre of the passage and the broad genre of the book. Identify and describe two personal challenges encountered in interpreting the passages. Students must complete all four portfolio entries for a passing grade in this unit.
	Portfolio 1: Choose 1 x passage from Deuteronomy.

Portfolio 2: Choose 1 x passage from Micah.

Portfolio 3: Choose 1 x passage from James.

Portfolio 4: Choose 1 x passage from the Gospel of Mark.

Word Length: 4 x 250 words

Unpacking the task

Overview

The purpose of this assessment item is to start to give you the tools to prepare a great foundation for Tasks 2 and 3.

This is especially helpful if this is your first semester of study.

Students are to write four separate 250 word portfolio entries. Firstly, choose a passage from the specified book of the Bible as detailed above. Then engage with Chapter one from Fee & Stuart (2003), and Chapter seven from Cordeiro (2007) to initially draft an overview of your selected passage (readings are provided on Moodle™). Finally use the Sample Application Portfolio template (Appendix 4) to write your 250 word submission. Each portfolio submission should provide an observation, interpretation and personal application of the scrupture passage selected. It should also detail two challenges you encountered in interpreting the passage, and it should provide a brief description of the genre of passage selected and the broad genre of the book the passage comes from.

Fee, GD & Stuart, D 2003, 'Introduction: The Need to Interpret', in *How to Read the Bible for All Its Worth,* 3rd edn, Zondervan, Grand Rapids, MI, pp. 17-31.

Cordeiro, W 2007, 'SOAP', in *The Divine Mentor: Growing your Faith as You Sit at the Feet of the Savior,* Bethany House, Grand Rapids, MI, pp. 101-112.

The following five questions need to be answered in order to appropriately complete the task:

1. What are your main observations about the passage you selected and what evidence supports those observations (50 words)?

2. What is your main interpretation of the passage you selected, and why is this (50 words)?

3. How do you intend to personally apply those observations and interpretations to your own life and circumstances? (50 words)

4. What challenges did you face in interpreting this passage and why was that (50 words)?

5. What genre is the passage you selected, and the book it came from, and what evidence supports you in this claim (50 words)?

Suggested structure for the Application Portfolio.

It is highly recommended to use headings to assist in structuring your writing and to ensure that each of the five questions detailed above are sufficiently addressed. **A sample template has been provided in Appendix 4.**

The word amounts detailed above for each question are an approximate, but they seek to guide students towards writing a balanced and concise review of their selected passage.

It is recommended that you approach these tasks using the following steps:

1. Review the requirements on Moodle in week 1
2. Note the task due dates in your study planner or diary
3. Complete ALL the tasks.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 2: Expositional Paper

Task Description

Choose a passage from Matthew 5-7 and follow the style of Duvall & Hays for your exposition. Duvall & Hays' methodology expects you to cite four sources/ commentaries as part of your paper. Utilise scholarly commentaries recommended in the list in Duvall and Hays (Appendix 3). Compare the genre of your passage to another genre and identify major differences.

Word Length: 1,500 words

Unpacking the task

Overview

Choose a passage from Matthew 5-7 and follow the style of Duvall & Hays for your exposition. Duvall & Hays' methodology expects you to cite at least four sources/commentaries as part of your paper. Utilise scholarly commentaries recommended in the list in Duvall and Hays (Appendix 3). Compare the genre of your passage to another genre and identify major differences.

You should choose a relevant portion from these chapters. It can be varying in length from a few verses, to a much longer section. You should select enough verses to cover the entire flow of thought that you are dealing with.

You should consider the meaning of the thoughts within the verses you have chosen.

Guidelines are given in Appendix 2 in Duvall and Hays, pages 455-457.

Suggested structure for the Expositional Paper.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

Sample Approach to Your Assessment 2

1. A title page (1 page).

2. Introduction (1 paragraph). Your introductory paragraph should identify the chosen verses in your passage and explain why this passage is important to you. It should also explain the methods that you will use to examine it.

3. The Main Idea and Outline (1 paragraph). Summarise the main idea of the passage in one sentence. Present an outline of the passage showing how the main idea unfolds.

4. Context (1-1.5 pages). Discuss the historical cultural context of the book that relates the passage to the time in which the event took place, i.e. in the life of Jesus, in the Roman occupation, in the context of the following on from the Old Testament and inter testamental period, etc. The context should also include consideration of the time and place of the author and the original audience.

The literary context of your passage should discuss the author's use of literary methods, genre, structure, and words to communicate their message. It should consider the wider contexts of the three chapters of the Sermon on the Mount, and their place in the book, the gospel of Matthew. You should explain how these three chapters relate to the chapters that precede and follow them.

5. Content (4-5 pages). The content of your passage should be discussed under a series of sub headings. This should explain what the text says and means in the contexts in which it is set. Try to avoid stating the obvious, unless it is important. Be sure to include the significant elements from your observations of the text and your studies of its contexts.

Explain the meaning of critical words and concepts. Synthesise and integrate your observations of the biblical text and literary contexts with those of scholarly commentaries.

You should consult at least four scholarly sources of commentaries. You should use recent well recognized New Testament scholars. Dated commentaries from over 100 years ago like Matthew Henry are not recognized recent scholarly commentaries.

Allow these commentaries to assist you, but be careful not to let them dictate what you conclude about the passage.

Be critical of your sources, and do not be afraid to disagree with the commentators, particularly when you have evidence or good reason to support your disagreements.

Keep in mind the goal of this section is to explain the meaning of the text in context. Discuss the details of the text, but be sure to move beyond mere description of details to show how they come together to convey meaning.

6. Application (1-2 paragraphs). Discuss several applications of this passage to contemporary audiences. Be as practical and realistic as possible.

7. Reference list (1 page). Present a formal reference list of the sources you cite in your paper in accordance with the Christian Heritage College (CHC) style manual.

It is recommended that you approach the paper using the following steps:

• Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
• Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
• Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
• Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
• Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
• You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
• Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 3: Observation, Outline and Comparison

Task Description

Part A (1,500 words)

Select and conduct an "*observation*" as outlined in Duvall and Hays on a passage chosen from Galatians 5 or Romans 8. Further conduct an outline on the book of the Bible the passage is located in. Then outline the passage itself, higlighting five (5) significant words. Discover the original Greek meaning of the words and provide an explanation of why they are significant.

Part B (1,500 words)

Classify and compare 3 different historical interpretation methods and critically evaluate their strengths and weaknesses.

Word Length: 3,000 words

Unpacking the task:

Part A (1,500 words)

Select and conduct an "**observation**" as outlined in Duvall and Hays on a bible passage of a group of verses chosen from Galatians 5 or Romans 8.

Further, conduct **an outline on the book of the Bible** the passage is located in.

Then **outline the passage itself** highlighting five **(5) significant words**. Discover the **original Greek meaning** of the words and provide an explanation of why they are significant.

Part B (1,500 words)

Classify and **compare 3 different historical interpretation methods** and critically evaluate their **strengths and weaknesses**.

Suggested structure for the Observation, Outline, and Comparison.

It is highly recommended to use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

Sample Approach to Your Assessment 3

Part A – Further Clarification / Detail

The processes involved in observation are described in chapters 2 to 4 of Duvall and Hays.

Chapter 2. The context of the passage in the book. You should read the passage and describe its place in the book of the Bible where the passage is located. You should include an outline of the book of the Bible to highlight the main themes in the book and how they are developed. You should discuss the ways in which the chosen passage fits into the book and the themes that are developed in the book.

Observation on the sentences in the book. You should discuss the genre of the book and the passage, and what the author is seeking to do with them. You should note any repetitions, contrasts, comparisons, figures of speech etc., and consider the ways these are used by the author to achieve the desired purposes.

Chapter 3. Observe the ways in which the paragraphs are developed, relating the general to the specific, questions and answers, dialogue, purpose statements, conditions, roles, etc., to communicate the author's purposes.

<u>Chapter 4</u>. Observe the ways in which paragraphs are used in larger discourses to communicate the arguments or message of the author. How are the larger sections in groups of paragraphs and chapters used to communicate the message?

You should look up the **original Greek meaning of five significant words** in the passage and discuss their possible meaning and why they are significant in the passage.

It is important to demonstrate your interaction with scholarly commentaries that give insights into the observations that contemporary scholars have made into our understanding of the passage. Allow these commentaries to assist you, but be careful not to let them dictate what you conclude about the passage.

<u>Part B – Further Clarification/ Detail</u>

You should describe three different historical interpretation methods and what they tell us about the passage being examined.

Example 1. **The Historical Cultural Context, or Historical grammatical method**

(Duvall and Hays, chapter 6)

This method studies the original biblical writer, audience and culture for the insights these provide into the most likely intended meaning of the book and passage.

Example 2. **The Literary Context/method**

(Duvall and Hays, chapter 7)

This method studies the literary genre and surrounding literary contexts of the book and its chapters, and other similar writings for the insights these provide into the most likely intended meaning of the book and passage. It seeks to place the meaning of a passage within the literary contexts of the book.

Example 3. **Canonical context/method**

This method places the passage and book within the themes developed in the Canon of the New Testament, and Old Testament, and the entire Bible.

Example 4. **Word Study methods**

(Duvall and Hays, chapter 8)

This method seeks to identify the meaning of a passage through the study of the meaning of the original Greek words used in the passage.

Example 5. **Reader centered meaning**

(Duvall and Hays, chapter 10,11,12)

This method studies the ways in which readers living at different times and in different communities have interpreted the biblical text.

Example 6. **Application centered meanings**

(Duvall and Hays, ch. 13)

This method studies the ways in which the bible passages are applied in life and ministry.

It is recommended that you approach the paper using the following steps:

1. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
2. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
3. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
4. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
5. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with

	your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas). 6. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it. 7. Note that anything over 250 words usually needs to be split into two paragraphs. References: a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references. b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently. c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be. Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 3. **Submission to Turnitin and Feedback** Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.
Prescribed text(s)	Duvall, JS & Hays, JD 2020, *Grasping God's Word: A Hands-on Approach to Reading, Interpreting, and Applying the Bible*, 4th edn, Zondervan, Grand Rapids, MI. *The Holy Bible* - Recommended Version - New King James (NKJV)
Recommended readings	Fee, GD & Stuart, D 2014, *How to Read the Bible for all its Worth 4th edn,* Zondervan, Grand Rapids, MI. ***Available in print and as eBook*** Goldsworthy, G 2012, *Christ-Centered Biblical Theology: Hermeneutical Foundations and Principles*, IVP Academic, Downers Grove, IL. ***Available in print and as eBook*** Goldsworthy, G 2006, *Gospel-Centered Hermeneutics: Foundations and Principles of Evangelical Biblical Interpretation*, IVP Academic, Downers Grove, IL. Grey, J 2011, *Three's a Crowd: Pentecostal Hermeneutics, and the Old Testament*, Pickwick, Eugene, OR. ***Available in print and as eBook*** Hackett, J 2010, *A Basic Introduction to Biblical Hebrew*, Hendrickson, Massachusetts, MA. Kostenberger, A & Patterson, R 2021, *Invitation to Biblical Interpretation: Exploring the Hermeneutical Triad of history, Literature and Theology*, 2nd edn, Kregel, Grand Rapids, MI***. Available in print and as eBook*** Kaiser, WC & Silva, M 2007, *Introduction to Biblical Hermeneutics: The Search for Meaning*, rev exp edn, Zondervan, Grand Rapids, MI. ***Available in print and as eBook*** McQuilkin, JR 2009, *Understanding and Applying the Bible: An Introduction to Hermeneutics*, rev edn, Moody, Chicago, IL. ***Available in print and as eBook*** Porter, ES & Robinson, JC 2011, *Hermeneutics : an introduction to Interpretive theory*, Eerdmans, Grand Rapids, MI. Strong, J 2010, *New Strong's Expanded Exhaustive Concordance of the Bible*, Thompson Nelson & Sons, London, GB.

	Thayers, JH 2003, *Thayers Greek English Lexicon*, Hendrickson, Peabody, MA. Treier, DJ 2008, *Introducing Theological Interpretation of Scripture: Recovering a Christian Practice,* Baker Academic, Grand Rapids, MI*. **Available in print and as eBook***
Specialist resources requirements	Nil
Unit Summary	This core unit aims to provide the student with foundational hermeneutical skills that will undergird and support the development of biblical theology, and ministry formation and practice.

Unit Outline

Unit code	JA102
Unit name	Biblical Studies in the Old Testament
Associated higher education awards	Bachelor of Ministry Diploma of Ministry Undergraduate Certificate in Biblical Studies
Duration	One semester
Level	Introductory
Unit Coordinator	Stephanie Germain
Core/Elective	Core

Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp Undergraduate Certificate in Biblical Studies 40cp

Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150	Directed study hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	

Delivery mode	On-campus/External-Online (including 2 x mandatory 1 hour online tutorials over 13 weeks with all students enrolled in the unit)
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil
Rationale	Many doctrinal, ethical and practical aspects of Christian theology, history and practice originate in the Old Testament, making it important for ministry students to be familiar with the text and the ways it is interpreted. This unit provides an opportunity to develop approaches and skills in handling biblical evidence and evaluating the contexts of biblical exegesis in ways that can be applied to ministry. It considers interpretation strategies and draws guidelines and inspiration from the Old Testament for application to personal faith, ministry and mission today. It also develops an awareness of changing understandings of biblical texts through history and in contemporary contexts. The unit aims to develop a sound basis upon which further study may be developed.
Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources: **On-Campus mode** • Weekly lecture.

	• Weekly tutorial (where applicable).

Plus, CHC learning portal resources (see below).

Online mode

2. CHC learning portal (Moodle™) including:
   2.1 Synchronous and asynchronous virtual lectures
            (multi-user collaborative learning interfaces, lecture capture,
            interactive Power Point presentation and resources)
   2.2 Lecture capture recordings bank;
   2.3 Weekly readings;
   2.4 Study guides;
   2.5 Assessment elaboration
   2.6 Collaborative forums: Student forums and News forums (where applicable);
   2.7 Turnitin assessment and feedback tool.

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams technology can be used to facilitate these important tutorials and learning opportunities.

