



**TRINITY COLLEGE**  
THEOLOGICAL SCHOOL



**UNIVERSITY  
OF DIVINITY**

## **Trinity College Theological School**

**A College of the University of Divinity**

# **2018 HANDBOOK**

All information provided in this Handbook is believed to be correct at the time of printing.  
Updated information can be found on the College and University websites.

New information and explanations added to this Handbook since last year's edition (apart from unit descriptions) is printed in red text in the online and PDF versions of this document.

*We acknowledge the Wurundjeri people of the Kulin Nation, the traditional owners of the land on which Trinity College is built. We pay our respects to their Elders, both past and present, and we pray for the ongoing work of reconciliation.*

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## WELCOME TO TRINITY

Theological education at Trinity College has much to offer in the way of innovation, breadth and depth. At Trinity, we provide both academic and formational education for a wide range of students: those pursuing ordained ministry in the Anglican Church, those interested in preparing for various kinds of lay ministry, and those who want to learn more about their faith. We offer a range of classes, in either face-to-face or online modes, and in all the main disciplines of theology. We are also very fortunate in being part of a wider College that includes students from the University of Melbourne and students from overseas, in a diverse and multi-cultural environment where we work together for the wellbeing of God's world and the establishment of God's kingdom. We would be delighted to meet you and speak with you, and help you focus your theological and ministerial interests in the way that suits you best. We wish you every blessing in your studies!

### Trinity College

Trinity can trace its origins back to 1853, when the first Anglican Bishop of Melbourne, Charles Perry (1807–1891), convened a meeting at which it is resolved that 'a Collegiate Institution in connection with a Grammar School should be established in this city with a view to affiliating the former with the Melbourne University'. Although it took another twenty years to come to fruition, the Church of England established the first residential college at the University of Melbourne in 1870, and opened the first building at Trinity College to students in 1872. The very first student to enrol was John 'Jack' Francis Stretch, later to be ordained and become the first Australian-born Anglican bishop. Trinity was affiliated as a college 'of and within the University of Melbourne' in 1876, at the same time as it appointed its first Warden, Dr Alexander Leeper (1848–1934). The theological school was established at Trinity the following year. The College's fine chapel, designed by Tasmanian architect Alexander North and built entirely through funds donated by John Sutcliffe Horsfall, was dedicated in 1917, and is now the home of the renowned Choir of Trinity College. Since 1989 Trinity has also run a Foundation Studies program, providing bridging courses for international students wishing to undertake tertiary study in Australia. See page 6 for more details on the Theological School specifically.

### University of Divinity

With the Victorian *University Act 1853* specifically prohibiting the University of Melbourne from offering awards in divinity, in 1910 the Melbourne College of Divinity (MCD) was founded by an Act of the Victorian Parliament. The Most Revd Henry Lowther Clarke, Anglican Archbishop of Melbourne, was elected as the MCD's first President. What was to become the University of Divinity thus began life as Australia's sixth oldest self-accrediting higher-education institution. Its founding degree was the Bachelor of Divinity, awarded from 1913, and a Doctor of Divinity was also available to BD graduates of seven years standing who completed a suitable thesis.

In 1972 the Act was revised, adding the Roman Catholic church to the original Anglican, Presbyterian, Methodist, Baptist and Congregational partners in the College, and a BTheol degree was created. A further revision of the Act was passed in 2005, bringing the MCD into line with contemporary academic governance standards, including the creation of a Council and an Academic Board. Following approval in 2011 by the Victorian Government, in 2012 the MCD was the first institution in the country granted the status of a 'University of Specialisation', under the Federal Government's *Tertiary Education Quality and Standards Agency Act 2011*. The first Chancellor and Vice-Chancellor were then appointed, and the affiliated teaching institutions of the MCD became colleges of the new university. First known as the MCD University of Divinity, from 2014 it adopted its present title.

## COLLEGES OF THE UNIVERSITY OF DIVINITY

### **Australian Lutheran College**

104 Jeffcott Street, North Adelaide SA 5006

Phone: +61 8 8267 7400 / Freecall: 1800 625 193 / Fax: +61 8 8267 7350 / [alc@alc.edu.au](mailto:alc@alc.edu.au)

### **Catholic Theological College**

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Phone: +61 3 9412 3333 / Fax: +61 3 9415 9867 / [ctc@ctc.edu.au](mailto:ctc@ctc.edu.au)

### **Eva Burrows College (Salvation Army)**

100 Maidstone Street, Ringwood VIC 3134

Phone: +61 3 9347 5400 / Fax: +61 3 9349 1036 / [registrar@aus.salvationarmy.org](mailto:registrar@aus.salvationarmy.org)

### **Jesuit College of Spirituality (Postgraduate Courses only)**

175 Royal Parade, Parkville VIC 3052

Phone: +61 3 9854 8100 / [registrar@sentir.edu.au](mailto:registrar@sentir.edu.au)

### **Morling College (Baptist)(Postgraduate courses only)**

120 Herring Road, Macquarie Park NSW 2113

Phone: +61 2 9878 0201 / Fax: +61 2 9878 2175 / [enquiries@morling.edu.au](mailto:enquiries@morling.edu.au)

### **Pilgrim Theological College (Uniting Church)**

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### **St Athanasius Coptic Orthodox Theological College**

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### **Stirling Theological College (Churches of Christ)**

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### **Yarra Theological Union (Roman Catholic)**

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# TRINITY COLLEGE THEOLOGICAL SCHOOL

## History

The second Bishop of Melbourne, James Moorhouse (1926–1915) arrived at the beginning of 1877, and immediately appointed a committee to confer with the Council of Trinity College ‘for the purpose of making better provision for clerical education’. By the end of that year, a scheme was in place for the appointment of the first members of the teaching faculty. Moorhouse’s vision was for Trinity to be a place ‘where our candidates for orders would obtain the advantage not only of theological teaching, but of a large and liberal education’. Several valuable scholarships were endowed by generous benefactors—including £1,000 received from Bishop Moorhouse himself—and the Trinity College Theological School founded as the central ordination-training institution for the Anglican Province of Victoria. The first theological students admitted at the beginning of 1878 were Arthur Green (later Bishop of Grafton and Armidale, and then of Ballarat), and Reginald Stephen (later Bishop of Tasmania and then Newcastle).

Teaching in the Theological School has continued up to the present, although the curriculum and the staff have changed continually. There were some difficult times, particularly during the incumbency of Archbishop Lowther Clarke, who established his own training college in the early years of the twentieth-century, but in 1910, after the proposal to establish Ridley College within the grounds of Trinity fell through, and following the creation of the MCD, the Theological Faculty at Trinity College was re-established. Joint teaching arrangements and partnerships with other colleges have existed since the 1920s. From 1969, Trinity was a founding partner in the consortium known as the United Faculty of Theology (UFT), a Recognised Teaching Institution of the Melbourne College of Divinity. In October 2012, two members of the staff of the School, Andrew McGowan and Dorothy Lee, were named among the first ten professors appointed at the new MCD University of Divinity. Trinity College Theological School was accredited as a full College of the University of Divinity in May 2014, and, with the closure of the UFT at the end of that year, began teaching a full program with its own resources and an expanded Faculty in 2015.

## Who we are Today

Trinity College Theological School offers a unique approach and learning environment for students wishing to build tomorrow’s church. We are committed to shaping men and women who wish to pursue ordination in the Anglican Church, develop skills for lay ministry, or explore Christian faith for personal or vocational enrichment and development. Today, almost 140 years after Bishop Moorhouse established the School, the open and rigorous spirit envisioned by his ‘large and liberal education’ still thrives in a mostly non-resident community committed to ecumenical endeavour and Anglican comprehensiveness.

We encourage people in their vocation, whether lay or ordained, to participate in the Theological School as a place of vibrant and quality theological and ministerial education, by offering world-class learning opportunities. We prepare students for the diversity of the emerging church, by the discussion of a variety of models of church in contemporary society. Students at Trinity come from many different backgrounds. They undertake study for many different reasons and in a variety of ways. Part-time and full-time students from the on-campus, online and parish programs are encouraged to engage in open discussion and lively debate about Anglican traditions, the scriptures and how these apply to contemporary life.

An Anglican organisation, the Trinity College Theological School engages with students from different religious traditions; it is a place where diverse beliefs and opinions are valued and respected. We offer a supportive environment where:

- students learn in small groups
- there are normally three class contact hours for each on campus unit each week
- on campus teaching methods typically include lectures, seminars and tutorials
- part-time study is an option for all courses
- flexible online courses are available for students who cannot attend face-to-face classes
- most Theological School students are non-resident, but there are opportunities and scholarships to allow students to live in so that they can complete their degrees full-time.

## **Vision**

To be recognised as a leading provider of Anglican theological education in Australia and internationally.

## **Mission**

To offer high standard theological education by encouragement of theological study, communal worship, personal devotion, and pastoral and missional practice.

## **Objectives**

- To be a theological school of **excellence** in learning, teaching, research, and ministry formation in the broad, catholic Anglican tradition.
- To be a lively, warm, creative, learning **community** in partnership with Anglican dioceses and parishes, schools and agencies, with strong ecumenical links.
- To be a community of cultural, ethnic, and ministerial **diversity**, celebrating gender and age balance, valuing respectful relationships and seeking the presence, wisdom and well-being of indigenous peoples.

## **Values**

- We adhere to the Christian faith by drawing on the tradition of Word and Sacrament in the shaping of the Church for its worship and mission.
- We are a worshipping and prayerful community.
- We are an inclusive, diverse and welcoming community.
- We seek to meet the needs of students at different stages of life, various personal and spiritual circumstances and all kinds of academic abilities.
- We seek to be fair, honest, compassionate and accountable in personal behaviour and life.

## **Graduate Attributes**

Based on the attributes expected of all graduates of the University of Divinity, students who have studied at the Trinity College Theological School are expected to show that they can:

- **LEARN:** Graduates are equipped with a critical knowledge of the Bible and other texts and traditions, especially, though not only, those relating to the Anglican Church and its worship.
- **ARTICULATE:** Graduates are articulate in Christian theology and able to reflect theologically, prayerfully and intelligently.
- **COMMUNICATE:** Graduates are able to communicate informed views about the Bible, theology and ministry with clarity and compassion.
- **ENGAGE:** Graduates are able to engage with diverse views, contexts and traditions with due care and responsibility.
- **SERVE:** Graduates are prepared for ministry and the service of others in the Church and the world.

## **Our Community**

Sharing experiences—whether in class, at Chapel, over meals, or at other times—is a crucial aspect of growth and learning. All Theology students have access to the Theology Common Room in the Old Warden's Lodge. They are also an integral part of the wider Trinity College community, and have full use of the College libraries and other facilities, and may purchase lunch in the College Dining Hall.

Prayer and worship are central to the life the School. The Trinity College Chapel, adjacent to the Theological School, is open each day. Staff and students plan and lead services centred on *A Prayer Book for Australia*, and shaped for the community context. Morning Prayer (the Daily Office) is said on weekdays, and the Eucharist is celebrated several days each week. All members of the Theological School community participate when possible. The School conducts an Annual Retreat and designated Quiet Days during the year. These are times to enhance community as well as providing space for prayer and silence.



## FACULTY, STAFF & ADJUNCTS

The faculty of Trinity College Theological School is committed to the pursuit of academic excellence as exemplified in its publications and teaching record. Members of the faculty possess significant pastoral experience and insight, as well as a deep, personal commitment to the task of preparing women and men for ministry, lay and ordained, in the emerging church.

### **The Revd Professor Stephen Burns**

BA(Hons), MA *Dunelm*, CertTheolMin *CambThFed*, MLitt *Cantab*, PhD *Dunelm*  
*Stewart Professor in Liturgical & Practical Theology and Research Coordinator*

A British-Australian citizen, Stephen studied theology at Durham, trained for ministry at Ridley Hall, Cambridge, and has taught theology in the UK, USA and Australia. He is a presbyter in the orders of the Church of England and has served parishes in full-time ministry in the diocese of Durham. He brings a strong commitment to Anglican formation and wide ecumenical relationships, and has published widely in his field.

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### **The Revd Dr Cecilia Francis**

LicACST *LincolnHS*, BTheol *MCDU*, DMinStuds *UD*  
*Emily Gavan Lecturer in Practical Theology and*  
*Coordinator of Supervised Theological Field Education Program*

Cecilia has experience in cross-cultural work, hospital chaplaincy, as Director of Diocesan Services in the Diocese of Melbourne and as a parish priest. She is Director of the Institute for Ministry Development Inc., providing professional supervision, ministry development programs and supervisory training. Cecilia is a qualified Clinical Pastoral Educator (ASPEA Inc).

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### **The Revd Professor Dorothy Lee, FAHA**

BA(Hons), DipEd *Newcastle*, BD(Hons), PhD *Sydney*  
*Frank Woods Research Professor*

Dorothy was born in Scotland. She studies Classics then Divinity. She is an Anglican Priest and Canon of St Paul's Cathedral, Melbourne, and Canon Theological of Holy Trinity Cathedral, Wangaratta. Her main research interests lie in the narrative and theology of the Gospels, and particularly the Fourth Gospel. Dorothy is a member of the Doctrine Commission of the Anglican Church in Australia.

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### **The Revd Professor Mark Lindsay, FRHistS**

BA(Hons), GradDipTheol *MCD*, PhD *UWA*  
*Joan F W Munro Professor of Historical Theology and Acting Dean*

Mark's field is historical theology, where he has gained an international reputation for his work on Karl Barth, Dietrich Bonhoeffer, and Jewish-Christian relations. Mark was previously Director of Research at the MCD/University of Divinity. He brings a wealth of experience in the University sector as well as his historical and theological expertise.

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### **The Revd Dr Don Saines**

BAGec *UNE*, GradCertHrEd *Griffith*, BTh(Hons), DipMin *ACT*, PhD *Birmingham*  
*Farnham Maynard Senior Lecturer in Systematic Theology and*  
*Director of the Ministry Education Centre*

Don was previously Principal of St Francis Theological College, Brisbane, and Dean of the United Faculty of Theology, Melbourne. He is also an experienced Anglican Priest and was a previous Dean of Gippsland Cathedral. His teaching and particular research interests include Trinitarian theology, ecclesiology, ethics and theological education.

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**The Revd Dr Robyn Whitaker**

BSc *Monash*, BD(Hons), MTheol *MCD*, PhD *Chicago*  
*Bromby Senior Lecturer Biblical Studies and Academic Dean*

Robyn has spent the past decade living in the USA, where she has taught biblical languages and exegesis at the University of Chicago, Princeton Theological Seminary and, most recently, Union Theological Seminary in New York. She undertook theological studies in Melbourne and at the University of Chicago Divinity School. Robyn is an ordained Minister of the Uniting Church and has experience working in both congregational and chaplaincy settings. Her main area of research focuses on the Book of Revelation.

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**ADMINISTRATION****Dr Peter Campbell, JP**

BEc, BA, MMus *ANU*, GradDipLib&InfoMgt *Canberra*, PhD *Melb*, AALIA  
*Registrar*

Peter is an experienced administrator who has worked at Trinity College for more than ten years, in roles with Foundation Studies, Chaplaincy, the Residential College, and now the Theological School. His own training has been in economics and musicology, with a particularly interest in Australian music. He is an experienced choral singer and composer.

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**TURNER RESEACH FELLOWS**

The Revd Dr Garry Deverell, BA, BTheol(Hons), PhD *Monash*

The Revd Thomas Leslie, BA(Hons) *Syd*, MDiv(Hons), DipMin *MCD*

The Rt Revd Alison Taylor, BA(Hons), MUrbPlan *Melb*, GradDipBus *Swinburne*, BDiv(Hons),  
DipMin *MCD*

**PARTNERSHIPS WITH PARISHES: MISSION PARTNERS**

The Theological School has a number of very significant Mission Partnerships with several Anglican parishes in the Melbourne Diocese. Their priests assist with our teaching, and we assist with their research. These partnerships enable our theological formation to be grounded in parish and ministry life. Each of the priests concerned is a member of the Faculty.

The Revd Dr Craig D'Alton, BA, MA, PhD *Melb*, BTheol *MCDU*

*St Mary's Lecturer in Anglican Studies*

The Revd John Deane, BA(Hons) *Sydney*, BD *MCD*

*ABM Lecturer in Mission*

The Revd Dr Hugh Kempster, BEng *UWIST Wales*, GradDipEd *Deakin*, BTheol, MTheol *MCDU*, PhD *NZ*

*St Peter's Eastern Hill Lecturer in Spirituality*

The Revd Canon Dr Colleen O'Reilly, GradDipEdAdmin *Melb*, ThA *ACT*, BTheol *SCD*, MTheol *USyd*,  
DMinStud *SanFran*

*St George's Malvern Lecturer in Ministerial Studies*

The Revd Dr Richard Treloar, BTheol, MTheol *MCDU*, PhD *Monash*

*CCSY Lecturer in Anglican Studies*

## **ASSOCIATE LECTURERS/TUTORS**

Dr Carolyn Alsen, BA, GradDipEd *Qld*, MA, MLE *TrinityWest*, GradDipLing *SILInt*, PhD *UDiv*  
The Revd Dr Stephen Ames, BSc, PhD *Melb*, BD, BA, PhD *EDS*  
The Revd Canon Dr Ray Cleary, AM, BEcon, DipEd *Monash*, BSW *Melb*, BTheol, MMin, DMinStuds *MCD*  
The Revd Canon Dr David Cole, BA, DipMusEd(Hons) *Newc*, ThL(Hons) *Morpeth*, LTCL *Lond*, DMin *SanFran*, PhD *Newc*, HonFGCM *Lond*  
The Revd Dr Garry Deverell, BA, BTheol(Hons), PhD  
Dr David Gormley-O'Brien, BSc, BComEng *LaTrobe*, MA, MATS *GCTS*, MPhil, DPhil *Oxon*  
The Revd Professor Emeritus Robert Gribben, BA, MA, TheolM, HonDD  
The Revd Dr Fergus King, MA(Hons) *StAndrews*, BD(Hons) *Edinburgh*, DTheol *UNISA*  
Rabbi Fred Morgan, BA *Columbia*  
The Revd Professor Emeritus Christiaan Mostert, BA, MA, BD(Hons), PhD  
Dr Muriel Porter, OAM, BA *UNE*, BLitt *ANU*, DPhil *Melb*, MA *ACU*  
The Revd Dr Duncan Reid, BA *Monash*, BTheol *MCD*, DTheol *Tübingen*, MEd *Flinders*