From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes. |
| **Content** | • Introduction to the formation, composition and interpretation of the Old Testament
  • The uniqueness and reliability of the Bible
  • The Old Testament as a theological witness
  • The relationship between the Old and New Testament
  • The historical and cultural background to the Old Testament
  • The theme of the Old Testament
• God, creation, humanity and mission
  • Understand of Genesis as the Book of Beginnings
  • Understand the debate regarding creation
  • Understand God's sovereignty as the creator
  • The structure of Genesis
  • The main themes of Genesis
• Origin and hopes of Israel, covenant Torah, priesthood and sacrifices
  • The historical setting to the Exodus.
  • The miraculous deliverance of Israel demonstrates that God is able to help believers overcome any obstacle.
  • The call, preparation and leadership of Moses is an example to Christian ministers.
  • The Passover, sacrifices and the tabernacle teach us about God and His plan.
  • The main themes of Leviticus, Numbers and Deuteronomy
• National hope and failure – Old Testament narratives in Joshua and Judges
  • Principals of leadership outlined in Joshua and Judges
  • How to apply the lessons of Joshua and Judges today
  • How to enter into the promises of God
  • Warnings against neglecting the promises of God
  • The structure of the Books |

	- The rise and fall of the monarchy and resulting future hopes
	  - The historical background to 1 & 2 Samuel
	  - The transition from the judges to the Monarchy
	  - The role of the monarchy
	  - Contrasting the leadership of Samuel, Saul and David
	  - Application - Lessons from the lives of Samuel, Saul and David
	- The Psalms and Wisdom Literature
	  - The shift in focus from the history of Israel to the mundane
	  - Wisdom literature teaches that there are principles which govern life
	  - The Wisdom Literature has a distinct literary structure
	  - Wisdom is a combination of action and reflection
	  - Key theological themes are introduced e.g. patience and suffering
	- The prophetic hope of Isaiah
	  - Prophetic hope in a time of suffering
	  - The main themes of Isaiah
	  - Warning of judgment for the unrepentant
	  - The promise of hope and salvation for the repentant 5. Understanding the role of the prophets
	- The prophetic tragedy and loss in Jeremiah and Lamentations
	  - The main themes of Jeremiah
	  - The main themes of Lamentations
	  - Warning of judgment for the unrepentant
	  - The promise of hope and salvation for the repentant 5. An understanding of the prophets
	- The prophetic hope of restoration in Ezekiel and Daniel
	  - The historical setting of Ezekiel and Daniel
	  - The main theme of Ezekiel
	  - The main theme of Daniel
	  - Encouragement that God is in control of human history
	  - Understanding the role of the prophet
	- The messages of minor prophets
	  - Identifying the Minor Prophets
	  - The role and function of a prophet
	  - The main theme of the books
	  - The response to all circumstances of life 5. Obedience to God
	- The return under Ezra and Nehemiah
	  - The historical setting of the post exilic historical books
	  - The main theme of Ezra
	  - The main them of Nehemiah
	  - Leadership principles
	  - Application of these books
	- Future hope and coming of the Messiah
	  - Understanding the Old Testament context of the Messiah
	  - Understanding the extent of the Messianic idea in the Old Testament
	  - Scholarly shift away from Messianic Interpretation
	  - The importance of the Messianic prediction
	- Application of the Old Testament to contemporary contexts
	  - Understanding the challenges of applying the Old Testament
	  - Understanding the application of Old Testament content to contemporary situations
	  - Understanding the role of a reader of OT text
	  - Understanding the role of communicator of OT text

Learning outcomes	On completion of this unit, students should be able to: - Discuss the origin, composition and inspiration of the Old Testament;

	Graduate Attributes: 1,3-5,9

	• Examine the books of the Old Testament and their historical and cultural settings;
	
	  Graduate Attributes: 1,3-5,9
	
	• Outline major theological themes in the Old Testament and evaluate their significance for contemporary Christian theology and ministry;
	
	  Graduate Attributes: 1,3-5,9
	
	• Examine various approaches to the interpretation and study of Old Testament texts;
	
	  Graduate Attributes: 1,3-5,9
	
	• Identify methods and skills of interpretation used by biblical scholars and various approaches to the interpretation and study of Old Testament texts;
	
	  Graduate Attributes: 1,3-5,9
	
	• Relate Old Testament texts and themes to contemporary situations, and
	
	  Graduate Attributes: 1,3-5,9
	
	• Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
	
	  Graduate Attributes: 7

Assessment tasks	**Task 1: Essay** Choose one major book of the Old Testament and compile an outline including a brief discussion and summary of the message and its historical, cultural and literary contexts. Explain how knowledge of the background settings of the Old Testament book aids in its interpretation. Please refer to Assessment Elaboration and marking sheet. Word Length/Duration: 2,400 words Weighting: 60% Learning Outcomes: 1, 2, 4-7 Due Date: 11:30pm Thursday 31st March 2022 **Task 2: Discussion Paper** Discuss the unity and diversity of the Old Testament. Include an examination of the proposition that there is one unifying theme that ties the whole Old Testament together. Please refer to Assessment Elaboration and marking sheet. Word Length/Duration: 1,600 words Weighting: 40% Learning Outcomes: 3-7 Due Date: 11:30pm Friday 10th June 2022 **Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).** **All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.**

Assessment Alignment	**Assessment Task**	**Learning Outcome**	**Content (weeks)**	**Graduate Attributes**
	Task 1	1, 2, 4-7	1-13	1,3-5,7,9

	Task 2	3-7	1-12	1,3-5,7,9

Assessment Elaboration	**Task 1: Essay**

Task 1: Essay

Choose one major book of the Old Testament and compile an outline including a brief discussion and summary of the message and its historical, cultural and literary contexts. Explain how knowledge of the background settings of the Old Testament book aids in its interpretation.

Word Length/Duration: 2,400 words

Unpacking the task

Suggested Word Allocation

3. Introduction 5%
4. Overview of the Book & Message 15%
5. Historical Context 15%
6. Cultural Context 15%
7. Literary Context & Genre/s 15%
8. Interpretation Challenges 15%
9. Application 10%
10. Conclusion 10%

 Overview

You will need to keep focused on the two parts of the question:

- 'Compile an outline including a brief discussion and summary of the message and its historical, cultural and literary contexts'
- 'Explain how a knowledge of the background settings aids accurate interpretation of the Old Testament.'

Use the suggested word allocation with some more information below:

Introduction: introduce the topic and its brief context and explain what will be discussed in the essay and your argument which you will be unpacking.

Overview: Brief overview of the book, its key theme/s and message/s and canonicity, inspiration & composition.

- Historical context: Specific historical settings such as the Egyptian or Babylonian captivity, entry into the Promised Land, Davidic Kingdom, etc.
- Cultural context: Discuss the specific cultural context of the people within the biblical story specific to the book. You could also discuss the cultural impact of the surrounding nations (if applicable).Literary context: Discuss the background settings of the readers and author, the genre/s, and style/s of writing.
- Interpretation Challenges: Brief discussion on some challenges of interpretation of the Old Testament and interacting with scholars who have written on this. Use a **specific example** from a passage of your chosen book on how understanding the **background settings helps interpret this passage.** You could find useful information from books on hermeneutics and bible interpretation in the library or other sources.
- Application: Discuss the application of the message of the book to contemporary life and ministry (you can use a specific example from a passage). Use 3rd person ONLY.
- Conclusion: Bring your main point with how the information you have studied aids in interpretation of the Old Testament.

You should carry a single strong argument through the essay, with a clear introduction to the argument at the beginning of the assessment, and a conclusion at the end of the assessment that draws together the main findings of your research.

Resources:

PLEASE SEE HIGH-QUALITY SOURCES AVAILABLE ON MOODLE

This assessment should demonstrate your ability to do research into the Old Testament writings and recent scholars who have studied them. You will find information about this topic in the first sections of Introductions to the Old Testament, Surveys of the Old Testament, Backgrounds to the Old Testament etc. These can be found in the library and online books such as Amazon and Google books at https://books.google.com/ and scholarly journal articles.

Suggested structure for the Essay.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore, the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

- Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
- Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
- Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
- Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
- Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
- You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
- Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 1.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 2: Discussion Paper

Discuss the unity and diversity of the Old Testament. Include an examination of the proposition that there is one unifying theme that ties the whole Old Testament together.

Word Length/Duration: 1,600 words

Unpacking the task

1. Introduction 10%
2. Discussion of Major Themes 25%
3. Potential Unifying Theme 15%
4. Application of theme 10%
5. Diversity of Composition 30%
6. Conclusion 10%

Overview

The Old Testament is unified by themes and diversified by the number of different authors, settings, cultures, time periods and genres that communicate this theme. This assignment should demonstrate your ability to do research into the Old Testament writings and recent scholar's writings.

Ideas for your sections:

- **Unity -** Research and examine what different scholars have written about a unifying theme for the Old Testament. Discuss all of the main themes based on scholarly evidence. Choose a theme and make a clear argument as to why you have chosen it. (It is also acceptable to make a case, with evidence, that there is no single unifying theme). Also include scripture references to support your points
- **Application:** Apply this theme to contemporary life and ministry (use 3rd person ONLY).
- **Diversity –** Using academic sources, overview the different historical and cultural contexts, authors and genres of writing in the Old Testament to make a clear argument for diversity in the Old Testament. Again, also reference the Bible to support your points.

Resources

PLEASE SEE HIGH-QUALITY SOURCES AVAILABLE ON MOODLE

You will often find information about this topic in this in the first sections of Introductions to the Old Testament, Surveys of the Old Testament, Backgrounds to the Old Testament etc. You will find information in the library and online books such as Amazon and Google Books at https://books.google.com/ and scholarly journal articles. Look for scholarly resources on unity and diversity in the Old Testament.

Use resources where the scholarly author and the place they teach can be identified.

Suggested structure for the Discussion Paper.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore, the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

1. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
2. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
3. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
4. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
5. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
6. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
7. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Prescribed text(s)	Arnold, BT & Beyer, BE 2015, *Encountering the Old Testament: A Christian Survey,* 3rd edn, Baker Academic, Grand Rapids, MI. ***Available in print and as eBook*** *The Holy Bible* - Recommended Version - New King James Version (NKJV)
Recommended readings	Arnold, BT 2014, *Introduction to the Old Testament*, Cambridge University Press, New York, NY. Beale, GK 2012, *Handbook on the New Testament use of the Old Testament: Exegesis and Interpretation,* Baker Academic, Ada, MI. ***Available in print and as eBook*** Cockerill, GL 2014, *Christian Faith in the Old Testament: The Bible of the Apostles*, Thomas Nelson, Nashville, TN. ***Available in print and as eBook*** Drane, J 2019, *Introducing the Old Testament, 4th* edn, Lion Books, Oxford, UK. ***Available in print and as eBook***

	Fee, DG & Stuart, D 2014, *How to Read the Bible for all its Worth*, 4th edn, Zondervan, Grand Rapids, MI. ***Available in print and as eBook***
	Goldingay, J 2003, *Old Testament Theology, Israel's Gospel*, vol 1, InterVarsity Press, Downers Grove, IL.
	Goldingay, J 2006, *Old Testament Theology, Israel's Faith*, vol 2, InterVarsity Press, Downers Grove, IL.
	Goldingay, J 2009, *Old Testament Theology, Israel's Life*, vol 3, InterVarsity Press, Downers Grove, IL.
	Hill, AE & Walton, JH 2009, *A Survey of the Old Testament*, 3rd edn, Zondervan, Grand Rapids, MI. ***Available in print and as eBook***
	LaSor, WS, Hubbard, DA & Bush, FW 1996, *Old Testament Survey: The Message, Form and Background of the Old Testament,* 2nd edn, Eerdmans, Grand Rapids, MI. ***Available in print and as eBook***
	Moberly, RW 2015, *Old Testament Theology: Reading the Hebrew Bible as Christian Scripture,* Baker Academic, Ada, MI. ***Available in print and as eBook***
	Waltke, BK 2007, *An Old Testament Theology: An Exegetical, Canonical, and Thematic Approach,* Zondervan, Grand Rapids, MI. ***Available in print and as eBook***
	Walton, JH & Hill, AE 2013, *Old Testament Today: A Journey from Ancient Context to Contemporary Relevance,* 2nd edn, Zondervan, Grand Rapids, MI. ***Available in print and as eBook***
	Wright, C 2004, *Old Testament Ethics for the People of God,* InterVarsity Press, Downers Grove, IL.
Specialist resources requirements	Nil
Unit Summary	This core unit contributes to establishing foundational knowledge and skills in order to provide a framework for the student's theological, personal and ministry formation and practice through a knowledge of the Old Testament.

Unit Outline

Unit code	JA103
Unit name	Biblical Studies in the New Testament
Associated higher education awards	Bachelor of Ministry Diploma of Ministry Undergraduate Certificate in Biblical Studies
Duration	One semester
Level	Introductory
Unit Coordinator	Ps Andrew Scott
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp Undergraduate Certificate in Biblical Studies 40cp

Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150	Directed study hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	

Delivery mode	On-campus/External-Online (including 2 x mandatory 1 hour tutorials over 13 weeks with all students enrolled in the unit)
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil
Rationale	Many doctrinal, ethical and practical aspects of Christian theology, history and practice originate in the New Testament making it important for ministry students to be familiar with the text and the ways it is interpreted. This unit provides an opportunity to develop approaches and skills in handling biblical evidence and evaluating the contexts of biblical exegesis in ways that can be applied to ministry. It considers interpretation strategies and draws guidelines and inspiration from the New Testament for application to personal faith, ministry and mission today. It also develops an awareness of changing understandings of biblical texts through history and in contemporary contexts. The unit aims to develop a sound basis upon which further study may be developed.
Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources: **On-Campus mode**

- Weekly lecture.
- Weekly tutorial (where applicable).

Plus, CHC learning portal resources (see below).

Online mode

11. CHC learning portal (Moodle™) including:
    11.1 Synchronous and asynchronous virtual lectures
        (multi-user collaborative learning interfaces, lecture capture,
        interactive Power Point presentation and resources)
    11.2 Lecture capture recordings bank;
    11.3 Weekly readings;
    11.4 Study guides;
    11.5 Assessment elaboration
    11.6 Collaborative forums: Student forums and News forums (where
        applicable);
    11.7 Turnitin assessment and feedback tool.

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams technology can be used to facilitate these important tutorials and learning opportunities.

From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.

Content	- Introduction to the formation, composition and interpretation of the New Testament, and the gospel of Mark
	1.1 Openness to God, right attitude and right presuppositions
	1.2 Understanding geographical, historical, cultural, religious and other contexts
	1.3 Understanding genre and literary contexts
	1.4 Introduction to the Gospel of Mark
	- The reliability and authority of the New Testament and the formation of the Canon
	2.1 The origins and development of the New Testament writings
	2.2 The origins of the four gospels
	2.3 The origins and reliability of the Canon
	2.4 History of interpretation of the New Testament
	2.5 The four sources of revelation – Bible, tradition, reason and experience
	2.6 The Gospel of Matthew
	- The synoptic Gospels of Matthew, Mark and Luke and the Gospel message
	3.1 Authorship, date and place of writings
	3.2 Why the Gospels were written
	3.3 Major themes and doctrines in each Gospel
	3.4 Similarities and differences between the Gospels
	3.5 Ministry application from each Gospel

- The Gospel of John and its message

  4.1 Authorship, date and place of writings

  4.2 Reasons the gospel was written, major themes and doctrines in John

  4.3 Similarities and differences between John and the other Gospels

  4.4 Distinctive teachings in John

  4.5 Ministry application from the gospel of John

- Luke-Acts and its themes

  5.1 Authorship, date and place of writings

  5.2 Reasons Luke and Acts were written, major themes and doctrines in Luke-Acts

  5.3 Similarities and differences between Luke-Acts and the other New Testament books

  5.4 Distinctive teachings and ministry lessons from Luke-Acts

- Romans, Galatians and their message of salvation

  6.1 Authorship, date and place of writing

  6.2 Reasons why Galatians and Romans were written, major themes and doctrines in Galatians and Romans

  6.3 Similarities and differences between Galatians and Romans and the other epistles

  6.4 Ministry lessons from Galatians and Romans

- Corinthians and the application of the Gospel to local needs

  7.1 Authorship, date, place of writing and social contexts

  7.2 Reasons the epistle was written, major themes and doctrines in 1 & 2 Corinthians

  7.3 Similarities and differences between Corinthians and other epistles

  7.4 Distinctive teachings and ministry lessons from 1 & 2 Corinthians

  7.5 Principles for interpreting and applying New Testament epistles in contemporary contexts

- Thessalonians and grounding the future hope in present realities

  8.1 Authorship, date and place of writing

  8.2 Reasons this epistle was written, major themes and doctrines in 1 & 2 Thessalonians

  8.3 Similarities and differences between Thessalonians and other epistles

  8.4 Distinctive teachings and ministry lessons from 1 & 2 Thessalonians

- Ephesians, Colossians and Philippians and the outworking of God's bigger purposes