## **RESEARCH ASSOCIATES**

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The Revd Dr John Capper, BEng *UNSW*, BTheol, DipMin *Ridley*, DipSocSc *UNE*, PhD *Cantab*  
Dr Anne Elvey, BSc(Hons), PhD *Monash*, GradDipEd *MercyColl*, BTheol, TheolM *MCD*  
Dr Katherine Firth, BA(Hons) *Camb*, MA(Dist) *OxfBrooks*, PhD  
The Revd Dr Graeme Garrett, BSc *Melb*, BD(Hons) *MCD*, ThD *GradTheolUnion*  
Dr Scott Kirkland, BMin, PGDipTh *Laidlaw*, PhD *Newcastle*  
The Very Revd Dr Andreas Loewe, BA(Hons), MPhil, MA *Oxon*, PhD *Camb*  
Dr Ashley Moyse, BA *Messiah*, MSc *NColorado*, PGCert *Loyola*, MTS *TrinityWestern*, PhD *Newc*  
The Revd Canon Dr Charles Sherlock, BA(Hons) *Syd*, ThL *AustCollTheol*, MA *ANU*, BD *Lond*, ThD *ACT*

## **STFE SUPERVISORS**

The Revd Susanne Chambers, St Paul's, Canterbury  
The Venerable Dr Craig D'Alton, St Mary's, North Melbourne  
The Revd Peter French, St John's, Toorak  
The Revd Ron Johnson, Anglican Parish of Pascoe Vale-Oak Park  
The Revd Dr Hugh Kempster, St Peter's, Eastern Hill  
The Revd Chris Lancaster, Parish of Altona-Laverton  
The Revd Dr Richard Treloar, Christ Church, South Yarra  
Ms Debra Saffrey-Collins, Brotherhood of St Laurence  
The Revd Dennis Webster, St Stephen's, Richmond  
The Revd Steve Webster, St Michael's North Carlton,  
The Revd Matthew Williams, St James' Old Cathedral

## **CHAPLAINS**

The Revd Marilyn Hope, *Honorary Chaplain to the Theological School*  
The Revd Samuel Dow, *College Chaplain*

## **THEOLOGICAL SCHOOL COMMITTEE**

Dr Barbara Cargill  
The Very Revd Christopher Chataway (Diocese of Ballarat)  
The Revd Canon Dr Raymond Cleary, AM  
The Rt Revd Andrew Curnow, AM (Diocese of Bendigo)  
The Revd Professor Mark Lindsay (Acting Dean of the Theological School)  
Professor Ken Hinchcliff  
The Revd Thomas Leslie (Diocese of Wangaratta)  
The Revd Canon Dr Colleen O'Reilly (Diocese of Melbourne)  
The Revd Dr Don Saines (Director, Ministry Education Centre)  
Ms Lyn Shalless (CFO)  
Vacant (Diocese of Gippsland)

## IMPORTANT DATES/CALENDAR 2018

|                          |  |
|--------------------------|--|
| Mon 1 January            | New Year's Day (holiday)   |
| Mon 8 January            | TCTS OFFICE OPENS  |
| Fri 26 January           | Australia Day (holiday)  |
| Mon 5–Fri 9 February     | <b>INTENSIVE CLASSES</b>   |
| Thu 22–Sat 24 February   | <b>TRINITY FORMATION INTENSIVE</b>                                     |
| Fri 23 February          | <b>TCTS ORIENTATION</b> (from 2pm: all students to attend)             |
| Mon 26 February          | <b>Semester 1: Teaching commences</b>                                  |
| Mon 12 March             | Labour Day (TCTS office closed but classes still on)                   |
| Tue 20 March             | <b>CENSUS DATE</b> (last date for enrolment changes for regular units) |
| Fri 16 March             | UD Graduation Ceremony   |
| Sat 24 Mar–Sun 8 April   | <b>Non-teaching period</b>   |
| Fri 30 Mar               | Good Friday (holiday)  |
| Sun 1 Apr                | Easter Day   |
| Mon 2 Apr                | Easter Monday (holiday)  |
| Wed 25 April             | ANZAC Day (holiday)  |
| Fri 1 June               | <b>Semester 1: Last day of teaching</b>                                |
| Wed 6 June               | UD Staff and HDR Students Research Day                                 |
| Mon 11–Fri 15 June       | Semester 1: Examinations Period  |
| Mon 11 June              | Queen's Birthday (holiday)   |
| Mon 25–Fri 29 June       | <b>TRINITY MID-YEAR INTENSIVE CLASSES</b>                              |
| Fri 13 July              | Semester 1 results published   |
| Thu 26–Sat 28 July       | <b>TRINITY FORMATION INTENSIVE</b>                                     |
| Mon 30 July              | <b>Semester 2: Teaching commences</b>                                  |
| Tue 21 August            | <b>CENSUS DATE</b> (last date for enrolment changes for regular units) |
| Sat 22 Sep–Sun 7 October | <b>Non-teaching period</b>   |
| Fri 28 September         | Grand Final parade day (holiday)                                       |
| Fri 2 November           | <b>Semester 2: Last day of teaching</b>                                |
| Tue 6 November           | Melbourne Cup Day (TCTS office closed)                                 |
| Wed 7 November           | UD Staff Teaching and Learning Day                                     |
| Sat 10 November          | <b>TCTS Valedictory Service and Dinner</b>                             |
| Mon 12–Fri 16 November   | Semester 2: Examination Period   |
| Sat 1 December           | Trinity Advent Lessons and Carols                                      |
| Fri 14 December          | Results published  |
| Thur 20 December         | <b>TCTS Re-enrolments for 2019 due</b>                                 |
| Thur 20 December         | TCTS OFFICE CLOSES   |
| Tue 25 December          | Christmas Day  |
| Wed 26 December          | Boxing Day (holiday)   |

## ADMISSIONS & ENROLMENT

### New Students

New students must undertake an interview—in person, by phone or on Skype—with the Coursework Coordinator (undergraduate courses) or Research Coordinator (research degrees), who will be able to provide course advice, and ensure that you are in the award and units that are right for you. Students can apply for admission in either first or second semester each year. Applications for research degrees may be made at any time, but there are only two admissions rounds (April, November) and thus two specific deadlines for applications (15 April and 15 November for domestic students).

All applications for enrolment in coursework programs will be assessed by the Coursework Coordinator. On the recommendation of the Coordinator, the University reserves the right not to admit an applicant. This will occur if the applicant does not meet the entry requirements set by the University, if they do not have suitable IT resources to complete an online program, or if it is assessed that the applicant is not well suited to the particular course or learning environment offered by the college to which they have applied.

Students are welcome to take units towards their degree or diploma offered at other colleges within the University of Divinity, particularly if the required units are not available through Trinity. Enrolment for such units must still be made on your normal forms processed through Trinity, although you must also fulfil any requirements of the other college concerned.

Trinity reserves the right to cancel or vary unit offerings, especially if student numbers in a particular unit are too low to create an effective class. Every effort will be made to notify students of such cancellations a week before classes commence, and to indicate alternative units that may fulfil student needs should this occur.

*Step 1: Choose your course*—Look at the requirements for the degree or diploma that interests you, and the units you may wish to take. These are listed below and on the Theological School website. When considering your units, note that students must normally complete basic study (level 1 in Bachelors degrees, or Foundational in the Graduate Diploma or Masters degrees) prior to proceeding to higher level units.

*Step 2: Advice*—Contact the TCTS office for an appointment with the course coordinator. This conversation ensures that you choose the award and units most appropriate to your needs and abilities. If you are unable to visit Trinity in person, or will only be able to study online, you are welcome to discuss your course via email or phone. If you are considering ordination to the formal ministry as an outcome of your theological study, you may also wish to take advice from your church or agency as to particular requirements they may have.

*Step 3: Enrolment forms and documentation*—Once you know which award you will enrol in, download a copy of the relevant enrolment form from the University of Divinity website (<http://www.divinity.edu.au/study/admission-and-enrolment-forms/>) and fill in the sections requiring your personal information. Ensure that you use the right form: they are different for overseas students and those enrolling in research degrees, or as audit students.

Submit your completed enrolment form together with originals or certified copies of the following documents to the TCTS office:

- birth certificate or passport or other documentation verifying citizenship in your current name (if your name has changed, please provide certified copies of evidence)
- VCE Certificate or equivalent (if you have not completed a tertiary degree)
- academic transcripts for all previous tertiary study
- if a third party is paying your fees, include a letter or official confirmation from the third party accepting responsibility for payment of fees.

If you are unable to get copies of these documents yourself, the TCTS office can make certified copies if you attend in person with your originals.

## Returning Students

At the end of each year, students should talk with the Course Coordinator and, if intending or considering ordination, with the Formation Coordinator, to review your course. Re-enrolment forms will usually be available on the University of Divinity website in November. If you wish to transfer to a different course, such as extending a diploma to a degree, you will need to complete a new Admission application form and then apply for a Course Transfer or prior study credit. A unit list and timetable will be made available on the Trinity website during November each year for the coming year to help you select units.

## Payment of Fees

Your enrolment form includes a Fee page. All tuition fees must be paid prior to the start of each unit. You can pay all or part of your tuition fees upfront, or to pay all or part using FEE-HELP (see below). Students subject to financial hardship may be eligible to apply for a University Bursary. Please consult the Bursary Policy on the UD website. Course Fees for 2018 may be found on the University website at: [www.divinity.edu.au/study/fees/](http://www.divinity.edu.au/study/fees/).

## FEE-HELP

Australian citizens, and those who hold permanent humanitarian visas, may be eligible to use the Federal Government's support scheme called the Higher Education Loan Program (FEE-HELP). You must provide your Tax File Number: when your income reaches a predetermined level (currently about \$55,000) you pay a proportion of your loan back through the tax system. To establish your eligibility, visit the Government's Study Assist website ([studyassist.gov.au](http://studyassist.gov.au)).

There is a life-time limit to the amount of HECS, VET-HELP and FEE-HELP loans that you can accumulate. If you have done several previous degrees, you must check your loan balance to ensure that you have enough to cover any units for which you wish to use FEE-HELP.

To apply for a FEE-HELP loan, you must fill in the Government form and send it with your application or re-enrolment form by the relevant census date. Forms are available from the Trinity and University of Divinity offices. Fill out a new form only if you change your course or payment method. Before you sign the FEE-HELP form, you must read the FEE-HELP Information booklet so that you are aware of your obligations. For undergraduate courses (diplomas and bachelor degrees) the Government adds a one-off 25% loan fee to your tax liability. There is no additional charge for postgraduate courses.

## Centrelink

Full-time students who meet the income and assets tests may be eligible for Austudy or Youth Allowance. Full time means a study load of at least 75% (3 units each semester for undergraduates or 2 for postgraduates). The Government requires this full-time enrolment be in a single course; you cannot claim two units in one award and one unit in another to make up full time.

## Census Dates

Critical enrolment dates are set by University of Divinity, including census dates for each semester (see 'Important Dates' section above). For each study period the census date is the last day on which students can withdraw from scheduled units to avoid the full tuition fee being retained (FEE-HELP debt or upfront payment). If special circumstances prevail such that a unit becomes unavailable after the census date, we will endeavour to make suitable arrangements for you to complete the unit or a comparable unit.

## Withdrawal

To withdraw from an enrolled unit, you must submit a completed Unit Amendment form. If you withdraw before census date, the unit will be deleted and not appear on your transcript. If you withdraw after the census date, the full fee for this unit must still be paid and your FEE-HELP debt will remain.

Such units will appear on your transcript as "Withdrawn". If you withdraw after the end of week 9 of teaching (or completion of 50% of teaching in an intensive unit), your result will be recorded as "Withdrawn/Fail" and be taken into consideration Academic Progress.

## COURSES OFFERED

### NON-AWARD COURSES

#### Audit Students

With permission from the lecturer, you are welcome to sit in on a unit as an audit student. Those interested in attending any of our units on a not-for-credit basis, should complete the enrolment form available on the website. Audit units cost \$300 each. While you may complete the assessment tasks yourself, they cannot be submitted or marked, and no feedback can be given on your work or progress.

### UNDERGRADUATE COURSES

#### Diploma in Theology

The DipTheol introduces students to the key theological disciplines of Biblical Studies and Christian Thought and History. This may be extended by further study in those disciplines or by electives in the area of practical ministry studies. The DipTheol is equivalent to one year full-time, and can be taken up to four years part time. The diploma consists of 120 points of study, comprising:

- 30 points of study in Biblical Studies (Field B)
- 30 points of study in Christian Thought and History (Field C)
- a further 60 points of study.

The Diploma in Theology can be taken by enrolling in specific AQF level 5 units (class based only) OR by taking Bachelor-level (AQF level 7) units, or a mixture of both. On completion of the Diploma, students are eligible to proceed, with credit, to the AdvDipTheolMin or the BTheol.

#### Advanced Diploma in Theology and Ministry

The AdvDipTheolMin builds on the DipTheol by enabling students to deepen their understanding of the key theological disciplines of Biblical Studies and Christian Thought and History and in Ministry. This is extended by further study in those disciplines and in the area of practical ministry studies. The Advanced Diploma in Theology and Ministry consists of 240 points of study:

- 15 points (1 unit) in each of Old Testament, New Testament, Church History and Systematic Theology
- 30 additional points in Biblical Studies and/or Christian Thought and History
- a further 150 points of study.

On completion of the AdvDip, students are eligible to proceed, with credit, to the BTheol.

#### Bachelor of Theology

The BTheol critically examines life and faith through the study of scriptures, theological traditions and historical contexts. It aims to broaden self-understanding and facilitate cultural engagement. The degree assists students to develop knowledge across broad areas of theology and depth in particular areas of interest. It develops research and communication skills, and prepares graduates for further theological study. The BTheol degree course consists of 360 points made up as follows:

- 60 points in Field B (Biblical Studies), include at least 15 points in each Testament
- 30 points in Church History
- 60 points in Systematic Theology
- 30 points in Field D (Theology: Mission and Ministry)
- a further 180 points.

The course must not include more than 180 points at Level 1, and must include at least 90 points at Level 3, including 30 points at Level 3 in either Field B or in Systematic Theology.



## POSTGRADUATE COURSES

### Graduate Certificate in Theology

The GradCertTheol is an introductory postgraduate award for students with a degree in another area. It enables students to lay sound foundations in selected theological disciplines within Biblical Studies, Systematic Theology, Church History, Mission and Ministry. Every course of study for the GradCertTheol requires completion of three standard postgraduate units, and must consist of 45 points of Foundational units taken across three disciplines, in at least two fields.

### Graduate Certificate in Divinity

The GradCertDiv allows students to explore areas of interest in divinity and its associated disciplines. It serves as an introduction to the broad field of study of theology or philosophy and disciplines which are associated with them. Every course of study for the GradCertDiv requires completion of three units (45 points) of Foundational or Elective units.

### Graduate Certificate in Research Methodology

The GradCertResMethod is a postgraduate award for students preparing for a higher degree by research. It enables students to survey a range of research methodologies appropriate to divinity and its associated disciplines, and to undertake a short piece of original research. The GradCertResMethod requires completion of three standard postgraduate units, consisting of:

- a postgraduate unit in Research Methodology (worth 15 points)
- a 12,000-word Research Essay (worth 30 points).

Currently the recommended Research Methods unit is RQ9021C, offered through the Catholic Theological College (CTC) in Semester 1 only each year.

### Graduate Diploma in Theology

The GradDipTheol is an introductory postgraduate award for students with a tertiary award in another area. It enables students to lay sound foundations in selected theological disciplines within Biblical Studies, Systematic Theology, Church History, Mission and Ministry, and to extend that knowledge in selected areas. The GradDipTheol requires completion of six standard postgraduate units, consisting of 90 points of study, including at least 45 points of Foundational units taken across three disciplines in at least two fields.

### Graduate Diploma in Divinity

The GradDipDiv allows students to explore multiple areas of interest in divinity and its associated disciplines or to engage with one or two areas in depth. It serves as a foundation for study of theology or philosophy and disciplines which are associated with them. The GradDipDiv requires completion of six standard postgraduate units, consisting of 90 points of study, in any disciplines and fields and at any level. Admission usually follows completion of the GradCertDiv.

### Master of Theological Studies [previously the Master of Arts (Theology)]

The MTS is an advanced postgraduate award for students with a tertiary award in another area. It enables students to lay sound foundations in selected theological disciplines within Biblical Studies, Systematic Theology, Church History, Mission and Ministry, and to deepen their engagement and skills in selected areas of theological study. The MTS requires completion of 12 standard postgraduate units (equivalent of two years full-time):

- at least 45 points of Foundational units in three disciplines across at least two fields
- at least 75 points of Elective units
- one Capstone unit of at least 15 points, or a 12,000-word Research Essay.

### Master of Divinity

The MDiv is a primary theological degree for students with a degree in another area. It enables students to lay sound foundations in the key theological disciplines of Biblical Studies, Christian Thought and History and Christian Life and Ministry, and requires in-depth study in at least one of these areas. The MDiv consists of 270 points or 18 units (equivalent of three years full-time):

- 105 points of Foundational units, comprising:
  - 30 points of units in a single Biblical Language
  - 30 points of units in Field B



- 30 points in Field C
- 15 points in Field D
- a further 15 points of Foundational study in any Discipline.
- not less than 105 and not more than 150 points of Elective units, including at least 15 points of Elective units in EACH of Field B, Field C and Field D
- either a 12,000-word Research Essay or a Capstone unit worth at least 15 points.

## HIGHER DEGREES BY RESEARCH (HDR)

The aim of postgraduate research is to explore the deep and enduring questions of our world and ourselves. It is increasingly important for the Churches that serious theological scholarship engages with the pressing issues of our time. Eligible students who wish to undertake in-depth study of a specific issue are encouraged to consider applying for admission to a higher degree by research. TCTS offers two higher degrees by research through the University of Divinity ([www.divinity.edu.au/study/research/prospective-hdr-students/](http://www.divinity.edu.au/study/research/prospective-hdr-students/)).

To be eligible to apply for admission to either research degree, a candidate must have a minimum of a 4-year undergraduate degree with Distinction-level honours in an appropriate discipline, or the equivalent. The University accepts applications for admission to its higher degrees by research twice each year (usually in April and November). Interested applicants should speak to the TCTS research coordinator for assistance in refining the research question, finding appropriate supervisors, and finalizing the application.

Throughout the academic year, TCTS hosts regular research seminars that are open to faculty, HDR students and honorary researchers. These are advertised in advance by the research coordinator. Every candidate for a higher degree by research must have at least two suitably qualified supervisors, who may be members of the TCTS faculty or honorary researchers, or may be drawn from any of the University of Divinity's other colleges. In some instances, it is possible to have an external supervisor.

### Master of Philosophy

The purpose of the MPhil is to qualify individuals who apply an advanced body of knowledge in a range of contexts for research and scholarship, and as a pathway for possible further study. There are two streams in the Master of Philosophy:

- by major thesis, with submission for examination of a thesis of 40,000 words.
- by minor thesis, with completion of two postgraduate coursework units and submission for examination of a thesis of 25,000 words.

Candidates research and write their thesis under the supervision of at least two qualified members of academic staff. Irrespective of which stream one undertakes, all candidates must attend a minimum of 8 hours of research seminars each year at the University and either a University Research Day or a research conference each year. A thesis submitted for the MPhil is examined by two examiners external to the University of Divinity.