  9.1 Authorship, date and place of writing

  9.2 Reasons these epistles were written, major themes and doctrines

  9.3 Similarities and differences to other epistles

  9.4 Distinctive teachings and ministry lessons

- Timothy and Titus and pastoral concerns in the early church

  10.1 Authorship, date and place of writing

  10.2 Reasons the Pastoral Epistles were written, major themes and doctrines in the Pastoral Epistles

  10.3 Major themes and doctrines in the Pastoral Epistles

	10.4 Similarities and differences between the Pastoral Epistles and other epistles
	10.5 Distinctive teachings and ministry lessons from the Pastoral Epistles
	- Hebrews and James and the outworking of faith
	11.1 The book of Hebrews addresses Hebrew Christians
	11.2 The superiority of Christ to the Old Testament prophets and law
	11.3 The practicality of James that addresses Christian duties
	11.4 The practical and ethical emphasis of the duties of Christians
	- Peter, Jude, John and Revelation and future hope
	12.1 Authorship, date and place of writing of 1 & 2 Peter, Jude, 1,2 & 3 John and Revelation
	12.2 Reasons why 1 & 2 Peter, Jude, 1,2 & 3 John and Revelation were written, including a how-to head of persecution and how to address false teaching
	12.3 Major themes and doctrines in 1 & 2 Peter, Jude and 1,2 & 3 John and Revelation
	12.4 Similarities and differences between 1 & 2 Peter, Jude, 1,2 & 3 John, and Revelation and other New Testament books
	12.5 Distinctive teachings in 1 & 2 Peter, Jude, 1,2 & 3 John and Revelation
	12.6 Application of 1 & 2 Peter, Jude, 1,2 & 3 John and Revelation to life and ministry
	- Application of the New Testament to contemporary contexts
	13.1 Sound Bible interpretation methods that help effectively interpret, understand, and apply the New Testament texts
	13.2 The importance of considering the original literary setting and genre of books of the Bible
	13.3 The importance of considering the historical, cultural, and other contexts of the text
	13.4 The importance of identifying the general principles and theological contexts of the text
	13.5 Application of Bible texts and their theological principles to contemporary contexts
Learning outcomes	On completion of this unit, students should be able to:
	• Discuss the origin, composition, inspiration and canonicity of the New Testament;
	Graduate Attributes: 1,3,5,9
	• Identify and discuss the contents of the books of the New Testament and their historical and cultural settings;
	Graduate Attributes: 1,3,5,9
	• Outline major theological themes in the New Testament and evaluate their significance for contemporary Christian theology and ministry practice;
	Graduate Attributes: 1,3-5,9
	• Examine approaches to the interpretation, study and evaluation of New Testament texts;
	Graduate Attributes: 1,3,5,9
	• Relate New Testament texts and themes to contemporary situations; and
	Graduate Attributes: 1,3-5,9

	• Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation. Graduate Attributes: 7
Assessment tasks	**Task 1: Discussion Paper** Examine and discuss the ways in which a knowledge of the background settings of the New Testament can aid its interpretation. Please refer to Assessment Elaboration and marking sheet. Word Length/Duration: 1,600 words Weighting: 40% Learning Outcomes: 1, 2, 4, 6 Due Date: 11:30pm Friday 29th April 2022 **Task 2: Book Outline** Examine one major book from the New Testament, identify one of the themes and relate it to a contemporary situation. Please refer to Assessment Elaboration and marking sheet. Word Length/Duration: 2,400 words Weighting: 60% Learning Outcomes: 2-6 Due Date: 11:30pm Saturday 18th June 2022 **Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).** **All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.**

Assessment Alignment	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
	Task 1	1, 2, 4, 6	1-13	1,3-5,7,9
	Task 2	2-6	1-13	1,3-5,7,9

Assessment Elaboration	**Task 1: Discussion Paper** Examine and discuss the ways in which a knowledge of the background settings of the New Testament can aid its interpretation. Word Length/Duration: 1,600 words **Suggested Word Allocation** 12. Introduction 10% 13. Canonicity, inspiration & composition 7.5% 14. Context – Historical, Cultural & Literary 45% 15. Interpretation Challenges 20% 16. Application 7.5% 17. Conclusion 10% **Unpacking the task** **Overview** This assignment should demonstrate your ability to do research into the New Testament writings and recent scholars who have studied them. You should carry a single strong argument through the essay, with a clear introduction to the argument at

the beginning of the assessment, and a conclusion at the end of the assessment that draws together the main findings of your research.

Keep focused on the question - 'how a knowledge of the background settings aids accurate interpretation of the New Testament.'

- Use the suggested word allocation with **some more information below:**
  Historical Context: Discuss specific historical settings such as the Old Testament, inter-testamental (between the Old Testament and New Testament times), Greek and Roman culture etc.
- Cultural Context: Discuss cultural, social and sociological background settings. Include background settings of the readers as well as the author.
- Literary Context: Discuss the literary genres and styles of writing. Include background settings of the readers as well as the author.
- Interpretation Challenges: Discuss the challenges associated with the interpretation of the New Testament eg. distance of time, arguments against authorship etc. Interact with scholars who have written on this topic. You could find useful information from books on hermeneutics and bible interpretation in the library or other sources. You should include 2-3 of these sources in your Bibliography.
- Application: Discuss application of the text to contemporary ministry and theology (use 3rd person ONLY)

The assessment can be strengthened by using **specific examples** in each major section from passages of scripture in the New Testament. E.g. Parable of the Good Samaritan - How does an understanding of the historical context of the Jewish / Samaritan relationship bring additional insight into this passage. Revelation – how does understanding genre help the reader interpret this book?

You will find information about this topic in the first sections of Introductions to the New Testament, Surveys of the New Testament, Backgrounds to the New Testament etc. These can be found in the library and online books such as Amazon and Google books at https://books.google.com/ and scholarly journal articles.

Suggested Structure for the Discussion Paper

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

You should use well developed paragraphs of 5 or more sentences in each that examine each idea that you look at. Your work will be weaker if it is disjointed, or if it skims over scholar's insights, or themes. Your work will be strongest if each paragraph is well developed and if they interact with more than one scholar per paragraph, showing an awareness of a diversity of scholarly viewpoints and reasons why various viewpoints are held. You should show that you have read and understood the biblical text by citing and interacting with relevant biblical text examples. However, you do not have space to write out the verses. You should not just quote scholars. You should interact with their writings and include some of your own views that are backed up with evidence from other scholars and scriptures. Near the end of your assignment you should apply what you have learnt, and discuss the benefits of background knowledge and accurate interpretation to contemporary life and ministry.

It is recommended that you approach the paper using the following steps:

- Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
- Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
- Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about...". However, your introduction should make it clear what is going to be discussed.

- Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
- Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
- You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
- Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 1.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 2: Book Outline

Examine one major book from the New Testament, identify one of the themes and relate it to a contemporary situation.

Word Length/Duration: 2,400 words

Unpacking the task

Suggested Word Allocation

- Introduction 10%
- Very brief overview of book 5% (This could include a table or bullet point summary)
- Context – Cultural, Literary & Historical 15%
- Interpretation Challenges. 10%
- Themes 40%
- Application 10%
- Conclusion 10%

Overview

Your assessment should demonstrate an awareness of the text and main themes of a major New Testament book. You should choose a biblical book that deals with a major New Testament theme that you are interested in.

E.g. A major New Testament book could be Galatians, Romans, Ephesians or Colossians etc., or one of the gospels and their descriptions of Jesus life and

ministry. You could also choose one of the major later epistles would also be suitable as Revelation.

Use the suggested word allocation with **some more information below:**

1. **Introduction:** introduce the topic and its brief context and explain what will be discussed in the essay and your argument which you will be unpacking.
2. **Overview:** Briefly overview the book's content – message and purpose
3. **Historical Context**: identify and discuss key features of the historical context of your book. These could include, geographical location, politics, history of the city the book was written to/for.
4. **Cultural Context:** Discuss cultural, social and sociological background settings of the selected book.
5. **Literary Context**: Discuss the origin, composition, inspiration and canonicity of the book including literary genre and authorship.
6. **Interpretation Challenges**: Identify the major interpretation challenges for this book and then focus on one. Examine a diversity of scholarly approaches and opinions on this interpretation challenges.
7. **Theme:** Identify and discuss one major theme based on scholarly opinions. (Includes an acknowledgment of **all major of themes** identified by scholars before you choose your major theme.)
8. **Application:** Evaluate the books content and theme significance for contemporary Christian theology and ministry practice (use 3rd person ONLY).
9. **Conclusion:** Bring your main point with how the information you have studied aids in interpretation of the Old Testament.

In your discussion you should write about at least 3 or 4 different approaches or views on this book to avoid just following only one approach or view.

Resources:

PLEASE SEE HIGH-QUALITY SOURCES AVAILABLE ON MOODLE

Portions of scholarly books can also be found at https://books.google.com.au/ and there are many valuable resources in the CHC library.

Suggested structure for the Book Outline.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

8. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
9. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
10. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
11. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
12. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).

| | 13. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
| | 14. Note that anything over 250 words usually needs to be split into two paragraphs. |

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

| **Prescribed text(s)** | Elwell, WA & Yarbrough, RW 2013, *Encountering the New Testament: A Historical and Theological Survey*, 3rd edn, Baker Academic, Grand Rapids, MI. ***Available in print and as eBook***

Green, JB (gen. ed.), Brown, JK & Perrin, N (ass. eds.) 2013, *Dictionary of Jesus and the Gospels: A Compendium of Contemporary Biblical Scholarship*, 2nd edn, InterVarsity Press, Downers Grove, IL. ***Available in print and as eBook***

The Holy Bible - Recommended Version - New King James Version (NKJV) |

| **Recommended readings** | Beale, GK 2011, *A New Testament Biblical Theology: The Unfolding of the Old Testament in the New*, Baker, Grand Rapids, MI. ***Available in print and as eBook***

Carson, DA & Moo DJ, 2005, *Introduction To The New Testament, Zondervan,* Grand Rapids, MI.

Hagner, DQ 2012, *The New Testament: A Historical and Theological Introduction,* Baker, Grand Rapids, MI. ***Available in print and as eBook***

Helyer, LR 2008, *The Witness of Jesus, Paul and John: An Exploration in Biblical Theology*, IVP, Downers Grove, IL. ***Available in print and as eBook***

Johnson, LT 2010, *The Writings of the New Testament*, 3rd ed, Fortress, Minneapolis, MN.

Keener, CS 2014, *The IVP Bible Background Commentary: New Testament*, 2nd ed, IVP, Downers Grove, IL. ***Available in print and as eBook***

Köstenberger, AJ Kellum, SL & Quarles, CL 2016, *The Cradle, The Cross, and the Crown: An Introduction to the New Testament*, 2nd edn, B&H, Nashville, TN. ***Available in print and as eBook***

Powell, MA 2018, *Introducing the New Testament: A Historical, Literary, and Theological Survey*, 2nd edn, Baker, Grand Rapids, MI. ***Available in print and as eBook*** |

	Schnelle, U 2009, *Theology of the New Testament*, Baker, Grand Rapids, MI. ***Available in print and as eBook***
	Witherington, B III 2010, *The Indelible Image: The Theological and Ethical World of the New Testament: The Collective Witness,* vol 2, InterVarsity Press, Downers Grove, IL. ***Available in print and as eBook***
	Witherington, B III 2009, *The Indelible Image: The Theological and Ethical World of the New Testament: The Individual Witnesses*, vol 1, InterVarsity Press, Downers Grove, IL. ***Available in print and as eBook***
Specialist resources requirements	Nil
Unit Summary	This unit gives the student an opportunity to develop knowledge of the New Testament and skills in reading, interpreting and applying biblical texts in the light of their historical and cultural settings.

Unit Outline

Unit Code	JB104
Unit Name	Spiritual Transformation
Associated Higher Education Awards	Bachelor of Ministry Diploma of Ministry Undergraduate Certificate in Biblical Studies
Duration	One semester
Level	Introductory
Unit Coordinator **Lead Lecturer**	Ps Andrew Staggs Ps Stacey Tarrant
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp Undergraduate Certificate in Biblical Studies 40cp
Student Workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150	Directed study hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	
Delivery Mode	On-campus/External-Online (including 2 x mandatory 1 hour tutorials over 13 weeks with all students enrolled in the unit)	
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil	
Rationale	Christianity involves transformed lives, not just assent to Christian beliefs. A person who comes to faith in Jesus Christ as Lord and Saviour needs to realise that they have been converted from a position of sin to a position of righteousness. It is from this position of righteousness that they can progressively cease to live out of their own nature and tendencies in order for Jesus and His nature to increase and outwork through them. This repositioning and transformation is the essence of the Christian life. Three critical elements are fundamental to transformation: the Bible being the ultimate basis for understanding the Christian life and containing the words of life; God working through Jesus and the Holy Spirit to reposition and transform the believer; and transformation within personal and corporate settings.	

	Without an understanding of transformation of the whole person the believer will live a life that is less than God intended.

Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources:
	
	On-Campus mode
	
	• Weekly lecture.
	• Weekly tutorial (where applicable).
	
	Plus, CHC learning portal resources (see below).
	
	Online mode
	
	• CHC learning portal (Moodle™) including:
	  o Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources)
	  o Lecture capture recordings bank;
	  o Weekly readings;
	  o Study guides;
	  o Assessment elaboration
	  o Collaborative forums: Student forums and News forums (where applicable);
	  o Turnitin assessment and feedback tool.
	
	All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.
	
	This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams or Big Blue Button technology can be used to facilitate these important tutorials and learning opportunities.
	
	From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.

Content	18. What is spirituality?
	
	  1.1 There are many conflicting views of spirituality in the world today
	
	  1.2 True spirituality is found in Christ as revealed by the Word of God
	
	  1.3 There are many related frameworks that can be used to understand Christian spiritual transformation
	
	19. Spiritual transformation
	
	  2.1 Definitions of Spiritual Transformation
	
	  2.2 How Spiritual Transformation happens – the Transformation Triangle
	
	  2.3 Contemporary examples and approaches to understanding spiritual formation
	
	20. Spiritual transformation and Christ
	
	  3.1 The role of Jesus Christ in our Spiritual Transformation
	
	  3.2 The three major elements in personal Spiritual Transformation.
	
	  3.3 Why the blood of Jesus holds such a special place in the hearts of believers
	
	21. Spiritual transformation and the Word of God
	
	  4.1 The Bible is the foundational text for Christian spiritual formation

4.2 The believer will only know God as much as they know His Word

4.3 Meditation is an essential spiritual discipline for getting God's truth into the disciple's hearts

22. Spiritual transformation and our identity

5.1 Transformation of identity and the Kingdom of God

5.2 Habits are powerful in reshaping our identity

5.3 Water baptism is a display of new life and identity, and the family in Christ

23. Spiritual transformation and the Holy Spirit

6.1 The Spirit-filled life is the normal Christian life described throughout the entire New Testament

6.2 The distinctions between being born of the Spirit and being baptised in the Spirit

6.3 The benefits of speaking in tongues in spiritual transformation

24. Living the Spirit-filled life

7.1 The Spirit-filled life is a life of process – a life of "becoming" under the leadership of the Holy Spirit

7.2 To live by the Spirit and be led by the Spirit then means victory over the desires and impulses of the sinful nature.

7.3 The believer's victory comes from their submission and obedience.

25. Principles and practices of a personal spiritual life

8.1 The power and necessity of spiritual disciplines

8.2 The Biblical imperative - "Train yourself to be godly" (1 Timothy 4:7).

8.3 Various principles to consider to build a strong spiritual life

26. Overcoming sin, the flesh and the world

9.1 A definition of "sin" and how to walk in righteousness

9.2 Understand the workings of the flesh

9.3 Understand the biblical concept of worldliness

27. Spiritual transformation, community and community transformation

10.1 Individual spiritual transformation should lead to the transformation of others

10.2 The moulding power of being in Christian community

10.3 The importance of social reform in the Kingdom of God

28. Community, fellowship and worship

11.1 Christian spirituality outworks within the context of the local community

11.2 Christians are encouraged to have fellowship with both God and each other

11.3 True worship must engage heart's affections; the loves.

29. Servanthood and stewardship

12.1 The importance of servanthood in Christian spiritual transformation

12.2 Jesus as a model of servanthood

12.3 Three key principles of stewardship

30. Witnessing and discipleship

13.1 Eight steps for lifestyle evangelism

13.2 How to develop an evangelistic strategy

13.3 The value of discipleship

Learning Outcomes	On completion of this unit, students should be able to:
	14. Examine Christian spirituality including personal transformation;
	Graduate Attributes: 1-10
	15. Discuss the person and work of Jesus Christ in transformation;
	Graduate Attributes: 1-10
	16. Identify and discuss various disciplines and attitutes conducive to spiritual transformation;
	Graduate Attributes: 1-10
	17. Define and examine the work of the Holy Spirit in spiritual transformation;
	Graduate Attributes: 1-6
	18. Reflect on and evaluate their own spiritual transformation;
	Graduate Attributes: 1-10
	19. Assess hindrances to spiritual transformation in their own personal lives, and
	Graduate Attirubtes: 1-10
	20. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
	Graduate Attributes: 7
Assessment Tasks	**Task 1: Online Participation**
	The five online quizzes and activities on Moodle will revise content addressed in weekly lectures and the course textbooks in relation to spiritual transformation and the skills of academic writing. Students must complete all of the fortnightly quizzes and activities for a passing grade in this unit. Please refer to Assessment Elaboration and marking sheet.
	Word Length/Duration: 15 minutes each
	Weighting: 20%
	Learning Outcomes: 1-7
	Due Date: 11.30pm Fridays - Weeks 2,4,7,9,11)
	(Q1 11/03, Q2 25/03, Q3 29/04, Q4 20/05, Q5 03/06)
	Task 2: Timeline and Reflection
	Plot the significant periods of transformation in your life including your belief in Jesus as Lord and Saviour and reflect on these experiences. Identify the principles of transformation involved during these times and reflect on how these could be further engaged and fostered for future transformation. Please refer to Assessment Elaboration and marking sheet.
	Word Length/Duration: 2,500 words
	Weighting: 40%
	Learning Outcomes: 1-3,5,7
	Due Date: 11:30pm Friday 22nd April 2022
	Task 3: Research and Reflection Paper
	Spiritual transformation involves a number of factors including God, personal and corporate. Identify and examine: one role of the Holy Spirit; two personal factors; and one corporate factor in spiritual transformation and comment on their personal significance to your own life. Further, reflect on one hindrance to your transformation and how this may be overcome. Please refer to Assessment Elaboration and marking sheet.