### Doctor of Philosophy

The purpose of the PhD is to qualify individuals who apply a substantial body of knowledge to research, investigate and develop new knowledge, in one or more areas of investigation, scholarship or professional practice. PhD candidates present their research in a thesis of not more than 100,000 words that is examined by at least two external examiners. It is possible to present a publication portfolio, or an exegeted research project instead of a single thesis. Candidates research and write their thesis under the supervision of at least two qualified members of academic staff. All candidates must attend a minimum of 8 hours of research seminars each year at the University and either a University Research Day or a research conference each year.

## UNIT CODES EXPLAINED

The code for each unit uniquely identifies the FIELD, DISCIPLINE, LEVEL, SUBJECT, MODE and COLLEGE of the unit. This information will help you identify the particular units that you require to satisfy the degree requirements. A unit may be cross-listed to other disciplines, so might have several separate codes.

### Fields and Disciplines

The University of Divinity structures its learning, teaching and research around four broad Fields of study, each Field housing a range of disciplines. Degree programs are made up of various numbers of units selected from the various fields to make up majors and minors within each field.

#### *Field A: Humanities*

|    |                              |    |                   |
|----|------------------------------|----|-------------------|
| AH | History                      | AP | Philosophy        |
| AL | Biblical Languages           | AR | Religious Studies |
| AL | Languages ancient and modern |    |                   |

#### *Field B: Biblical Studies*

|    |               |    |                  |
|----|---------------|----|------------------|
| BA | Old Testament | BS | Biblical Studies |
| BN | New Testament |    |                  |

#### *Field C: Christian Thought and History*

|    |                |    |                     |
|----|----------------|----|---------------------|
| CH | Church History | CT | Systematic Theology |
|----|----------------|----|---------------------|

#### *Field D: Theology—Mission and Ministry*

|    |                      |    |  |
|----|----------------------|----|--|
| DA | Mission and Ministry | DP | Pastoral Theology and Ministry Studies |
| DC | Canon Law            | DR | Religious Education                    |
| DD | Spiritual Direction  | DS | Spirituality                           |
| DE | Education Studies    | DT | Moral Theology                         |
| DL | Liturgy              | DU | Ecumenical Studies                     |
| DM | Missiology           |    |  |

### Levels

The level indicator shows which of the University awards the unit can be counted toward.

|   |  |
|---|--|
| 0 | Diploma only   |
| 1 | Undergraduate diplomas and degrees (Level 1 = first-year level)  |
| 2 | Undergraduate diplomas and degrees (Level 2 = second-year level) |
| 3 | Undergraduate diplomas and degrees (Level 3 = third-year level)  |
| 8 | Postgraduate degrees – Foundational units                        |
| 9 | Postgraduate degrees – Elective units                            |

### Modes

Units are currently taught in only two modes by Trinity:

|   |                                    |
|---|------------------------------------|
| 0 | Class-based/face-to-face/on campus |
| 9 | Online                             |

### An Example

A code such as “AL2509T” is constructed with the following parts:

- a single letter giving the Field (in this case A: Humanities)
- a single letter giving the Discipline (in this case L: Languages)
- a single number giving the Level (in this case 2: Undergraduate Level 2)
- a two-digit subject code (in this case 50: New Testament Greek B)
- a single number giving the mode (in this case 9: Online)
- a single letter giving the home College teaching the unit (in this case T: Trinity)

This unit would be suitable for an undergraduate doing their second year of a BTheol online.

### **SUPERVISED READING UNITS (SRU)**

Where an appropriate unit is not available, or where learning experiences occur outside formal classes, a student may apply to undertake a Supervised Reading Unit (SRU). You must receive approval from your Coursework Coordinator before commencing an SRU, and you must complete and submit the SRU Approval Template from the UD website prior to the census date.

Undergraduate students may only take an SRU as a Level 3 unit. Postgraduate students may take the SRU as an Elective unit or as a Capstone unit. An SRU may be taken either as a 15-point unit (a 6,000-word essay) or a 30-point unit (a 12,000-word essay). You will need a supervisor; your Coursework Coordinator may be able to help you find one. You must complete the SRU Approval Template in consultation with your supervisor. This includes identification of a topic, learning outcomes, bibliography, and agreeing on a pattern of meetings with your supervisor.

Students may link this unit and its assessment tasks to participation in a scholarly conference during the semester in which the unit is taken. For example, a conference paper may be proposed as a part or whole of the assessment. If taken as a Capstone unit for a Master's degree, your essay must demonstrate your ability to integrate your theological study to date by examining aspects of theology, ministry and mission through the lens of a question, topic, metaphor or concept of your choosing.

### **12,000-WORD RESEARCH ESSAYS**

Eligible students may apply to enrol in a 12,000-word Research Essay, either as a single subject enrolment, as part of a BTheol (Honours) course, or as part of a postgraduate coursework award. Prior to admission or re-enrolment, students should discuss their intention to undertake a Research Essay with the Research Coordinator at their College, who will advise whether or not the Research Essay is suitable within the student's course of studies. The Research Coordinator will assist the student in finding a suitable supervisor. Supervisors of 12,000-word Research Essays must be qualified to at least (research) Masters degree level. Students may elect to take the 12,000-word Research Essay in a single semester, or across two consecutive semesters.

| SUMMER INTENSIVE UNITS 2018   |  |
|---|--|
| AR0009T/AR1009T Study Skills for Theology: From 1 February – Online Intensive<br>This unit is mandatory for all commencing undergraduate and Diploma students |  |
| BN2210T/BN9210T 1 Corinthians (King): 5 February – 9 February 2018 (5 days). Held at Trinity College, Parkville   |  |
| DA2400T/DA9400T Worship and Spirituality (Burns/Deverell): 5 February – 9 February 2018 (5 days). Held at Trinity College, Parkville                          |  |

**NOTE:** Intensives must be taken face-to-face with classes in Melbourne. Online tutorials may be held (online students may be enrolled in a unit with a face-to-face code).

| TCTS WEEKLY CLASS-BASED TIMETABLE – SEMESTER 1, 2018 |   |  |   |  |
|--|---|--|---|--|
|  | Monday  | Tuesday  | Wednesday   | Thursday   |
| 9.00am – 9.30am                                      | Morning Prayer  | Morning Prayer   | 8:00am Eucharist  | Morning Prayer   |
| 9.30am – 12.30pm                                     | DM1300T/DM8300T<br>Mission and Leadership for Contemporary Australia (Burns/Francis)                      | AL1100P/AL8100P<br>Introduction to the New Testament Greek A<br>Classes at Pilgrim (Chen)  | BA1000T/BA8000T<br>Introduction to the Old Testament (Whitaker) | CH2700T/CH9700T<br>The Reformation (Lindsay)   |
| 12.30pm – 2.00 pm                                    | LUNCH   | LUNCH  | LUNCH   | LUNCH  |
| 2.00pm – 5.00pm                                      | <b>MONDAY PROGRAM:</b><br>1.30pm Ministry Integration<br>3.30pm Eucharist (Chapel)<br>4.30pm Refreshments | CT1010T/CT8010T<br>Christian Creeds and Doing Theology (Saines)<br>AP3300T<br>God and the Natural Sciences (Ames)<br>TIMES TBC AT MELB UNI | BA3100T/BA9100T<br>Genesis (Alsen)                              | DL1200T/DL8200T<br>Introduction to Liturgical Thought and Practice (Burns)<br>AL1011W/8011W<br>Biblical Hebrew<br>Classes at Whitley |
| 6.00pm – 9.00pm                                      |   |  | CT2600T/CT9600T<br>Spirit, Church and World (Saines)            |  |

**NON-TIMETABLED:** DP1906T Supervised Theological Field Education; DP8906T Supervised Ministry Placement; DP8273S/DP9273S Clinical Pastoral Education  
**CHOOSE THE CORRECT UNIT CODE:** The first number shows the level (0 is Diploma; 1, 2 and 3 are Undergraduate; 8 and 9 are Postgraduate)

| MID-YEAR INTENSIVE UNITS 2018 |  |
|-------------------------------|--|
| CT3400T/CH3400T               | CT9400T/CH9400T <b>Modern Theologians</b> (Lindsay): <b>25 June – 29 June 2018 (5 days)</b> . Held at Trinity College, Parkville                   |
| DL3200T/CT3200T               | DL9200T/CT9200T <b>The Drama of Proclamation: Preaching to Raise the Dead</b> (Deverell): <b>25 June – 29 June 2018 (5 days)</b> . Trinity College |
| DT3500T/DT9500T               | <b>Christian Tradition and the Practice of Justice</b> (Cleary): <b>16 July – 20 July 2018 (5 days)</b> Held at Trinity College, Parkville         |

**NOTE:** Intensives must be taken face-to-face with classes in Melbourne. Online tutorials may be held (online students may be enrolled in a unit with a face-to-face code).

| TCTS WEEKLY CLASS-BASED TIMETABLE – SEMESTER 2, 2018 |  |  |  |   |                |
|--|--|--|--|---|----------------|
|  | Monday   | Tuesday  | Wednesday  | Thursday  | Friday         |
| 9.00am – 9.30am                                      | Morning Prayer   | Morning Prayer   | 8:00am Eucharist   | Morning Prayer  | Morning Prayer |
| 9.30am – 12.30pm                                     | DA1600T/DA8600T<br>Practices of Ministry<br>(Saines/Francis/Burns)                                 | DA3000T/ DA9000T<br>Gospel Sacraments<br>(Burns with Gribben)<br><br>AL2200P/AL8200P<br>Introduction to the New Testament Greek B<br>Classes at Pilgrim (Chen) |  | BN3300T/BN9300T<br>Gospel of Luke<br>(Whitaker/Lee)   |                |
| 12.30pm – 2.00 pm                                    | LUNCH  | LUNCH  | LUNCH  | LUNCH   | LUNCH          |
| (1.30pm)<br>2.00pm – 5.00pm                          | MONDAY PROGRAM:<br>1.30pm Ministry Integration<br>3.30pm Eucharist (Chapel)<br>4.30pm Refreshments | CH1000T/CH8000T<br>Practice and Belief in the early Church (Lindsay)   | CT2000T/CT9000T<br>Jesus Christ Hope for the World (Mostert) | DM1000P/DM8000P<br>Developing a Theology of Mission Today<br>Classes at Pilgrim (Flett)<br><br>AL1011W/8011W<br>Biblical Hebrew<br>Classes at Whitley |                |
| 6.00pm – 9.00pm                                      |  | BN1000T/BN8000T<br>Introduction to the New Testament<br>(Whitaker)   | XX9900T/9T<br>Capstone Integrative Project<br>(Lindsay)      |   |                |

**NON-TIMETABLED:** DP1906T Supervised Theological Field Education; DP8906T Supervised Ministry Placement; DP8273S/DP9273S Clinical Pastoral Education  
**CHOOSE THE CORRECT UNIT CODE:** The first number shows the level (0 is Diploma; 1, 2 and 3 are Undergraduate; 8 and 9 are Postgraduate)

| ONLINE UNITS SEMESTER 1   | ONLINE UNITS SEMESTER 2   |
|---|---|
| DIPLOMA UNITS (see also Intensive lists)                              |   |
| AR0009T Study Skills for Theology                                     | AR0009T Study Skills for Theology   |
| BA0109T Reading the Old Testament                                     | BN0029T Reading the New Testament   |
| CT0019T Doing Theology – An Introduction                              | CT0209T Faith in Jesus Christ   |
| UNDERGRADUATE ONLINE UNITS (see also Intensive lists)                 |   |
| AR1009T Study Skills for Theology: Online intensive from 1 July       | AR1009T Study Skills for Theology: Online intensive from 1 July                   |
| AL1009T New Testament Greek A (Gormley-O’Brien)                       | AL2509T New Testament Greek B (Gormley-O’Brien)                                   |
| BA1009T Introduction to the Old Testament (Whitaker)                  | BN1009T Introduction the New Testament (Whitaker)                                 |
| BA3109T Genesis (Alsen)   | BN2319T Captivity Epistles: Philippians Philemon Colossians Ephesians (Billings)  |
| CH2709T The Reformation (Lindsay)                                     | BN3309T The Gospel of Luke (Whitaker/Lee)   |
| CT1019T Christian Creeds and Doing Theology (Saines)                  | CH1009T Practice and Belief in the Early Church (Lindsay)                         |
| CT2609T Spirit, Church and World (Saines)                             | CT2009T Jesus Christ Hope for the World (Saines)                                  |
| DL1209T Introduction to Liturgical Thought and Practice (Cones)       | DA3000T Gospel Sacraments (Burns with Gribben) <b>*SYNCHRONOUS CLASS (Tue am)</b> |
| POSTGRADUATE ONLINE UNITS (see also Intensive lists)                  |   |
| AL8009T New Testament Greek A (Gormley-O’Brien)                       | AL8509T New Testament Greek A (Gormley-O’Brien)                                   |
| BA8009T Introduction to the Old Testament (Whitaker)                  | BN8009T Introduction the New Testament (Whitaker)                                 |
| BA9109T Genesis (Alsen)   | BN9319T Captivity Epistles: Philippians Philemon Colossians Ephesians (Billings)  |
| CH9709T The Reformation (Lindsay)                                     | BN9309T The Gospel of Luke (Lee)  |
| CT8019T Christian Creeds and Doing Theology (Saines)                  | CH8009T Practice and Belief in the Early Church (Lindsay)                         |
| CT9609T Spirit, Church and World (Saines)                             | CT9009T Jesus Christ Hope for the World (Saines)                                  |
| DL8209T Introduction to Liturgical Thought and Practice (Burns/Cones) | DA9000T Gospel Sacraments (Burns with Gribben) <b>*SYNCHRONOUS CLASS (Tue am)</b> |
|   | XX9909T: Capstone Integrative Project (Lindsay)                                   |

## SUMMER AND MID-YEAR INTENSIVE UNITS 2018

Online students can undertake Intensive units if you are able to attend the one-week face-to-face sessions in Melbourne as assessment can be completed online. See details of Intensives on the main Timetable pages above.

## UNIT OUTLINES FOR 2018 SUBJECTS

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### DIPLOMA UNITS

| UNIT    | TITLE   | MODE | SEMESTER            |
|---------|---|------|---------------------|
| AR0009T | Study Skills for Theology                       | OL   | Semester 1 or 2     |
| BA0109T | Reading the Old Testament                       | OL   | Semester 1          |
| BN0029T | Reading the New Testament                       | OL   | Semester 2          |
| BN0509T | Reading the Gospel – Mark                       | OL   | Not offered in 2018 |
| CH0109T | Christianity – the First Five Centuries         | OL   | Not offered in 2018 |
| CT0019T | Doing Theology – An Introduction                | OL   | Semester 1          |
| CT0209T | Faith in Jesus Christ                           | OL   | Semester 2          |
| DL0209T | Doing Liturgical Theology – An Introduction     | OL   | Not offered in 2018 |
| DP0109T | Ministerial Formation in the Anglican Tradition | OL   | Not offered in 2018 |
| DP0509T | Ministry with Children, Youth and Families      | OL   | Not offered in 2018 |

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|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>STUDY SKILLS FOR THEOLOGY (DIPLOMA)</b>                      |
| <b>Unit Code(s):</b>  | <b>AR0009T (Online intensive)</b>                               |
| <b>Field:</b>         | A: Religious Studies  |
| <b>Level:</b>         | Diploma only  |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | Dr Carolyn Alsen, the Revd Dr Robyn Whitaker, Ms Miriam Pollard |
| <b>Timetable:</b>     | Offered in Semester 1 and Semester 2                            |

#### **Content:**

This unit is a hurdle requirement which must be completed successfully by the middle of the first semester of commencing a course. Students learn academic skills preparing them for Theological study in a tertiary environment. These skills include how to write essays (argumentative and reflective), summary writing, referencing, exam preparation and critical thinking.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to complete the following tasks:

- articulate the nature of academic culture and the expectations of being a student
- demonstrate appropriate awareness of academic attribution and an ability to reference correctly according to the University's style guide
- demonstrate effective note taking skills for both reading and lectures including the ability to summarise and paraphrase
- analyse the structure of written texts in order to identify key points
- exhibit the use of correct vocabulary including basic theological terminology to discuss sources, facts, evidence and data
- construct a reflective essay using appropriate style and language
- prepare an outline for an argumentative essay.

#### **Assessment:**

- Three written quizzes, equivalent to 1,000 words (25%)
- Three written assessment tasks, equivalent to 1,500 words (50%)
- 500-word essay (25%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

Note: All required resources will be available online.

Ackroyd, Ruth & David Major. *Shaping the Tools: Study Skills in Theology*. London: Darton, 1999.  
 Argent, Sue & Olwyn Alexander. *Access EAP*. Reading: Garnet Publishing Ltd, 2010.  
 Cox, Kathy, & David Hill. *English for Academic Purposes*. Frenchs Forest: Pearson Longman, 2004.  
 Jordan, R.R. *Academic Writing Course*. Essex: Pearson Education Limited, 2007.  
 McCarthy, Michael. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press, 2008.  
 Smith, Mike & Glenda Smith. *A Study Skills Handbook*. Melbourne: Oxford University Press, 1988.

|                       |  |
|-----------------------|--|
| <b>TITLE:</b>         | <b>READING THE OLD TESTAMENT (DIPLOMA)</b> |
| <b>Unit Code(s):</b>  | <b>BA0109T (Online only)</b>               |
| <b>Field:</b>         | B: Old Testament                           |
| <b>Level:</b>         | Diploma only                               |
| <b>Unit value:</b>    | 15 points                                  |
| <b>Prerequisites:</b> | None                                       |
| <b>Lecturer(s):</b>   | The Revd Dr Robyn Whitaker                 |
| <b>Timetable:</b>     | Offered in Semester 1 only                 |

#### **Content:**

This unit is an introduction to the literature of the Old Testament. It examines matters of canon and translation, the forms of Old Testament literature, historical and theological issues. Texts discussed will deal with creation, flood, law, covenant, kingship, exodus, exile, prophecy, monotheism, divine compassion and justice. The diversity of form and theology within the Old Testament will be stressed and attention given to the relation of interpretation to faith in this context. Students are introduced to the exegesis of Old Testament texts.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Describe the main historical, cultural, and theological features of the Old Testament world
- locate and use appropriate resources for biblical studies in the library and on the internet
- Situate a particular text within its theological and literary setting, utilising secondary resources
- exegete a biblical text using primary and secondary resources.

#### **Assessment:**

- Two quizzes, equivalent of 500 words total (20%)
- 1,000-word exegetical essay (30%)
- Forum, equivalent to 500 words (20%)
- Exam, equivalent to 1,000 words (30%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

\*NRSV Study Bible such as New Oxford Annotated Bible or Harper Collins Study Bible  
Boadt, L. 2nd Ed. *Reading the Old Testament: An Introduction*, Revised and updated by Clifford and Harrington, New York: Paulist, 2012

Brettler, M. Z. *How to Read the Bible*, Philadelphia: Jewish Publication Society, 2005.