Word Length/Duration: 2,500 words

Weighting: 40%

Learning Outcomes: 1,3-7

Due Date: 11:30pm Friday 17th June 2022

Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).

All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.

	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
Assessment Alignment	**Task 1 (5 parts)**	1-7	1-12	1-10
	Task 2	1-3,5,7	1-6	1-10
	Task 3	1,3-7	1-12	1-10

Assessment Elaboration	**Task 1: Online Participation** **Task Description** The five online quizzes and activities on Moodle will revise content addressed in weekly lectures and the course textbooks in relation to spiritual transformation and the skills of academic writing. Students must complete all of the fortnightly quizzes and activities for a passing grade in this unit. Word Length/Duration: 15 minutes each **Unpacking the task** As you work through the course material you will be asked to respond to a series of activities. These can include, but are not limited to: Writing short summaries, quizzes, textbook chapter summaries, personal character assessment, and unit feedback summary. These five activities will contribute to your grade for Task 1. They will be clearly identified as being graded assessment pieces. **Overview** **It is recommended that you approach these tasks using the following steps:** 8. Review the requirements on Moodle in week 1 9. Note the task due dates in your study planner or diary 10. Complete ALL the tasks. Please refer to other writing guidelines provided (e.g. Sample Assessment Layout, Marking Sheets etc.) to support Task 1.
	Task 2: Timeline and Reflection **Task Description** Plot the significant periods of transformation in your life including your belief in Jesus as Lord and Saviour and reflect on these experiences. Identify the principles of transformation involved during these times and reflect on how these could be further engaged and fostered for future transformation. Word Length/Duration: 2,500 words **Unpacking the task** **Overview** Spiritual Transformation is a universal principle. It is a dramatic change in belief, attitude and behaviour. Transformation takes place in and through the body of

Christ. God also uses our experiences to accomplish His purposes (Rom. 8:28-29), so that we are transformed into the image of Christ, instead of being conformed to this world (Rom. 12:2). God forms Christ's character in us through His Word and His Holy Spirit. This is a Christ-honouring transformation, because we place our dependence on Christ, and not in our own ability and strength.

You are to identify key periods of transformaton in your life and reflect on them. Remember to support your writing with the literature. In other words – do not just state what you think. Rather, demonstrate how what you think has been informed by the literature using appropriate, relevant sources with references.

This paper is more than a personal testimony. You must conduct research and engage with scholarly sources, and the Bible, to provide evidence and support for your identification, examination and reflection.

Suggested structure for the Essay.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

Sample Approach to Your Assessment 2

Title page – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name. Please refer to CMC Community Moodle Page for a template to download and use.

Introduction (100-150 words approx.) – Start with some dynamic sentences to provide an impacting entrance to your paper. Then map out what you intend to say in your paper and what you aim to achieve through it.

Significant Transformation Periods (700 words approx.) - Plot and reflect on the significant periods of transformation in **your** life, including your belief in Jesus as Lord and Saviour. This can be a range of transformative experiences, however then narrow them down to 3 or 4 to focus on. Some examples are, salvation, water baptism, Holy Spirit baptism, revelation, physical or emotional dilemma, worship, prayer, calling, prophecy, mentoring, biblical teaching, personal and collective faith in God, etc. This section is written in **first person,** and will include some references.

Principles of Transformation (1,100 words approx.) - What are the principles of transformation involved during these times?

What is a Principle? It is a basic truth or an underlying ingredient that we build upon to govern our code of conduct. It serves as a foundation to govern our belief, behaviour and reasoning.

Examples of Principles of Personal Transformation – for a deeper meaning and empowerment in your life experience. Principles are not limited to this list:

4. Observation of God's presence, that is interwoven, and manifests in every part of life. His timeless principles are unified and limitless in all forms of expression. God is the Alpha and Omega, and Source of all things.
5. Dependence on the power and role of the Holy Spirit for revealing of truth. God dwells within each of us.
6. Meditation on God's authoritative Word. Be doers of the Word, and not hearers only.
7. Undergirding of faith, love and hope.
8. Channel of nurturing and support as an extension of God.
9. Attitude of faithfulness, gratitude, forgiveness, and worship.
10. Exercise of discipline, morality and integrity.
11. Recognition of worth and value and our identity in Christ.
12. Awareness and alignment of personal values.

13. Humility, servanthood, and stewardship.
14. Learning and accountability. Our journey is together in the community of faith.

Show how these principles have contributed to your spiritual transformation. This section is written in **third person.**

Future Transformation (400 words approx.) - How could these principles be further engaged and fostered for ongoing and future transformation? This section is written in **first person.**

Conclusion (100-150 words approx.) – This is not a repeat of what you have discussed in your paper. The conclusion is to leave a lasting impression on the reader that culminates a summary of what you have examined in your paper. This section is written in **third person.**

References – Every source you mention in your paper must be included in the reference list. Only sources which have been mentioned in your paper are to be included in the reference list. This must include the Bible version/s you have used which are correctly formatted using CHC Harvard referencing.

Format for referencing (from CMC Referencing Guide on Moodle):

Who – author (e.g. Mulheran, B)
When – date of publication (e.g. 2002)
What – full title of publication (e.g. *Jesus Author & Finisher: Timeless Principles of Christianity)*
Where – Publisher and location (e.g. Synergy, Gainesville, FL.).

Mulheran, B 2002, *Jesus Author & Finisher: Timeless Principles of Christianity,* Synergy, Gainesville, FL.

Note: Please proof read your work several times to identify spelling and grammatical errors, and those areas that are unclear or convoluted. Present your paper in a professional and integrated manner.

Please use headings for each major section, 1½ line spacing and 2.5cm margins.

It is recommended that you approach the paper using the following steps:

1. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
2. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
3. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
4. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
5. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
6. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
7. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 3: Research and Reflection Paper

Task Description

Spiritual transformation involves a number of factors including God, personal and corporate. Identify and examine: one role of the Holy Spirit; two personal factors; and one corporate factor in spiritual transformation and comment on their personal significance to your own life. Further, reflect on one hindrance to your transformation and how this may be overcome.

Word Length/Duration: 2,500 words

Unpacking the task

Suggested structure for the Research and Reflection Paper.

It is highly recommended to use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

Sample Approach to Your Assessment 3

Title page – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name. Please refer to CMC Community Moodle Page for a template to download and use.

Introduction (100-150 words approx.) – Start with some dynamic sentences to provide an impacting entrance to your paper. Then map out what you intend to say in your paper and what you aim to achieve through it.

Definition of Spiritual Transformation
You will need to initially establish in your paper a definition of spiritual transformation. This definition should be deduced from both scholarly research as to how others define it and also your own biblical research. Your evaluation of these sources should lead you to a specific definition of spiritual transformation. **You will then need to clearly word this definition at the conclusion of this initial research section before the main body of your paper i.e. "Therefore, spiritual transformation is …".**

You should then use and refer to this definition throughout the essay as the basis of describing and evaluating each of the factors (role of the Holy Spirit, two personal, and one corporate) in developing this (definition of spiritual transformation). This research component is to be written in the **third person.**

One Role of the Holy Spirit in Spiritual Transformation

Identify and define one role of the Holy Spirit, written in **third person,** from research of scholarly sources and your own research of the Bible etc and show how this contributes (links) to your newly defined definition of Spiritual Transformation above.
Roles of the Holy Spirit for example might include: Sanctifier, Teacher, Convictor, Revealer, Empowerer, Edifier etc.
Comment on how this role is personally significant in **<u>your own</u>** spiritual transformation, written in **first person.**

Two Personal Factors in Spiritual Transformation

You will need to define, describe and examine two personal factors in this Spiritual Transformation, written in the **third person.** Make sure you examine how each of these factors contribute to your newly defined definition of Spiritual Transformation.
Personal Factors for example might include: Faith, Personal Prayer, Personal Bible study, Personal Worship, Fasting, etc
Comment on how these personal factors are personally significant in **<u>your own</u>** spiritual transformation, written in **first person.**

One Corporate Factor in Spiritual Transformation

You will need to define, describe and examine one corporate factor in this Spiritual Transformation, written in the **third person**. Make sure you focus on how each of these factors contribute to your newly defined definition of Spiritual Transformation.
Corporate Factors for example might include: Corporate Prayer, Corporate Worship, Discipling, Mentoring, Theology/Doctrine of the Church, etc
Comment on how this corporate factor is personally significant in **<u>your own</u>** spiritual transformation, written in **first person.**

Hindrance to Your Spiritual Transformation and Action Plan to Overcome

You will need to identify, describe and examine one hindrance to your Spiritual Transformation and how to overcome it. The research component is to be written in the **third person**, and the personal significance and reflection components are to be written in **first person**.
Hindrances might include: Unforgiveness, Lack of Self Discipline, Unbelief, etc.
The section on the action plan to overcome a hindrance should begin with faith, and then outline what "works" or spiritual practices are going to accompany that faith.

Conclusion (100-150 words approx.) – This is not a repeat of what you have discussed in your paper. The conclusion is to leave a lasting impression on the reader that culminates a summary of what you have examined in your paper.

References – Every source you mention in your paper must be included in the reference list. Only sources which have been mentioned in your paper are to be included in the reference list. This must include the Bible version/s you have used which are correctly formatted using CHC Harvard referencing.

Format for referencing (from CMC Referencing Guide on Moodle):

Who – author (e.g. Mulheran, B)
When – date of publication (e.g. 2002)
What – full title of publication (e.g. *Jesus Author & Finisher: Timeless Principles of Christianity)*
Where – Publisher and location (e.g. Synergy, Gainesville, FL.).

Mulheran, B 2002, *Jesus Author & Finisher: Timeless Principles of Christianity,* Synergy, Gainesville, FL.

	Note: Please proof read your work several times to identify spelling and grammatical errors, and those areas that are unclear or convoluted. Present your paper in a professional and integrated manner. Please use headings for each major section, 1½ line spacing and 2.5cm margins. **It is recommended that you approach the paper using the following steps:** • Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide. • Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other. • Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed. • Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s. • Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas). • You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it. • Note that anything over 250 words usually needs to be split into two paragraphs. References: a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references. b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently. c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be. Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 3. **Submission to Turnitin and Feedback** Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.
Prescribed Text(s)	Howard, EB 2018, *A Guide to Christian Spiritual Formation: How Scripture, Spirit, Community, and Mission Shape Our Souls,* Baker Academic, Grand Rapids, MI. ***Available in print and eBook*** McKnight, S 2018, *Open to the Spirit: God in Us, God with Us, God Transforming Us,* WaterBrook, New York, NY. ***Available in print and eBook***
Recommended Readings	Andrews, A (gen. ed.) 2016, *The Kingdom Life: A Practical Theology of Discipleship and Spiritual Formation*, Tyndale House, Carol Stream, IL. ***Available in print and eBook***

Bridges, J 2004, *Growing your Faith: How to Mature in Christ*, Tyndale House, Carol Stream, IL. ***Available in print and eBook***

Boa, K 2001, *Conformed to His Image: Biblical and Practical Approaches to Spiritual Formation,* Zondervan, Grand Rapids, MI.

Finlan, S & Kharlamov, V (eds.) 2006, *Theosis: Deification in Christian Theology,* vol 1, James Clarke & Co, Cambridge, UK. ***Available in print and eBook***

Foster, RJ 2010, *Life with God: Reading the Bible for Spiritual Transformation*, HarperCollins, New York, NY.

Gama, MP 2017, *Theosis: Patristic Remedy for Evangelical Yearning at the Close of the Modern Age,* Wipf & Stock, Eugene, OR. ***Available in print and eBook***

Issler, KD 2012, *Living into the Life of Jesus: the Formation of Christian Character*, InterVarsity Press, Downers Grove, IL. ***Available in print and eBook***

Kharlamov, V (ed.) 2011, *Theosis: Deification in Christian Theology*, vol 2, Wifp & Stock, Eugene, OR. ***Available in print and eBook***

LeRoy, M & Summers, J 2012, *Awakening Grace: Spiritual Practices to Transform Your Soul*, Wesleyan Publishing House, Indianapolis, IN.

Mulheran, B 2002, *Jesus, Author and Finisher: Timeless Principles of Christianity,* Synergy, Gainesville, FL.

Ratta, A 2014, *Making Spiritual Progress: Building your Life with Faith, Hope, and Love*, InterVarsity Press, Downers Grove, IL. ***Available in print and eBook***

Saucy, RL 2013, *Minding the heart: the way of spiritual transformation*, Kregel Publications, Grand Rapids, MI. Smith, GT 2014, *Called to be Saints: an Invitation to Christian Maturity*, InterVarsity Press Academic, Downers Grove, IL. ***Available in print and eBook***

Sweeting, G 2013, *How to Continue the Christian Life: Following Jesus in All You Do*, Moody, Chicago, IL. ***Available in print and eBook***

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: New King James Version* (NKJV).

This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

Specialist Resources Requirements	Nil
Unit Summary	The unit provides students with an opportunity to develop an understanding of Christian spirituality and the disciplines and attitudes conducive to transformation. This core unit provides the basis for the student to further discover their spirituality and foster transformation, which is essential for their personal and ministry life.

Unit Outline

Unit code	JB105
Unit name	Theology of Ministry
Associated higher education awards	Bachelor of Ministry Diploma of Ministry
Duration	One semester
Level	Introductory
Unit Coordinator	Nick Todd
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp
Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150	Directed study hours: 39 Readings and study hours: 51 Assignment preparation hours: 60 Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	
Delivery mode	On-campus/External-Online (including 2 x mandatory 1 hour online tutorials over 13 weeks with all students enrolled in the unit)	
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil	
Rationale	Christian 'ministry' is commissioned to all believers, who through the empowerment of the Holy Spirit and loving service to God, minister to the church and the wider community in fulfilment of God's mission and mandate which He began in Christ (Matt 28:19-20; Acts 1:1-8; Mark 12:30-31; Eph 4:12; 2 Cor 5:18-20). In order for such ministry to be faithfully and responsibly discharged an accurate understanding of the premises and precepts which form the theological basis for ministry are required. Such precepts arise out of a profound vision of who God is, His character, His nature and His purposes. Likewise, in order to outwork ministry according to such a vision an incarnation of these theological premises and divine attributes are required within the faith, belief systems, character and nature of the minister of God. This unit sets forth foundational aspects for the formation of a theology of ministry from rich prevailing thought patterns of biblical and historical truths as the basis of ministry praxis in contemporary society. This core unit contributes to establishing foundational knowledge and Christian belief in order to provide a framework for the student's theological, personal and ministry formation and practice.	

Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources:
	
	On-Campus mode
	
	• Weekly lecture.
	• Weekly tutorial (where applicable).
	
	Plus, CHC learning portal resources (see below).
	
	Online mode
	
	• CHC learning portal (Moodle™) including:
	  o Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources)
	  o Lecture capture recordings bank;
	  o Weekly readings;
	  o Study guides;
	  o Assessment elaboration
	  o Collaborative forums: Student forums and News forums (where applicable);
	  o Turnitin assessment and feedback tool.
	
	All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.
	
	This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams or Big Blue Button technology can be used to facilitate these important tutorials and learning opportunities.
	
	From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.

Content	31. Theological Formation and Ministry 1.1 Theological Formation 1.2 Ministry is service 1.3 What is the purpose, or mission of God? 1.4 Ministry in Scripture 1.5 Theology That Transforms 32. The Nature of Trinitarian Ministry 2.1 The Lord is Our God, The Lord is One 2.2 The Father: Our God who Purposes 2.3 The Son: Our Lord who Speaks and who Acts 2.4 The Holy Spirit: Our God is Present 2.5 Implications for Life and Ministry 33. A Biblical foundation for Ministry – 'Missio Dei' 3.1 Introduction to *Missio Dei* and The Innate Human Desire For Purpose 3.2 *Missio Dei*: The Father's purpose for Israel 3.3 *Missio Dei*: The Father's purpose in and through Jesus 3.4 *Missio Dei*: the Father's purpose for the Church

34. Historical Overview of Theological Influence in Culture

    4.1 The Early Church and Intellectual Thought

    4.2 Constantine and the Council of Nicea: The Importance of the Church Councils and Church History

    4.3 Clergy-Laity Distinctions

35. The Ministry of Christ – 'Incarnational'

    5.1 The Importance of the Incarnation

    5.2 The Theology of the Incarnation and errors concerning the Incarnation

    5.3 The Ministry of Jesus – the Word Became Flesh

    5.4 Assertions and Implication of the Deity of Jesus Christ

    5.5 Christ's True Humanity – The means of taking on Human Flesh

    5.6 Significance of Christ's Two Natures

    5.7 What is 'Incarnational' Ministry?

    5.8 The Church is the Incarnation

36. Calling and Vocation in Ministry

    6.1 What is The Call of God?

    6.2 All believers are called

    6.3 Unique Calls With A Specific Focus

37. Faith - our participation in Christ's ministry

    7.1 What is Faith?

    7.2 The Critical Importance of Faith

    7.3 Collected Writings of Reformers, Revivalists, and Healing Evangelists

    7.4 The word of God: Faith

38. A commissional approach to ministry

    8.1 Working with Christ

    8.2 Working with others in His body, the Church

39. The ministry of the Holy Spirit through the minister – 'Pneumatikos'

    9.1 Luke's Meaning of 'Baptise with the Holy Spirit'

    9.2 Why Spiritual Gifts are important?

    9.3 What are Spiritual Gifts?

    9.4 Relationship with the Holy Spirit

40. Identity and Community in Ministry

    10.1 Identity and community

    10.2 The self and it's centre

    10.3 Identity, Connection and Differentiation

    10.4 Identity and Attachments

    10.5 A De-centred Centre and the Trinity

    10.6 Identity and Exclusion

    10.7 Identity and Forgiveness

    10.8 Identity and Narrative

41. Theological and cultural contexts of the ministry environment

    11.1 *What is Culture?*

	11.2 Christian "cultures"
	11.3 Social cultures
	11.4 Ministry in a cultural context (sphere)
	42. Church: Incarnational community in society
	12.1 Spheres of Society
	12.2 Historical transformations
	12.3 Cultural gatekeepers
	12.4 Carrying his name to 'Kings'
	43. Toward the formation of a theology of ministry
	43.1 The Telos of Theology
	43.2 Living in the 'Now and Not Yet' Kingdom Age
	43.3 The Impact of Revelation
	43.4 Orthodoxy and Orthopraxy
	43.5 Implications for Life and Ministry
Learning outcomes	On completion of this unit, students should be able to:
	15. Identify and discuss biblical and theological foundations for ministry and mission;
	Graduate Attributes: 1-10
	16. Comprehend Christian ministry within the theological paradigm of participation in the Missio Dei;
	Graduate Attributes: 1-10
	17. Examine key foundational biblical elements (such as faith) for ministry and mission;
	Graduate Attributes: 1-10
	18. Correlate insights of biblical and theological foundations to the practice of ministry;
	Graduate Attributes: 1-10
	19. Understand the synergistic relationship whereby theological concepts and ministry practice mutually influence each other; and
	Graduate Attributes: 1-10
	20. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
	Graduate Attributes: 7
Assessment tasks	**Task 1: Mini Investigative Paper**
	Identify and define the terms, "ministry" and "mission of God", that is informed by scholarly sources. Reflect on one personal ministry activity and your theological understanding of it, incorporating key theological and biblical concepts. Using the Wesleyan Quadrilateral, briefly explain how each of these quadrants has influenced this one ministry activity, and develop a practical plan for future ministry activity. Please refer to Assessment Elaboration and marking sheet.
	Word Length/Duration: 500 words
	Weighting: 15%
	Learning Outcomes: 1, 4-6
	Assessed: 11:30pm Friday 25th March 2022

Task 2: Investigative Paper

Identify and examine key theological and biblical foundations for ministry, including a brief description of God's mission and how ministry and mission relate to each other. Please refer to Assessment Elaboration and marking sheet.

Word Length/Duration: 1,500 words

Weighting: 35%

Learning Outcomes: 1-3, 5-6

Assessed: 11:30pm Monday 25th April 2022

Task 3: Personal Theological Audit and Reflection for Ministry

Identify personal elements of your life and how they contribute to the formation of your theology for ministry. Please refer to Assessment Elaboration and marking sheet.

Word Length/Duration: 2,000 words

Weighting: 50%

Learning Outcomes: 1-6

Assessed: 11:30pm Monday 6th June 2022

Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).

All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.

Assessment Alignment	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
	Task 1	1, 4-6	1-4	1-5, 7
	Task 2	1-3, 5-6	1-6	1-10
	Task 3	1-6	1-13	1-10

Assessment Elaboration

Task 1: Mini Investigative Paper

Identify and define the terms, "ministry" and "mission of God', that is informed by scholarly sources. Reflect on one personal ministry activity and your theological understanding of it, incorporating key theological and biblical concepts. Using the Wesleyan Quadrilateral, briefly explain how each of these quadrants has influenced this one ministry activity, and develop a practical plan for future ministry activity.

Word Length/Duration: 500 words

Unpacking the task

The purpose of this assessment item is to start to give you the tools to prepare a great foundation for Tasks 2 and 3.

This is especially helpful if this is your first semester of study.

Overview

In this task students will need to start to demonstrate understanding of both "ministry" and "mission." To do this students will need to start to read scholarly sources and identify key biblical and theological concepts that start to support good research, thinking and writing.

Sample Approach to Your Task 1

Title page – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name.

Introduction – This task does not require an introduction.

Question 1 – Definition (approx 100 words)

Write a single paragraph in which you:

- Provide a scholarly definition of "ministry"
- Provide a scholarly definition of the "mission of God"
- Explain in your own words the importance of understanding these two terms

Engage with a minimum of 5 scholarly sources.

Question 2 – Understanding and Application (Experience) (approx 100 words)

Choose a ministry activity and briefly describe your theological understanding of it, and your prior experience of it (e.g. laying on of hands, preaching, worship leading, prophecy, hospitality, service, stewardship, leadership, etc).

Question 3 – Analysis of Understanding and Application (approx 150 words)

Using the Wesleyan Quadrilateral as a guide, briefly explain HOW your theology with respect to this specific ministry activity has been formed by each of the 4 resources in the table below.

Scripture	Tradition	Experience	Reason/Research

Question 4 – Reflection (approx 100 words)

Which of the 4 resources is the strongest, and which is the weakest, and why that is the case?

Question 5 – Action Planning (approx 50 words)

Assess the extent to which you believe your selected ministry activity is appropriately influenced by each component of the Wesleyan Quadrilateral, and what can you practically do to ensure your future ministry activity is better informed by each component (if possible).

Conclusion – This task does not require a conclusion.

The word amounts detailed above for each section are an approximate, but they seek to guide students towards writing a balanced and concise paper.

You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use **no less than 5 different credible and scholarly sources** (see definition in the front of the Unit Handbook). It is really

important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 1.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 2: Investigative Paper

Identify and examine key theological and biblical foundations for ministry, including a brief description of God's mission and how ministry and mission relate to each other.

Word Length/Duration: 1,500 words

Unpacking the task

In this task students will build on the research from Task 1 and will need to demonstrate understanding of both ministry and mission. They will need to define these terms from the literature, and investigate what forms the foundation of ministry, and clarify why that is so. The missio Dei will need to be detailed, and then the relationship between mission and ministry will need to be explained, and their differences highlighted. Finally, students will need to explain why an understanding of mission and ministry are so vital for both the church, and the community the church is located in.

Overview

This task relates to the 'why' of mission and ministry.

Title page – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name.

Introduction (approx. 100 words) – Introduce what you intend to say in your paper and what you aim to achieve through it.

Key Theological Foundations for Ministry (approx. 550 words)
> Identify and examine 2 **key** theological foundations for ministry, drawing upon scholarly perspectives and biblical references.
> Key theological foundations would include such things as the triune nature of God, incarnational ministry, and the Holy Spirit empowering.

Mission of God (approx. 250 words)
> Give a brief description of the mission of God (*missio Dei*), using scholarly perspectives and biblical references, briefly linking the mission of the Old Testament with the New Testament.

Relationship between ministry and mission (approx. 300 words)
> Distinguish between "ministry" and "mission" and then describe how they are linked together, using scholarly perspectives and biblical references.

Importance for the local church and wider community (approx. 200 words)
> Explain why ministry and mission are vital for the local church and the wider community.

Conclusion (approx. 100 words) – Present concluding thoughts based on your findings above.

The word amounts detailed above for each section are an approximate, but they seek to guide students towards writing a balanced and concise paper.

Reference List

Suggested structure for the Investigative Paper.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

8. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
9. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
10. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
11. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
12. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
13. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
14. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 3: Personal Theological Audit and Reflection for Ministry

Identify personal elements of your life and how they contribute to the formation of your theology for ministry.

Word Length/Duration: 2,000 words

Unpacking the task

This task asks students to review their past, consider their present, and predict their future, in order to reflect in depth on the formation of their theology for ministry. Students will apply the Wesleyan Quadrilateral in order to highlight from their past where their theology for ministry has been formed. They are to also note why that past journey, and this course, have influenced the development of their theology for ministry. Finally, they are to consider their future ministry practice, and how that practice might be enhanced by the insights from this course, and how they intend to be more effective in ministry following this course.

Overview

This task relates to the 'how' of mission and ministry.

Title page – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name.

Introduction (approx. 100 words) –Introduce what you intend to say in your paper and what you aim to achieve through it.

Personal elements (approx. 900 words)

> Using the Wesleyan Quadrilateral (scripture, experience, tradition, reason), identify and discuss how your theology has been formed to-date. This may include such things as your upbringing, significant events in your life, particular authors who have impacted you, influential people, church traditions, your calling, etc.

Personal understanding of mission (approx. 600 words)

> Reflect on how your understanding of your theological foundations for ministry has grown and changed during your life and during the course of this unit.

> Describe how your understanding of your personal calling fits within the theological paradigm of participation in the *Missio Dei.*

Reflections for future engagement (approx. 300 words)

> Reflect on how a well-developed theology can enhance your future ministry practice (including the synergistic relationship whereby theological concepts and ministry practice mutually influence each other).

> What personal actions will you take to improve your theology of ministry in the future?

Conclusion (approx. 100 words) – Present concluding comments based on your findings above.

The word amounts detailed above for each section are an approximate, but they seek to guide students towards writing a balanced and concise paper.

Reference List

Suggested structure for the Personal Theological Audit and Reflection for Ministry.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

7. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
8. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
9. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
10. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
11. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
12. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
13. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 3.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Prescribed text(s)	Flemming, D 2013, *Recovering the Full Mission of God: A Biblical Perspective on Being, Doing, and Telling*, IVP Academic, Downers Grove, IL. ***Available in print and eBook***
Recommended readings	Anderson, RS 2001, *The Shape of Practical Theology: Empowering Ministry with Theological Praxis,* IVP Academic, Downers Grove, IL.
	Bass, DC & Dykstra, C (eds.) 2008, *For Life Abundant: Practical Theology, Theological Education and Christian Ministry,* Eerdmans, Grand Rapids, MI.
	Bloesch, DG 1992, *A Theology of Word and Spirit: Authority & Method in Theology*, InterVarsity Press, Downers Grove, IL.
	Burns, JS, Shoup, JR & Simmons Jr., DC (eds.) 2014, *Organizational Leadership: Foundations & Practices for Christians*, InterVarsity Press, Downers Grove, IL. ***Available in print and eBook***

	Carson, DA 2008, *Christ and Culture Revisited,* Eerdmans, Grand Rapids, MI. ***Available in print and eBook***
	Flett, JG 2010, *The Witness of God; the Trinity, Missio Dei, Karl Barth and the Nature of Christian Community*, Eerdmans, Grand Rapids, MI.
	Leclerc, D & Maddix, MA (eds.) 2014, *Essential Church: A Wesleyan Ecclesiology*, Beacon Hill, Kansas City, KA. ***Available in print and eBook***
	Ma, JC & Ma, W 2010, *Mission in the Spirit: Towards a Pentecostal/Charismatic Theology*, Missiology, Wipf & Stock, Eugene, OR. ***Available in print and eBook***
	Pickard, S 2009, *Theological Foundations for Collaborative Ministry*, Ashgate, Surrey, England. ***Available in print and eBook***
	Tyra, G 2013, *A Missional Orthodoxy: Theology and Ministry in a Post-Christian Context,* InterVarsity Press, Downers Grove, IL.
	In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: New King James Version* (NKJV).
	This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resources requirements	Nil
Unit Summary	This unit contributes to establishing foundational knowledge and Christian belief in order to provide a framework for the student's theological, personal and ministry formation and practice.

Unit Outline

Unit code	JC101
Unit name	Introduction to Ministry Practice
Associated higher education awards	Bachelor of Ministry Diploma of Ministry
Duration	One semester
Level	Introductory
Unit Coordinator	Charissa Steffens
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp

Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39	Directed study hours: 39
	Practical ministry hours: 39	Practical ministry hours: 39
	Readings and study hours: 12	Readings and study hours: 12
	Assignment preparation hours: 60	Assignment preparation hours: 60
	Total hours per unit 150	Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	

Delivery mode	On-campus/External-Online (including 2 x mandatory 1 hour online tutorials over 13 weeks with all students enrolled in the unit)
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil
Rationale	Ministry and mission are central to the life of the church and have their origin in God and His ways. Indeed God is active in the world fulfilling His mission, and His people are participants in His ministry. Therefore a study of various preliminary elements of the practice of ministry enables the student to more fully understand the role they may engage in to fulfil Christ's mission or the 'Missio Dei'. The unit is designed to help students understand, communicate and relate with people in a wide range of ministry settings including preaching, pastoral care, worship, social ministry, evangelism, team-work and administration for the sake of nurturing growth in the community of believers. Through participation in this introductory unit, students are afforded an opportunity to grow in the outworking of their calling. This introductory unit will provide the basis for further studies and/or practice in the field of ministry. Due to the scope and rules of the course, students are unable to study all the specific ministry practices, but they will engage in essential elements on which further practice can be developed.
Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources:

On-Campus mode

- Weekly lecture.
- Weekly tutorial (where applicable).

Plus, CHC learning portal resources (see below).

Online mode

- CHC learning portal (Moodle™) including:
    - Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources)
    - Lecture capture recordings bank;
    - Weekly readings;
    - Study guides;
    - Assessment elaboration
    - Collaborative forums: Student forums and News forums (where applicable);
    - Turnitin assessment and feedback tool.

All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.

This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams or Big Blue Button technology can be used to facilitate these important tutorials and learning opportunities.

From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.