Collins, J. *Introduction to the Hebrew Bible*, Minneapolis: Fortress, 2014.

Davis, E. *Getting Involved with God: Rediscovering the Old Testament*, Cambridge: Cowley, 2001.

Dally, S. *Myths from Mesopotamia: Creation, The Flood, Gilgamesh, and Others*, Oxford: Oxford University Press, 2000.

|                       |  |
|-----------------------|--|
| <b>TITLE:</b>         | <b>READING THE NEW TESTAMENT (DIPLOMA)</b> |
| <b>Unit Code(s):</b>  | <b>BN0029T (Online only)</b>               |
| <b>Field:</b>         | B: New Testament                           |
| <b>Level:</b>         | Diploma only                               |
| <b>Unit value:</b>    | 15 points                                  |
| <b>Prerequisites:</b> | None                                       |
| <b>Lecturer(s):</b>   | The Revd Dr Robyn Whitaker                 |
| <b>Timetable:</b>     | Offered in Semester 2 only                 |

#### **Content:**

This unit introduces skills for interpreting the New Testament with a particular focus on the Gospels, Pauline Epistles and Revelation. Students will examine historical, literary and theological dimensions of these New Testament texts, including questions of background, genre, and key theological ideas. Attention will be paid to an overview of the New Testament writings and the diversity of their theologies. Also, to be examined are the ways in which these texts function as Scripture, and their consequent meaning for Christian faith and discipleship.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- outline the major historical, literary and theological issues involved in study of the New Testament
- describe the range and diversity of theological meanings present in different New Testament texts
- demonstrate an ability to use critical tools (commentaries, concordance, knowledge of history, genre, bible software) to interpret texts
- exegete a passage from a New Testament text within the context of its overall theology.

#### **Assessment:**

- Two short quizzes, equivalent to 400 words (20%)
- 1,000-word exegetical essay (30%)
- Tutorial report, equivalent to 800 words (20%)
- Take-home exam, equivalent to 1,000 words (30%).

#### **Recommended Reading:** (\*set text recommended for purchase)

\*NRSV Bible or New Oxford Annotated Bible or Harper Collins Study Bible

\*Boring, M. E. *An Introduction to the New Testament: History, Literature, Theology*, 2012.

Barton, J. *The Nature of Biblical Criticism*, Louisville: Westminster, 2007.

Grant, R. M. *Augustus to Constantine: The Rise and Triumph of Christianity in the Roman World*, Louisville: Westminster, 1990.

deSilva, David. *An Introduction to the New Testament: Contexts, Methods, and Ministry Formation*, Illinois: Intervarsity Press, 2004.

Ehrman, B. *The New Testament: A Historical Introduction to the Early Christians Writings*, 4th ed. New York: Oxford University Press, 2008.

Klauck, H. J. *Ancient Letters and the New Testament: A Guide to Context and Exegesis*, Waco, Texas: Baylor, 2006.

|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>DOING THEOLOGY – AN INTRODUCTION (DIPLOMA)</b> |
| <b>Unit Code(s):</b>  | <b>CT0019T (Online only)</b>                      |
| <b>Field:</b>         | C: Systematic Theology                            |
| <b>Level:</b>         | Diploma only                                      |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | The Revd Dr Don Saines                            |
| <b>Timetable:</b>     | Offered in Semester 1 only                        |

### **Content:**

This unit aims to introduce students to the nature and scope of systematic theology and to ‘doing’ theology, its sources and themes. The unit helps students explore key themes within Christian theology as these are shaped by the creeds as developed since the New Testament period. The unit explores aspects of theology as it developed in early centuries, the Reformation, and theology in the modern period.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- understand a range of key theological terms which constitute the requisite technical vocabulary for systematic theology
- articulate an understanding of the role of systematic theology and how it may be done
- identify the various sources on which Christian theology draws
- describe the development of key creedal doctrines and their inter-relationship and importance for theology.

### **Assessment:**

- Two quizzes, equivalent to 500 words (20%)
- Present essay outline for feedback and discussion and then submit a 1,000-word essay (30%)
- 1,500-word essay (50%).

### **Recommended Reading:** (\*set texts recommended for purchase)

Ashwin-Siejkowski, Piotr. *Early Christian Doctrine and the Creeds*. London: SCM Press, 2010.

Bevens, Stephen. *An introduction to theology in global perspective*. Maryknoll, NY: Orbis, 2009.

Dulles, A. *The Craft of Theology*. Dublin: Gill and Macmillan, 1992.

Felker Jones, Beth. *Practicing Christian Doctrine: An Introduction to Thinking and Living Theologically*. Grand Rapids: Baker Academic, 2014.

Ford, David.F. *Theology: A Very Short Introduction*. Oxford: OUP, 1999.

\*Grenz, Stanley J., Guretski, David and Nordling, Cherith Fee. *Pocket Dictionary of Theological Terms*, Downers Grove, Ill., IVP, 1999.

Guthrie, Shirley. C. *Christian Doctrine*. Rev. ed. Louisville: Westminster John Knox, 1994.

Hunt, Anne. et al, eds. *The Foundations of Christian Faith: An Introduction for Students*. Southbank: Social Science Press, 2004.

McGrath, A.E. *Theology: The Basics*. 3rd ed. Oxford: Blackwell, 2012.

\*McGrath, A.E. *Christian Theology: An Introduction*. 5th ed. Oxford: Blackwells, 2011.

Migliore, D.L. *Faith Seeking Understanding*. 3rd ed. Grand Rapids: Eerdmans, 2014.

Moltmann, J. *Experiences in Theology: Ways and Forms of Christian Theology*. London: SCM, 2000.

Thomas Owen and Ellen K. Wondra, *Introduction to Theology*. 3rd ed. New York: Morehouse Publishing, 2002.

West, Michael, Noble, Graham, and Todd, Andrew. *Living Theology*, London, DLT, 1999.

**TITLE:** FAITH IN JESUS CHRIST (DIPLOMA)  
**Unit Code(s):** CT0209T (Online only)  
**Field:** C: Systematic Theology  
**Level:** Diploma only  
**Unit value:** 15 points  
**Prerequisites:** CT0019T Doing Theology: An Introduction  
**Lecturer(s):** The Revd Dr Don Saines  
**Timetable:** Offered in Semester 2 only

**Content:**

The unit aims to help students understand and engage thoughtfully with the life and ministry of Jesus Christ. In exploring the doctrine of the person and work of Jesus Christ as hope for the world, the unit explores the doctrine of the Incarnation and the significance of the crucifixion, resurrection and hope for human kind and for creation. The unit is also an exploration of salvation through Jesus Christ.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- show understanding of the theology about Jesus Christ.
- identify the key developments in the definitions of Nicaea and Chalcedon.
- demonstrate knowledge of different models of atonement in relation to Jesus Christ.
- demonstrate awareness of some of the contemporary theologies of Jesus Christ, in Trinitarian perspective.

**Assessment:**

- Two 250-word quizzes (20%)
- 1,000-word essay (30%)
- 1,500-word essay (50%).

**Recommended Reading:** (\*set texts recommended for purchase)

Bauckham, Richard. *Jesus: A Very Short Introduction*. Oxford: Oxford University Press, 2011.  
 Felker Jones, Beth. *Practicing Christian Doctrine: An Introduction to Thinking Theologically*, Grand Rapids, MI, Baker Academic, 2014  
 Hall, D.J. *The Cross in Our Context*. Minneapolis: Fortress, 2003.  
 Moltmann, J. *Jesus Christ for Today's World*. London: SCM, 1994.  
 Nolan, Albert. *Jesus Before Christianity*. London, DLT, 1977.  
 Schweitzer, Don. *Jesus Christ for Contemporary Life: his person, work and relationships*. Eugene, OR: Cascade Books, 2012.  
 Smail, Thomas A. *Once and for All: A Confession of the Cross*. Eugene, OR: Wipf & Stock, 2005.  
 Spence, Alan J. *Christology: A Guide for the Perplexed*. London: T&T Clark, 2008.  
 \*Wright, N.T. *The Challenge of Jesus*. 2nd ed. London: SPCK, 2015.  
 Wright, N.T. *Simply Jesus: A New Vision of Who He Was, What He Did, and Why He Matters*. New York, NY: Harper One, 2011.