Content	44. Ministry (diakonia) and mission
	1.1 Defining "Christian ministry"
	1.2 "Diakonia" – Ministry, service
	1.3 Ministry Practice – The Link between Word and Deed
	1.4 Missio Dei
	45. Jesus - our model for ministry practice
	2.1 Jesus – the example on how to minister effectively
	2.2 Relationship between Jesus' teaching and authority
	2.3 Jesus as communicator and teacher
	46. The Holy Spirit's empowerment for ministry
	3.1 The deity and personality of the Holy Spirit
	3.2 Implications on the believer's life
	3.3 Ministry of the Holy Spirit, and in the believer
	3.4 Defining the anointing
	3.5 Defining three revelation gifts – word of knowledge, wisdom, discernment
	47. Ministry practice – teams
	4.1 The "practice" of teamwork
	4.2 Biblical example of the power of teamwork
	4.3 Forming effective ministry teams

	48. Ministry practice – discipleship
	5.1 A definition of discipleship
	5.2 Gospel examples of discipleship
	5.3 Purpose, call, and commitment of discipleship
	5.4 Examples of discipleship models and effective disciple-making
	49. Ministry practice – preaching
	6.1 Preaching as a form of communication
	6.2 The ethos of a preacher effects communication
	6.3 Types of sermons – textual, topical, and narrative
	6.4 Developing skills, and good speaking habits
	50. Ministry practice – evangelism
	7.1 The typical stages of becoming a Christian
	7.2 Effectively sharing faith
	7.3 Developing an evangelistic strategy
	51. Ministry practice – administration
	8.1 The helm of the church organisation
	8.2 Methods, policies, processes and procedures to serve God
	8.3 Approaches and objectives of the administrative function
	8.4 Church administration misconceptions
	52. Ministry practice – justice
	9.1 God has a heart for justice
	9.2 Defining justice
	9.3 The mission of God and justice
	9.4 The balance between social justice and evangelism
	53. Ministry practice – pastoral care
	10.1 Definitions of "pastor"
	10.2 Functions of pastoral care
	10.3 Biblical evidence of pastoral care
	54. Ministry practice - corporate worship
	11.1 The importance of worship
	11.2 The foundation of true worship
	11.3 Different ways to worship God
	55. Identifying strengths, limitations and uniqueness toward developing a personable style for ministry
	12.1 Biblical keys for effective ministry
	12.2 The power of people skills
	12.3 The importance of a well-established belief system
	56. Issues and trends for ministry practice in the twenty-first century
	13.1 Issues that impact society and the church in the future
	13.2 Identifying trends
	13.3 Emerging challenges
Learning outcomes	On completion of this unit, students should be able to:

	21. Understand biblical and theological foundations for ministry; Graduate Attributes: 1-10 22. Identify and discuss various ministry functions within a local church; Graduate Attributes: 1-10 23. Describe general ministry principles and how they may be applied within the local church and/or wider community; Graduate Attributes: 1-10 24. Engage in and develop foundational skills in a variety of essential ministry practices; and Graduate Attributes: 1-10 25. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation. Graduate Attributes: 7
Assessment tasks	**Task 1: Discussion Paper** Discuss the relationship between word and deed in the practice of ministry from a biblical and theological foundation. Please refer to Assessment Elaboration, marking sheet, and Appendices. Word Length/Duration: 2,000 words Weighting: 50% Learning Outcomes: 1,3,5 Due Date: 11.30pm Monday 28th March 2022 **Task 2: Ministry Practice Profile** By using the reflection tools provided in Appendix 4, compile a ministry profile for your ministry involvement during this unit and reflect on your ministry development thus far.. Please refer to Assessment Elaboration, marking sheet and Appendices. Word Length/Duration: 2,500 words Weighting: 50% Learning Outcomes: 2-5 Due Date: 11.30pm Friday 3rd June 2022 **Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).** **All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.**

Assessment Alignment	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
	Task 1	1,3,5	1-3	1-10
	Task 2	2-5	1-13	1-10

Assessment Elaboration	**Task 1: Discussion Paper** Discuss the relationship between word and deed in the practice of ministry from a biblical and theological foundation. Refer to Appendices. Word Length/Duration: 2,000 words **Unpacking the task**

Overview

For this discussion paper, you will need to interact with the materials in the Study Guide, especially the early lectures as well as your unit textbook. The class lesson audio recordings available on Moodle each week will be helpful to guide your research. Use the recommended readings in this unit handbook as a guide for your research also.

When discussing from a biblical perspective you will need to include interactions with key scriptures about the need for both proclaiming AND demonstrating the Gospel -

eg "My little children, let us not love in word or in tongue, but in deed and in truth."- 1 John 3:18 (NKJV).

You will need to interact with scholars, key resources and texts. For example, with a quote like this: "While the basic actions of ministry can be learned in the classroom, they require continued formation in the context of practice." (Miller-McLemore 2012, p.390). Form your discussions from and around these theological and biblical foundations.

Your paper should also include a reflection on how the research has influenced your understanding of ministry practice and steps you will take to be more effective in your ministry, leadership and ministry practice (refer to Marking Sheet).

The paper could also be used when screening, recruiting, leading and training volunteers and leaders in your current or future ministry context.

- Use the attached **Marking Sheet** categories as a guide to arrange and balance your content.
- Be aware of the specific **Learning Outcomes** for this assessment task.
- Refer to the **Assessment Helps and Tools** in this Unit Handbook.
- Read the question carefully and break it into its parts.
- Use and interact with at least 5 quality **scholarly sources** for each 1,000 words written.

Miller-McLemore, BJ 2012, *The Wiley Blackwell Companion to Practical Theology*, Wiley-Blackwell, Chichester, UK.

Suggested structure for the Discussion Paper.

It is highly recommended to use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style. Remember to use 1½ line spacing and 2.5cm margins.

Title page: This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name. Please refer to CMC Community Moodle Page for a template to download and use.

Introduction (150-250 words): Start with some dynamic sentences to provide an impacting entrance to your paper. Then, map out what you intend to say in your paper and what you aim to achieve through it.

Nature of Ministry (300 words approx.): In this section of the paper you will need to answer the following criteria sheet elements:

- "you have described the nature of ministry" and
- "you have identified key concepts in the practice of ministry".

You will need to rely on the early lectures and further theological and biblical research to support your answers in this question. The goals of this part in particular are to show an understanding of the biblical and theological foundations for ministry (Missio Dei, Jesus example).

Word and Deed (1000 words approx.): Most of the word count will need to be dedicated to this section as it is the core of the task question. This is where the majority of your discussions will occur. It may be beneficial to split this section of the paper into further subheadings, such as "word", where 'word' is defined and discussed on its own (think, proclamation, the Bible itself, and the Christian's spoken words). "Deed , where deed is defined and discussed on its own (think: good works, miracles, signs and wonders, actions and non-verbals). Then, "relationship between and deed", where you discuss the relationship between the two. In discussing the relationship between the two, think about discussing whether one is more important than the other. Are they equal? Are they both necessary? When? Etc etc. This is where your critical thinking and writing skills can really shine through.

Reflection (300 words approx.): This section of the paper comes from the following criteria sheet elements:

- "You have demonstrated reflection and an application to your ministry development and context and shown awareness of the relevant issues".

- As well as, "You have demonstrated application to personal life and to the wider church, community and society".

In this part of the paper, ensure you directly and concisely answer these two . criteria elements.

Conclusion (150-250 words): This is not a repeat of what you have discussed in your paper. The conclusion is to leave a lasting impression on the reader that culminates a summary of what you have examined in your paper

Reference List: Every source you mention in your paper must be included in the reference list. Only sources which have been mentioned in your paper are to be included in the reference list. This must include the Bible version/s you have used which are correctly formatted using Harvard referencing. Refer to the Appendix 3 for further information about formatting your references.

It is recommended that you approach the paper using the following steps:

15. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
16. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other, or use the guidelines above.
17. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
18. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
19. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
20. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
21. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 2: Ministry Practice Profile

By using the reflection tools provided in Appendix 4, compile a ministry profile for your ministry involvement during this unit, and reflect on your ministry development thus far. Refer to Assesment Elaboration and Appendices.

Word Length/Duration: 2,500 words

Unpacking the task

Overview

- It is recommended that you consider this task in the present context of your current ministry or employment.
- It is suggested that you cut and paste the Appendix 4 format directly into your assignment to create the shell for the task and also include Introduction and Conclusion sections. (Note: questions from Appendix 4 will not be included in your final word count)
- **Include photos of your project activity, the people that were involved, feedback evidence (eg emails, facebook thanks posts etc), etc**
- Use the **Marking Sheet** categories as a guide to balance your content.
- **Reflect on the process of personal ministry development in life and ministry as a result of this project e.g. what is God saying to you? How is the experience part of God's larger, more perfect plan for your life? etc.**
- Also reflect on the specifics of your 39 hours ministry this semester
- In relation to Personality, Temperament & Spiritual Gifting Tests / Personal Ministry Profile mentioned in Appendix 4 there are many resources available for this. There is also a Citipointe Church ministry gifts tool available on Moodle for your use.
- You will also need to include some scholarly references to support your knowledge and insights. Note: A total of 5 scholarly sources will suffice for this task (this total number does not include the unit study guide, ministry specific sources, or the Bible).

Please include the attached **Course Practical Ministry Hours Log** (minimum 39 hours) as an Appendix in your **Ministry Practice Profile.** This shows some of the hours invested to made this profile project happen.

- Be aware of the specific **Learning Outcomes** for this assessment task.
- Refer to the **Assessment Helps and Tools** in this Unit Handbook
- Refer to the helpful resource about **Theological Reflection – Appendix 5**
- Read the question carefully and break it into it's parts.

Suggested structure for the Ministry Practice Profile.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. Use Appendix 4 as a shell to form the structure of this assessment. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style **It is recommended that you approach the paper using the following steps:**

14. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
15. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
16. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
17. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
18. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
19. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (e.g. Sample Assessment Layout, Marking Sheets etc.) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Prescribed text(s)	Dalton, R 2015, *Discovering Christian Ministry: Theology and Practice*, Beacon Hill Press, Kansas City , MO. ***Available in print and eBook***
Recommended readings	Bossidy, L, Charan, R & Burck, C 2011, *Execution: The Discipline of Getting Things Done*, Random House Business Books, London, UK. Bourgeois, D T 2013, *Ministry in the Digital Age: Strategies and Best Practices for a Post-Website World*, InterVarsity Press, Westmont, IL. ***Available in print and eBook*** Cahalan, KA 2010, *Introducing the Practice of Ministry,* Liturgical Press, Collegeville, MN. ***Available in print and eBook***

	Conn, HM & Ortiz, M 2001, *Urban Ministry: The Kingdom, the City & the People of God,* InterVarity Press, Westmont, IL. ***Available in print and eBook***
	Cordeiro, W 2012, *Sifted: Pursuing Growth Through Trials, Challenges, and Disappointments,* Zondervan, Grand Rapids, MI. ***Available in print and eBook***
	Decker, J 2015, *Doing What Jesus Did: Ministering the Power of the Holy Spirit*, Creation House, Lake Mary, FL. ***Available in print and eBook***
	Earley, D & Wheeler, D 2010, *Evangelism Is...: How to Share Jesus with Passion and Confidence,* B & H Academic, Nashville, TN. ***Available in print and eBook***
	Eclov, L 2012, *Pastoral Graces: Reflections on the Care of Souls*, Moody Press, Chicago, IL. ***Available in print and eBook***
	Grant, B 2014, *Courageous Compassion: Confronting Social Injustice God's Way*, Asesmblies of God, Springfield, MO. ***Available in print and eBook***
	Keller, T 2012, *Center Church: Doing Balanced, Gospel-Centered Ministry in your City,* Zondervan, Grand Rapids, MI. ***Available in print and eBook***
	Litfin, D 2012, *Word versus Deed: Resetting the Scales to a Biblical Balance*, Crossway, Wheaton, IL. ***Available in print and eBook***
	Odom, JW 2016, *Preaching that Empowers God's People: Expository Preaching in the 21st Century,* 2nd edn, PowerHouse, Natchitoches, LA.
	Putman, J, Krause, B, Willis, Jr, AT & Guindon, B 2010, *Real-Life Discipleship Training Manual: Equipping Disciples Who Make Disciples*, NavPress, Colorado Springs, CO. ***Available in print and eBook***
	Sinek, S 2017, *Leaders Eat Last: Why Some Teams Pull Together and Others Don't,* 2nd edn, Portfolio/Penguin, New York, NY.
	Tripp, PD 2015, *Dangerous Calling: Confronting the Unique Challenges of Pastoral Ministry*, InterVarsity Press, Nottingham, GB. ***Available in print and eBook***
	Welch, R 2011, *Church Administration: Creating Efficiency for Effective Ministry,* 2nd edn, B&H Publishing, Nashville, TN.
	Westing, HJ 2012, *Church Staff Handbook: How to Build an Effective Ministry Team,* rev & updated edn, Kregel Publications, Grand Rapids, MI.
	Wright, NT 2014, *For All God's Worth: True Worship and the Calling of the Church*, new edn, Eerdmans, Grand Rapids, MI.
	In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: New King James Version* (NKJV).
	This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices
Specialist Resources Requirements	Nil
Unit Summary	This unit provides an introductory overview of ministry practice and provides the opportunity to integrate 'classroom' learning with practical experience in a ministry setting.

Unit Outline

Unit code	JC102
Unit name	Communication for Ministry
Associated higher education awards	Bachelor of Ministry Diploma of Ministry Undergraduate Certificate in Ministry Leadership
Duration	One semester
Level	Introductory
Unit Coordinator	Ps Joshua Pellowe
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp Undergraduate Certificate in Ministry Leadership 40cp

Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39	Directed study hours: 39
	Practical ministry hours: 30	Practical ministry hours: 30
	Academic Communication and Participation hours: 9	Academic Communication and Participation hours: 9
	Readings and study hours: 12	Readings and study hours: 12
	Assignment preparation hours: 60	Assignment preparation hours: 60
	Total hours per unit 150	Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	

Delivery mode	On-campus/External-Online (including 2 x mandatory 1 hour online tutorials over 13 weeks with all students enrolled in the unit)
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil
Rationale	Great leaders and ministers are expected to be great communicators. In recent decades the nature and forms of communication have increased in complexity. Together with an increase in complexity is a corresponding increase in the importance of being a master communicator in all forms of communication within the ministry environment. Great communication in a ministry setting is not only concerned with articulation, it involves communication of spirit and life. The Bible describes various forms of communication which are utilised within ministry contexts and are vital for all forms of healthy relationships. Unless members of ministry teams can communicate effectively, a congregation may suffer. Against such a background this unit helps develop and enhance student's communication skills and

	quality academic writing; by providing insight and coaching into relevant strategies for their development.
	This unit evaluates and explores communication as essential within ministry. It reflectively fosters pathways for effective communication in a variety of modes and ministry contexts.
Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources:
	On-Campus mode
	- Weekly lecture. - Weekly tutorial (where applicable).
	Plus, CHC learning portal resources (see below).
	Online mode
	- CHC learning portal (Moodle™) including: - Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources) - Lecture capture recordings bank; - Weekly readings; - Study guides; - Assessment elaboration - Collaborative forums: Student forums and News forums (where applicable); - Turnitin assessment and feedback tool.
	All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.
	This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams or Big Blue Button technology can be used to facilitate these important tutorials and learning opportunities.
	From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.
Content	1. Biblical and theological foundations of communication in ministry practice
	1.1 God's communication to humanity
	1.2 Gaps and barriers in our communications
	1.3 God's original design, strategy, and task for communicating His message
	2. Defining communication, processes, and models
	2.1 A definition of communication
	2.2 The communication process
	2.3 Modes, models, forms, contexts, and dynamics of communication
	3. Communication skills
	3.1 Listening
	3.2 Self-disclosure
	3.3 Expressing yourself
	3.4 Academic communication

4. You the communicator: who are you, who are you trying to reach, how are you doing this?

    4.1 Discovering your communication and relational style

    4.2 Person barriers to communication effectiveness

    4.3 Emotional intelligence in ministry leadership

    4.4 Adapting our style of communication

5. Interpersonal communication – building relationship skills in the context of ministry

    5.1 A definition and theory of interpersonal communication and how it works

    5.2 Variables affecting interpersonal relationships

    5.3 Improving interpersonal communication skills and having uncomfortable conversations

    5.4 The difference between interpersonal communication for ministry and everyday

    5.5 Emotional intelligence in ministry leadership

6. Conflict management skills for effective ministry

    6.1 Healthy conflict and skills to aid in constructive conflict (including listening)

    6.2 Self-confidence and assertiveness and how to gain it

    6.3 Principles for conflict management

    6.4 Forgiveness for relationships

7. Non-verbal communication

    7.1 A definition of non-verbal communication

    7.2 The impact of non-verbal message on our credibility

    7.3 Understanding the various components of body language

8. Verbal communication

    8.1 Elements of verbal communication

    8.2 Biblical guidelines of verbal communication

    8.3 Communication for team meetings

9. Organisational communication

    9.1 Marketing, branding, and design authenticity and integrity

    9.2 Marketing and communicating like Jesus to engage people and deliver a product/service

    9.3 Common marketing mistakes

10. Effective communication for ministry through technology and social media

    10.1 Contemporary forms of communication

    10.2 The increase of technology in communication methods and mediums

    10.3 Public or Mass Communication

11. Introduction to public speaking and preaching

    11.1 Definition, art, and guidelines of public speaking and preaching

    11.2 Overcoming the fear of public speaking

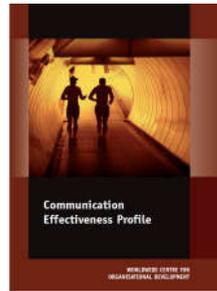   11.3 The difference between public speaking and casual speaking

	11.4 Examples of different types of speeches
	12. Creativity and communication
	12.1 Definition for creativity and creative communication
	12.2 Steps of creation communication
	12.3 God as our source, Jesus as our model, and the Holy Spirit as the empowerer of creativity
	13. Communicating cross-culturally
	13.1 Developing cross-cultural communication skills
	13.2 Cross-cultural miscommunication
	13.3 Communicating Christ cross-culturally
Learning outcomes	On completion of this unit, students should be able to:
	26. Discuss, explain and articulate the dynamics of communication processes and communication theory; Graduate Attributes: 7,8
	27. Investigate and develop an understanding of the role of the ministry leader as communicator; Graduate Attributes: 6-8
	28. Exercise effective and confident presentation and oral communication in a variety of ministry settings; Graduate Attributes: 1,4,7-8
	29. Develop an understanding of and apply conflict management skills across ministry areas; Graduate Attributes: 1,4-8
	30. Demonstrat and employ effective communication in a variety of modes (including written) and various ministry contexts; and Graduate Attributes: 4-5,7-8,10
	31. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation. Graduate Attributes: 7,9
Assessment tasks	**Task 1: Academic Communication and Participation** Students are required to demonstrate active participation in academic communication, cohort discussions, and online learning. Part A: Written participation (500 words) Part B: Online learning - Academic Writing Skills (AWS) Module Please refer to the Assessment Elaboration and marking sheet. Word Length/Duration: 500 words + AWS Module completion Weighting: 10% (Part A 5%; Part B 5%) Learning Outcomes: 5,6 Due Dates: Task 1A & 1B - 11:30pm Friday 18th March 2022 (Week 3) **Students must satisfactorily complete all parts to be eligible for a passing grade in this unit.** **Task 2: Discussion Paper**

A. In the role of ministry leader, identify and discuss three forms of communication and their dynamics, and how they can be effectively outworked in a variety of ministry contexts.

B. Define conflict management and discuss the essential conflict management skills needed for effective ministry.

Please refer to Assessment Elaboration, marking sheet, and appendices.

Word Length/Duration: 2,500 words

Weighting: 50%

Learning Outcomes: 1,2,4,6

Due Date: 11:30pm Friday 13th May 2022 (Week 8)

Task 3: 360° Ministry Communication Effectiveness Profile

Using the profile tool supplied, evaluate the following areas of communication:

- Your style, strengths and growth areas as a communicator in the ministry context;
- Your social and conversational communication skills within the ministry context;
- Your personal communication barriers;
- How you manage conflict and communicate in such situations within ministry?

With this task, students are required to complete and submit the Participation Log and Ministry Hours Log provided in the Appendix.

Please refer to Assessment Elaboration, marking sheet, and appendices.

Word Length/Duration: 1,500 words + Participation Log (min. 9 hours) + Ministry Hours Log (min. 30 hours)

Weighting: 40%

Learning Outcomes: 3-6

Due Date: 11:30pm Tuesday 21st June 2022 (Study Week)

Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however, excessive use of block quotes will also attract penalties).

All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.

Assessment Alignment	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
	Task 1	5,6	1-13	1,4-5,7-10
	Task 2	1,2,4,6	1-13	1,4-8,10
	Task 3	3-6	1-13	1,4-10

Assessment Elaboration	**Task 1: Academic Communication and Participation**
	The skills needed for academic writing align with the skills needed in ministry to effectively communicate the word of God. Students are required to demonstrate active participation in academic communication and online learning. This task is divided into 2 parts.
	Word Length/Duration: 500 words + AWS Module completion
	Unpacking the task
	Overview
	Part 1A: Written participation - 500 words (5%)

Students are required to engage with at least three (3) scholarly sources and Scripture to discuss the importance of academic writing in communication and ministry.

Part 1B: Online participation - Academic Writing Skills (AWS) Module (5%)

Students are required to engage and complete the Academic Writing Skills (AWS) Module on the Moodle platform. When you have completed the Module a Completion Certificate will be generated. This Completion Certificate must be uploaded to Moodle with your written task. Please make sure the file name of the Completion Certificate includes your name and date completed.

By completing your AWS module a maximum of three (3) hours can be added to the Task 3 'Participation Hours Log' in the Appendix.   Please refer to the marking sheet.

Students must satisfactorily complete all parts to be eligible for a passing grade in this unit.

Task 2: Discussion Paper

A. In the role of ministry leader, identify and discuss three forms of communication and their dynamics, and how they can be effectively outworked in a variety of ministry contexts.

B. Define conflict management and discuss the essential conflict management skills needed for effective ministry.

Word Length/Duration: 2,500 words

Unpacking the task

Overview

A. Three forms of communication and their ministry outworking (1,650 words):
> Please ensure that you clearly state and discuss each of the three forms you choose and align them with various types of ministry environments and communication platforms, with the support of scholarly and biblical perspectives. Please refer to Lecture 2 for forms of communication.

B. Definition and essential conflict management skills (850 words):
> Ensure that you engage with scholarly sources to provide a definition for conflict management. Then, discuss the essential conflict management skills needed for effective ministry, with the support of scholarly and biblical perspectives.

Notes:
- You will need to interact with the materials in the Study Guide, especially the early lectures. The class lesson audio recordings available on Moodle each week will be helpful to guide your research.
- Use the attached **Marking Sheet** categories as a guide to arrange and balance your content.
- Be aware of the specific **Learning Outcomes** for this assessment task.
- Refer to the **Assessment Helps and Tools** in this Unit Handbook.
- Read the question carefully and break it into its parts.
- Use and interact with at least 5 quality scholarly sources for each 1,000 words written. For this task, a minimum of 13 scholarly sources should be engaged, plus the Bible.

Suggested structure for the Essay.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore, the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

- Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.

	• Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other. • Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed. • Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s. • Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion, and sequencing of ideas). • You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it. • Note that anything over 250 words usually needs to be split into two paragraphs. References: a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references. b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently. c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be. Please refer to other writing guidelines provided (e.g. Sample Assessment Layout, Marking Sheets etc) to support Task 2. **Submission to Turnitin and Feedback** Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.
	Task 3: 360° Ministry Communication Effectiveness Profile Using the profile tool supplied, evaluate the following areas of communication: • Your style, strengths and growth areas as a communicator in the ministry context; • Your social and conversational communication skills within the ministry context; • Your personal communication barriers; • How you manage conflict and communicate in such situations within ministry? With this task, students are required to complete and submit the Participation Log and Ministry Hours Log provided in the Appendix. Word Length/Duration: 1,500 words + Participation Log (min. 9 hours) + Ministry Hours Log (min. 30 hours) **Unpacking the task** **Overview**

1. Download the profile tool from the **Unit Resources** section of Moodle for this unit.

2. Use the **sample letter** provided in the Appendix 1, and together with this *'Communication Effectiveness Profile'* tool, send to your leader or supervisor whom you work with in a ministry context to complete, discuss the findings, and return. You are also required to fill out the profile about yourself.

3. Reflect on the feedback given from your leader or supervisor about the effectiveness of your communication style. Action followed by reflection on what we have done in ministry, is one of the most common ways we learn. **It is reflection that balances our actions and generates a depth of learning.**

4. When writing your paper, you should seek to provide honest and critical feedback about the results given to you from your leader or supervisor and those from yourself.

- **Organise your leader or supervisor early so that you minimise the impact of any delays.**
- It is recommended that you consider this task in the present context of your current ministry or employment.
- You may decide to firstly provide an overview of the results and then focus on 3-5 key elements. Your task is not to react defensively or simply agree with the findings, but to consider what they say about your communication style. It may be helpful to also focus on any surprising results.
- Evaluate the four areas of communication listed above.
- Demonstrate the various relevant knowledge aspects you have obtained from the content included in your study guide from weeks 1-13.
- Use the **Marking Sheet** categories as a guide to balance your content and layout.
- **Reflect on the process of personal ministry development in life and ministry as a result of this project**
- Be aware of the specific **Learning Outcomes** for this assessment task.
- Refer to the **Assessment Helps and Tools** in this Unit Handbook.
- Read the question carefully and break it into it's parts.
- Use and interact with at least 5 quality scholarly sources for each 1,000 words written. For this task, a minimum of 7 scholarly sources should be engaged, plus the Bible to support your knowledge and insights.

5. Refer to the Appendix for Practical Ministry Hours Log template. Include the **Course Practical Ministry Hours Log** (minimum 30 hours) as an Appendix **to this task.**

- This relates to practical hours leading, ministry volunteering and communicating; working with a leader on your communication; being coached and receiving feedback from your leader; practicing and role-playing etc**.** This log shows some of the hours invested to made this profile project happen.

6. Refer to the Appendix for the Participation Log template. Include the Participation Log (minimum 9 hours) as an Appendix to this task.

- Students must demonstrate 9hrs of participation in academic support and community learning. These 9hrs can be made up of any of the items listed below but students must have a minimum of three different items represented on their log. Please note the item description for each entry needs only to be a few

sentences but is crictical in proving your participation in that item. Please ensure there is a **description** of the event and/or learnings.

Participation options:

- AWS Modules – each completed module counts for 30mins. A full completion certificate will count for 6.5hrs.
- Chapel – Online Students can watch chapel live or in retrospect.
- Forum Discussion – a forum post or response on a **content** discussion board will count for 20mins.
- Coaching Hour – Attending the 1hr coaching sessions run by Stacey Tarrent (on campus students only)
- Academic Study Support – Making an appointment with the CHC or CMC Academic study support team
- Watching Library or IT webinares
- Study tutorials outside of class time (study hubs only)
- CMC Prayer meetings

Suggested structure for the Essay.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore, the total number of paragraphs will vary, depending on writing style.

It is recommended that you approach the paper using the following steps:

- Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.
- Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. The sections should naturally flow after each other.
- Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed.
- Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
- Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion, and sequencing of ideas).
- You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
- Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 7 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is important that the reader can see where you are drawing your ideas from, and that

	what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.
	Please refer to other writing guidelines provided (e.g. Marking Sheets etc) to support Task 2.
	Submission to Turnitin and Feedback
	Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.
Prescribed text(s)	McKay, M, Davis, M & Fanning, P 2018, *Messages: The Communication Skills Book,* 4th edn, New Harbinger, Oakland, CA. ***Available in print and eBook***
Recommended readings	Adler, RB, Rodman, GR & du Pré, A 2020, *Understanding Human Communication,* 14th edn, Oxford University Press, New York, NY. Hanh, TN 2013, *Art of Communicating,* Ebury Press, London, GB. Hyatt, M 2012, *Platform: Get Noticed in a Noisy World,* Thomas Nelson, Nashville, TN. Moreau, AS, Campbell, EH**,** Greener, S & Moreau, A (Eds.) 2014, *Effective Intercultural Communication: A Christian Perspective*, Baker Academic, Ada, MI. ***Available in print and eBook*** Muehlhoff, T & Langer, R 2017, *Winsome Persuasion: Christian Influence in a Post-Christian World,* InterVarsity Press, Downers Grove, IL. ***Available in print and eBook*** Muehlhoff, T & Lewis, TV 2010, *Authentic Communication: Christian Speech Engaging Culture*, IVP Academic, Downers Grove, IL. ***Available in print and eBook*** Meyer, K 2016, *Less chaos, Less noise: Effective Communications for an Effective Church*, La Vergne, TN. Neff, BJ 2006, *A Pastor's Guide to Interpersonal Communication: The Other Six Days,* Routledge, New York, NY. ***Available in print and eBook*** Plantinga, Jr. C 2013, *Reading for Preaching: The Preacher in Conversation with Storytellers, Biographers, Poets, and Journalists*, William B Eerdmans, Grand Rapids, MI. ***Available in print and eBook*** Prehn, Y 2012, *Ministry Marketing Made Easy: A Practical Guide to Marketing Your Church Message,* Wipf & Stock, Eugene, OR. ***Available in print and eBook*** Strom, B 2018, *More Than Talk: A Covenantal Approach to Everyday Communication,* 5th edn, Kendall Hunt Publishing, Dubuque, Iowa. ***Available in print and eBook*** **Journals** - Communication Research Communication Studies Journal of Applied Communication Journal of Communication Journal of Intercultural Communication In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: New King James Version* (NKJV). This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resources requirements	Nil
Unit Summary	This unit provides knowledge of communication models and skills to help develop the student's ability to communicate within the ministry context.

Unit Outline

Unit code	JC103
Unit name	Leadership for Life and Ministry
Associated higher education awards	Bachelor of Ministry Diploma of Ministry Undergraduate Certificate in Ministry Leadership
Duration	One semester
Level	Introductory
Unit Coordinator	Ps Stacey Tarrant
Core/Elective	Core
Weighting	Unit credit points: 10cp	Total course credit points: Bachelor of Ministry 240cp Diploma of Ministry 80cp Undergraduate Certificate in Ministry Leadership 40cp

Student workload	**Face-to-face on-site**	**External-Online**
	Timetabled hours: 39	Directed study hours: 39
	Practical ministry hours: 39	Practical ministry hours: 39
	Readings and study hours: 12	Readings and study hours: 12
	Assignment preparation hours: 60	Assignment preparation hours: 60
	Total hours per unit 150	Total hours per unit 150
	Students requiring additional English language support are expected to undertake an additional one hour per week	

Delivery mode	On-campus/External-Online (including 2 x mandatory 1 hour online tutorials over 13 weeks with all students enrolled in the unit)
Pre-requisites/ Co-requisites/ Restrictions	Prerequisites: Nil Co-requisites: Nil Restrictions: Nil
Rationale	Christian people in leadership have a responsibility to make decisions and accomplish results in a godly manner. Godly leaders must therefore be examples, especially in character and integrity, and function effectively in a variety of areas. Indeed the growth of a local congregation or any Christian enterprise is greatly impacted by a proper understanding and continued development of leadership. This unit defines a biblical basis for leadership and establishes a platform for reflection on the personal development of the leader's life, character and qualities. It enhances leadership skills and the outworking of leadership in ministry practice. As leadership occurs in most spheres of life, material will be taken from the church, para-church and business sectors to study ministry leadership and its associated practices. This core unit aims to help enhance the student's understanding of leadership and prepare leaders for the church and wider society who are theologically grounded and spiritually motivated.

Learning Delivery Process	Interactive engagement through on-campus or Moodle™ online learning modes with full access to CHC's learning portal of resources:
	On-Campus mode
	- Weekly lecture.
	- Weekly tutorial (where applicable).
	Plus, CHC learning portal resources (see below).
	Online mode
	- CHC learning portal (Moodle™) including:
	o Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources)
	o Lecture capture recordings bank;
	o Weekly readings;
	o Study guides;
	o Assessment elaboration
	o Collaborative forums: Student forums and News forums (where applicable);
	o Turnitin assessment and feedback tool.
	All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.
	This unit includes several Learning Outcomes and Graduate Attributes that can only be achieved when studying and reflecting together in the student community. To that end students are expected to participate in at least 2 x mandatory 1 hour "all in" online tutorials over the 13 study weeks. Your lecturer will suggest several options of times to meet over the 13 weeks and a consensus should be achieved. The MS Teams or Big Blue Button technology can be used to facilitate these important tutorials and learning opportunities.
	From time to time during the course you will also be asked to engage with other activities which will not be graded for assessment. While these will not be graded you are expected to complete all activities. They are designed to help you engage with the course content and target areas of the content which will support your learning and graduate attributes.
Content	57. Defining a biblical notion of and basis for ministry leadership
	1.1 Biblical basis for leadership by examining how God delegates authority
	1.2 Expression of leadership in the Old and New Testaments
	1.3 Difference between secular to spiritual leadership
	58. Called to Lead - a relational model
	2.1 What is the call of God
	2.2 What are implications of the call of God for leadership
	2.3 How the call to lead is a call to serve
	59. The character and qualities of a Christian leader
	3.1 Primary biblical descriptions of character
	3.2 Essential character qualities of godly leaders
	3.3 The importance of trust for a leader
	60. Discovering your leadership style
	4.1 Four general styles of leadership
	4.2 Transactional and Transformational Leadership Styles
	4.3 Four styles of Situational Leadership
	61. Self-leadership and personal management skills

	5.1 The power of self-awareness
	5.2 The importance of self-discipline
	5.3 The vitality of self-regulation
	62. Developing a leadership mindset and identity
	6.1 10 Mindsets that define and distinguish spiritual leaders
	6.2 Leaders must be intentionally raising up emerging generations of leaders
	6.3 Practical steps in how to develop a leader's mindset
	63. Vision, culture, structure, strategic thinking and planning
	7.1 A working definition of God-given vision
	7.2 Four practical steps to translate vision into realization
	7.3 How a leader establishes culture
	64. Leading a team
	8.1 Biblical foundations for building teams
	8.2 Practical step-by-step process into how to build teams
	8.3 Principles for how to maximise a team's effectiveness
	9. Resource management (human, financial, facility)
	9.1 Principles of project management
	9.2 How people and organisations think, learn and work
	9.3 Management of resources for life and ministry
	10. Critical decision making
	10.1 Seven spheres in which a ministry leader makes decisions
	10.2 Proposed guidelines for how a ministry leader can make good personal decisions
	10.3 A framework, based on the example of Acts 15, in which to make "group" decisions
	11. Handling negatives and stress in leadership
	11.1 How to respond to critical people
	11.2 How to develop a greater capacity for handling stress
	11.3 Scriptural and practical principles for managing stress
	12. Reproducing and developing other leaders
	12.1 Discipleship and its importance to developing leaders
	12.2 Practical suggestions for how contemporary leaders can develop leaders
	12.3 Develop a plan in your current context on how to a develop leader
	13. Processes of change and transition
	13.1 Seven Unchangeable Rules Of Change
	13.2 How To Create A Climate Of Change
	13.3 Keys To Bringing About Successful Changes
Learning outcomes	On completion of this unit, students should be able to:
	32. Define and discuss ministry leadership and its styles;
	Graduate Attributes: 1-10

	33. Examine the nature and essential biblical qualities for effective Christian leadership;
	Graduate Attributes: 1-10
	34. Discuss key responsibilities and activities of leadership in contemporary contexts;
	Graduate Attributes: 1-10
	35. Illustrate the use of practical strategies for Christian leadership;
	Graduate Attributes: 1-10
	36. Reflect on the process of personal leadership development in life and ministry; and
	Graduate Attributes: 1-10
	37. Communicate at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation.
	Graduate Attributes: 7
Assessment tasks	**Task 1: Online Participation**
	The five online quizzes and activities on Moodle will revise content addressed in weekly lectures and the course textbooks in relation to leadership and the skills of academic writing. Students must complete all of the fortnightly quizzes and activities for a passing grade in this unit. Please refer to Assessment Elaboration and marking sheet.
	Word Length/Duration: 15 minutes each
	Weighting: 20%
	Learning Outcomes: 1-6
	Due Date: 11.30pm Fridays - Weeks 2, 3, 7, 9, 11
	(Q1 11/03; Q2 18/03; Q3 29/04; Q4 20/05; Q5 03/06)
	Task 2: Christian Leadership Profile
	Define and discuss the style, nature and qualities of Christian leadership from a biblical basis which could provide a suitable model for your own leadership. Please refer to Assessment Elaboration and marking sheet.
	Word Length/Duration: 2,500 words
	Weighting: 40%
	Learning Outcomes: 1-4, 6
	Due Date: 11:30pm Monday 18th April 2022 (Week 6)
	Task 3: Leadership Project
	Define, plan, execute and reflect on a leadership project of your choosing. Please refer to Assessment Elaboration and marking sheet.
	Word Length/Duration: 2,500 words
	Weighting: 40%
	Learning Outcomes: 2-6
	Due Date: 11:30pm Friday 10th June 2022 (Week 12)
	Please note: Word limits for all assessment items must be consistently adhered to within plus or minus 10%, otherwise penalties for non-compliance will apply. Word limits exclude block & indented quotes beyond 40 words (however excessive use of block quotes will also attract penalties).
	All assessment tasks and parts thereof must be submitted to be eligible for consideration of a passing grade in this unit.

Assessment Alignment	Assessment Task	Learning Outcome	Content (weeks)	Graduate Attributes
	Task 1	1-6	1-12	1-10
	Task 2	1-4, 6	1-4	1-10
	Task 3	2-6	1-13	1-10

Assessment Elaboration	**Task 1: Online Participation**

The five online quizzes and activities on Moodle will revise content addressed in weekly lectures and the course textbooks in relation to leadership and the skills of academic writing. Students must complete all of the fortnightly quizzes and activities for a passing grade in this unit.

Word Length/Duration: 15 minutes each

Unpacking the task

As you work through the course material you will be asked to respond to a series of activities. These can include, but are not limited to: Writing short summaries, quizzes, textbook chapter summaries, personal character assessment, and unit feedback summary. These five activities will contribute to your grade for Task 1. They will be clearly identified as being graded assessment pieces.

The purpose of these activities is to start to give you the tools to prepare a great foundation for Tasks 2 and 3. This is especially helpful if this is your first semester of study.

Overview

It is recommended that you approach these tasks using the following steps:

11. Review the requirements on Moodle in week 1
12. Note the task due dates in your study planner or diary
13. Complete ALL the tasks.

Please refer to other writing guidelines provided (eg Sample Assessment Layout, Marking Sheets etc) to support Task 1.

Task 2: Christian Leadership Profile

Define and discuss the style, nature and qualities of Christian leadership from a biblical basis which could provide a suitable model for your own leadership.

Word Length/Duration: 2,500 words

Unpacking the task

You should include a reflection on how you will develop your leadership so that can be stronger and be more aligned with your Christian leadership model.

The completed profile could also be used when screening, recruiting and training volunteers and leaders in your current or future ministry context.

- Use the attached **Marking Sheet** categories as a guide to arrange and balance your content.
- Be aware of the specific **Learning Outcomes** for this assessment task.
- Refer to the **Assessment Helps and Tools** in this Unit Handbook.
- Read the question carefully and break it into its parts.
- Use and interact with at least 5 quality **scholarly sources** for each 1,000 words written.

Suggested structure for the Christian Leadership Profile.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of

information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style. The sections should naturally flow after each other.

Sample Approach to Your Christian Leadership Profile

Title page – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name. Please refer to CMC Community Moodle Page for a template to download and use.

22. **Introduction** (100-150 words approx.) – Start with some dynamic sentences to provide an impacting entrance to your paper. Then map out what you intend to say in your paper and what you aim to achieve through it. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed. This section is written in **third person.**

23. **The Definition of Leadership** (350 words approx.) – Develop a definition of leadership as a foundation for your paper. Use several sources to show your understanding of the various aspects of leadership. This section is written in **third person.**

24. **Styles of Christian Leadership** (250 words approx.) – Outline the four styles of leadership identified in week 4 of the Study Guide, and well as the other styles mentioned (e.g. transactional, transformational, situational etc). Also start to write about how this section relates to the other sections to answer the whole assessment question. This section is written in **third person.**

25. **The difference between Christian and Secular Leadership** (250 words approx.) – The assessment is asking you to mostly discuss Christian leadership. Show the differences in secular and Christian leadership to focus the paper. This section is written in **third person.**

26. **The Biblical Qualities and Characteristics of Christian Leadership** (850 words approx.) – You should identify 4-5 qualities and characteristics that define distinctively Christian leadership. The other sections of the paper should lead the reader to this main section. This section is written in **third person.**

27. **A Model for Christian Leadership** (250 words approx.) – This section is a short summary of the previous large section. This will show the reader you have a very clear understanding of what to look for when identifying and selecting a Christian leader. This section is written in **third person.**

28. **A Reflection on the Process of Personal Leadership Development in Life and Ministry** (250 words approx.) – This is your opportunity to show the link between theory and practice. For example, how are these qualities and characteristics evidenced in your life? What is your leadership style? How could these leadership principles be further engaged and fostered for your ongoing and future leadership development? This section is written in **first person.**

29. **Conclusion** (100-150 words approx.) – This is not a repeat of what you have discussed in your paper. The conclusion is to leave a lasting impression on the reader that culminates a summary of what you have examined in your paper. This section is written in **third person.**

It is recommended that you generally approach the paper using the following steps:

1. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.

2. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
3. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
4. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) In this paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) per 1,000 words. It is really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (e.g. Sample Assessment Layout, Marking Sheet etc.) to support Task 2.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Task 3: Leadership Project

Define, plan, execute and reflect on a leadership project of your choosing.

Word Length/Duration: 2,500 words

Unpacking the task

This task is primarily about project management, and demonstrating the ability to turn vision into action and results.

Stage 1 - Define the project;

Stage 2 - Plan the project including resources;

Stage 3 - Execute the project;

Stage 4 - Evaluate the project.

1. It is recommended that you consider this in the present context of your current ministry or employment.
2. **You have to actually undertake and complete the project before the assessment due date.**
3. Include the attached **Course Practical Ministry Hours Log** (minimum 39 hours) as an Appendix in your **Leadership Project.** This shows some of the hours invested to made this project happen.

4. Use the attached **Marking Sheet** categories as a guide to arrange and balance your content.
5. Be aware of the specific **Learning Outcomes** for this assessment task.
6. Refer to the **Assessment Helps and Tools** in this Unit Handbook.

7. Read the question carefully and break it into its parts.

Suggested structure for the Leadership Project.

It is highly recommended to also use headings to assist in structuring your writing and for long assessment tasks. You may choose to vary the headings and order of information as this is just a recommended guideline. The word amounts for each paragraph are an approximate; therefore the total number of paragraphs will vary, depending on writing style. The sections should naturally flow after each other.

Sample Approach to Your Leadership Project.

1. **Title page** – This should include your course name, unit code and name, lecturer/s name, assessment task number and name, due date, word count, student number and name. Please refer to CMC Community Moodle Page for a template to download and use.

2. **Introduction** (100-150 words approx.) – Start with some dynamic sentences to provide an impacting entrance to your paper. Then map out what you intend to say in your paper and what you aim to achieve through it. Make sure your introduction makes it clear to the reader what your paper is about. You do not have to start with the words, "This paper is about…". However, your introduction should make it clear what is going to be discussed. This section is written in **third person.**

3. **Project Management summary** (350 words approx.) – Develop a summary of what project management is and the elements involved. Use several sources to show your understanding of the various aspects of project management. Refer to planning and project management resources in the Study Guide eg lectures 7 and 13. Include other references in your paper to models of planning, general management, project management, resource management, evaluation etc. This section is written in **third person.**

4. Key Sections (1,800 words approx.)
   Section - Stage 1 - Define the project - This section can be written in **third person.**

   Section - Stage 2 - Plan the project including resources - - This section can be written in **first person.**

   Section - Stage 3 - Execute the project - This section can be written in **first person.**

   Section - Stage 4 - Evaluate the project - This section is written in **first person.** Also reflect on the process of personal leadership development in life and ministry as a result of this project e.g. what is God saying to you? How is the experience part of God's larger, more perfect plan for your life? Etc. Refer to the helpful resource about **Theological Reflection – Appendix 1.**

5. **Conclusion** (100-150 words approx.) – This is not a repeat of what you have discussed in your paper. The conclusion is to leave a lasting impression on the reader that culminates a summary of what you have examined in your paper. This section is written in **third person.**

6. **Appendix** – include photos of your project activity, the people that were involved, feedback evidence (eg emails, facebook thanks posts etc), etc .
   Also include your 39 hours ministry log (see instructions; eg scan).

It is recommended that you approach the paper using the following steps:

1. Follow the weekly Suggested Textbooks Reading Plan to build on the foundations that are taught in the weekly classes and Study Guide.

2. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas).
3. You might find it useful to read your work to yourself out loud. Often your ears will pick up something that does not sound right when your eyes have become too familiar with what you have written to notice it.
4. Note that anything over 250 words usually needs to be split into two paragraphs.

References:

a) Whenever you make a statement it must be clear where you are drawing the statement from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using references.

b) Check the CMC Referencing Guide on Moodle and make sure you are using the CHC Harvard referencing style consistently.

c) This paper is a little different to the others. In this Leadership Project paper it is expected that you should use no less than 5 different credible and scholarly sources (see definition in the front of the Unit Handbook) **for the whole paper.** It is still really important that the reader can see where you are drawing your ideas from, and that what you are saying is clearly grounded in the literature. The more engagement you have with your sources, the deeper your understanding and ministry application will be.

Please refer to other writing guidelines provided (e.g. Sample Assessment Layout, Marking Sheet etc.) to support Task 3.

Submission to Turnitin and Feedback

Your MS Word document to be submitted to the Turnitin link in unit Moodle portal by the due date. Please include a cover page. All feedback is provided via Moodle.

Prescribed text(s)	Blackaby, H & Blackaby, R 2011, *Spiritual Leadership: Moving People on to God's Agenda*, B&H Publishing, Nashville, TN. ***Available in print and eBook***
Recommended readings	Barna, G & Dallas, B 2009, *Master Leaders: Revealing Conversations with 30 Leadership Greats*, reprint, Tyndale House, Carol Stream, IL. ***Available in print and eBook*** Campbell, D 2013, *The Leader's Code; Mission, Character, Service, and Getting the Job Done,* Random House, New York, NY. ***Available in print and eBook*** Clinton, JR 2012, *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*, rev & updated 2nd edn, NavPress, Colorado Springs, CO. ***Available in print and eBook*** MacDonald, G 2011, *Building Below the Waterline: Shoring up the Foundations of Leadership*, Hendrickson, Peabody, MA. ***Available in print and eBook*** McAlpine, WR 2013, *Four Essential Loves: Heart Readiness for Leadership and Ministry*, Wipf & Stock, Eugene, OR. ***Available in print and eBook*** McNeal, R 2011, *A Work of Heart: Understanding How God Shapes Spiritual Leaders*, 2nd edn, Jossey-Bass, San Francisco, CA. ***Available in print and eBook*** Peterson, GA 2011, *A Master Plan for Leaders: A Biblical Perspective*, Leadership Press, Lakeland, FL. Robinson, AB & Wall, RQ 2012, *Called to Lead; Paul's Letters to Timothy for a New Day,* William B Eerdmans, Grand Rapids, MI. ***Available in print and eBook***

	Stanley, A 2016, *Deep and Wide: Creating Churches Unchurched People Love to Attend*, exp edn, Zondervan, Grand Rapids, MI. ***Available in print and eBook***
	Stott, JRW, 2002, *Basic Christian Leadership: Biblical Models of Church, Gospel and Ministry,* InterVarsity Press, Downers Grove, IL.
	In addition to the resources above, students should have access to a Bible, preferably a modern translation such as *The Holy Bible: New King James Version* (NKJV).
	This translation and many others may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.
Specialist resources requirements	Nil
Unit Summary	This unit provides an introductory knowledge and practice to help develop the ministry leader's ability to lead in the ministry context.