## UNIT OUTLINES FOR 2018 SUBJECTS

### UNDERGRADUATE UNITS

| UNIT  | TITLE   | MODE      | SEMESTER            |
|---|---|-----------|---------------------|
| <b>Field A: Humanities</b>                    |   |           |                     |
| AL1009T                                       | New Testament Greek A   | OL        | Semester 1          |
| AL2509T                                       | New Testament Greek B   | OL        | Semester 2          |
| AL2609T                                       | Reading Koiné Greek with Comprehension                              | OL        | Not offered in 2018 |
| AP2300T                                       | God and the Natural Sciences (Uni Melbourne)                        | CB        | Semester 1          |
| AR1009T                                       | Study Skills for Theology   | INTENSIVE | S1 or S2            |
| <b>Field B: Biblical Studies</b>              |   |           |                     |
| BA1000T/9T                                    | Introduction to the Old Testament                                   | CB/OL     | Semester 1          |
| BA3200T                                       | Daniel, Resistance, Apocalypticism                                  | INTENSIVE | Not offered in 2018 |
| BA2450T                                       | Psalms and their Spirituality                                       | CB        | Not offered in 2018 |
| BA3100T/9T                                    | Genesis   | CB/OL     | Semester 1          |
| BA3400T/9T                                    | Ezekiel: Prophecy, Abandonment, Trauma                              | CB/OL     | Not offered in 2018 |
| BN1000T/9T                                    | Introduction to the New Testament                                   | CB/OL     | Semester 2          |
| BN3110T/9T                                    | Gospel of John  | CB/OL     | Not offered in 2018 |
| BN2210T                                       | 1 Corinthians   | INTENSIVE | Semester 1          |
| BN2319T                                       | Captivity Epistles:<br>Philippians, Philemon, Colossians, Ephesians | OL        | Semester 2          |
| BN2600T/9T                                    | The Gospel of Mark  | CB/OL     | Not offered in 2018 |
| BN3100T/9T                                    | Gospel of Matthew   | CB/OL     | Not offered in 2018 |
| BN3200T                                       | Galatians and James: Mission and Identity                           | CB        | Not offered in 2018 |
| BN3300T/9T                                    | Gospel of Luke  | CB/OL     | Semester 2          |
| BN3509T                                       | Reading Romans  | MIXED     | Not offered in 2018 |
| <b>Field C: Christian Thought and History</b> |   |           |                     |
| CH1000T/9T                                    | Practice and Belief in the Early Church                             | CB/OL     | Semester 2          |
| CH2500T                                       | Music in the Christian Worshipping Community                        | CB        | Not offered in 2018 |
| CH2700T/9T                                    | The Reformation   | CB/OL     | Semester 1          |
| CH3100T                                       | Anglican Identity   | INTENSIVE | Not offered in 2018 |
| CH3400T                                       | Modern Theologians  | INTENSIVE | 25-29 June          |
| CT1010T/9T                                    | Christian Creeds and Doing Theology                                 | CB/OL     | Semester 1          |
| CT2000T/9T                                    | Jesus Christ: Hope for the World                                    | CB/OL     | Semester 2          |
| CT2600T/9T                                    | Spirit, Church and World  | CB/OL     | Semester 1          |
| CT2900T/9T                                    | Sacramental Ministry  | CB/OL     | Not offered in 2018 |
| CT3100T/9T                                    | Christian Ethics: Community, Love, Justice                          | CB/OL     | Not offered in 2018 |
| CT3250T/9T                                    | Triune God: God's Ways with the World                               | CB/OL     | Not offered in 2018 |
| CT3900T/9T                                    | Sacraments and Christian Community                                  | CB/OL     | Not offered in 2018 |
| <b>Field D: Mission and Ministry</b>          |   |           |                     |
| DA1100T/9T                                    | Ministerial Formation in the Anglican Tradition                     | INTENSIVE | Not offered in 2018 |
| DA1600T                                       | Practices of Ministry   | CB        | Semester 2          |
| DA3000T/9T                                    | Gospel Sacraments   | CB/OL     | Semester 2          |
| DA/DL2400T                                    | Worship & Spirituality  | CB        | Semester 2          |

|            |   |           |                     |
|------------|---|-----------|---------------------|
| DA3200T    | Cross-cultural Practice of Ministry                       | CB        | Not offered in 2018 |
| DA3300T/9T | Mission and Worship                                       | CB/OL     | Not offered in 2018 |
| DL1200T/9T | Introduction to Liturgical Thought and Practice           | CB/OL     | Semester 1          |
| DL2100T    | Preaching in the Liturgy                                  | CB        | Not offered in 2018 |
| DL2450T/9T | Psalms and their Spirituality                             | CB        | Not offered in 2018 |
| DL2500T    | Music in the Christian Worshipping Community              | CB        | Not offered in 2018 |
| DL/CT3200T | The Drama of Proclamation:<br>Preaching to Raise the Dead | INTENSIVE | 25-29 June          |
| DL3700T/9T | Prayer Book Studies                                       | CB/OL     | Not offered in 2018 |
| DM1300T    | Mission & Leadership for Contemporary Australia           | CB        | Semester 1          |
| DP1500T/9T | Ministry with Children, Youth and Families                | CB/OL     | Not offered in 2018 |
| DP2500T    | Theology and Practice of Pastoral Care                    | CB        | Not offered in 2018 |
| DS3100T/9T | Spiritual Formation in the Christian Tradition            | INTENSIVE | Not offered in 2018 |
| DT3100T/9T | Christian Ethics: Community, Love, Justice                | CB/OL     | Not offered in 2018 |
| DT3500T    | Christian Tradition and the Practice of Justice           | INTENSIVE | 16-20 July          |

#### ***Field D: Field Placements***

|         |   |           |           |
|---------|---|-----------|-----------|
| DP1906T | Supervised Theological Field Education          | Placement | Year long |
| DP2906T | Further Supervised Theological Field Education  | Placement | Year long |
| DP9100S | Clinical Pastoral Education (CPE) through ASPEA | Placement | S1 or S2  |

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|                       |                              |
|-----------------------|------------------------------|
| <b>TITLE:</b>         | <b>NEW TESTAMENT GREEK A</b> |
| <b>Unit Code(s):</b>  | <b>AL1009T (Online only)</b> |
| <b>Field:</b>         | A: Biblical Languages        |
| <b>Level:</b>         | Undergraduate (Level 1)      |
| <b>Unit value:</b>    | 15 points                    |
| <b>Prerequisites:</b> | None                         |
| <b>Lecturer(s):</b>   | Dr David Gormley-O'Brien     |
| <b>Timetable:</b>     | Offered in Semester 1 only   |

**NOTE: Students may be required to undertake some reading and online interaction in the week BEFORE formal lecturers commence.**

#### **Content:**

This unit introduces students to the original language of the New Testament. It uses grammatical-analytical and communicative approaches to language acquisition which involves reading, writing, listening, and speaking in the original language to enable students to begin to read the Greek New Testament with comprehension. Several short passages from the New Testament will be translated.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- translate simple sentences and passages from New Testament Greek into English, and English into Greek
- speak, hear and comprehend, simple sentences in New Testament Greek
- know the meaning of words that occur frequently in the New Testament
- analyse the grammar and syntax of fairly simple sentences in New Testament Greek
- apply their growing knowledge of Greek to the exegesis of passages in the New Testament.

#### **Assessment:**

- Six fortnightly tasks (translation, grammar and syntax exercises), equivalent to 1,000 words (25%)
- Three assignment tasks (written, spoken, and aural) during the semester, equivalent to 2,000 words (25%)
- Two-hour written examination under controlled conditions at the end of the semester, equivalent to 2,000 words (50%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

\*Aland, B. and K. Aland et al, *The Greek New Testament with a Concise Greek-English Dictionary of the New Testament*, 4th ed. (Stuttgart: Deutsche Bibelgesellschaft/New York: United Bible Societies, 1993)

Bauer, W., F. Danker, et al., *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. (Chicago: University of Chicago Press, 2000)

Croy, N.C., *A Primer of Biblical Greek* (Grand Rapids, MI: Eerdmans, 2007)

\* Duff, J., *The Elements of New Testament Greek*, 3rd ed. (Cambridge: CUP, 2005) [the CD-ROM often packaged with this is optional]

Mounce, W.D., *Basics of Biblical Greek Grammar*. 3rd ed. (Grand Rapids, MI: Zondervan, 2009) [or 2nd ed., 2003].

|                       |  |
|-----------------------|--|
| <b>TITLE:</b>         | <b>NEW TESTAMENT GREEK B</b>   |
| <b>Unit Code(s):</b>  | <b>AL2509T (Online only)</b>   |
| <b>Field:</b>         | A: Biblical Languages  |
| <b>Level:</b>         | Undergraduate (Level 2)  |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | AL1009T New Testament Greek (or equivalent, with permission of the lecturer) |
| <b>Lecturer(s):</b>   | Dr David Gormley-O'Brien   |
| <b>Timetable:</b>     | Offered in Semester 2 only   |

**NOTE:** Students may be required to undertake some reading and online interaction in the week BEFORE formal lecturers commence.

#### **Content:**

This unit continues on from AL1009T providing further instruction in Greek syntax, grammar and vocabulary. It uses grammatical-analytical and communicative approaches to language acquisition which involves reading, writing, listening, and speaking in the original language. The aims are to equip students to read extended portions of the Greek New Testament with comprehension and experience how engaging with a biblical text in its original language can assist in its interpretation.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- translate moderately difficult sentences and passages from New Testament Greek into English, and English into Greek
- speak, hear and comprehend, moderately difficult sentences in New Testament Greek
- recall and utilise a NT Greek vocabulary which extends beyond common words
- analyse the grammar and syntax of fairly moderately difficult sentences in New Testament Greek
- apply their growing knowledge of Greek to the exegesis of lengthy passages in the New Testament.

#### **Assessment:**

- Six fortnightly tasks (translation, grammar and syntax exercises), equivalent to 1,000 words (25%)
- Three assignment tasks (written, spoken, and aural) during the semester, equivalent to 1,000 words (25%)
- Two-hour written examination under controlled conditions at the end of the semester, equivalent to 2,000 words (50%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

\*Aland, B. and K. Aland et al, *The Greek New Testament with a Concise Greek-English Dictionary of the New Testament*, 4th ed. (Stuttgart: Deutsche Bibelgesellschaft/New York: United Bible Societies, 1993)

Bauer, W., F. Danker, et al., *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. (Chicago: University of Chicago Press, 2000)

Croy, N.C., *A Primer of Biblical Greek* (Grand Rapids, MI: Eerdmans, 2007)

\*Duff, J., *The Elements of New Testament Greek*, 3rd ed. (Cambridge: CUP, 2005) [the CD-ROM often packaged with this is optional]

Mounce, W.D., *Basics of Biblical Greek Grammar*. 3rd ed. (Grand Rapids, MI: Zondervan, 2009) [or 2nd ed., 2003].

|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>STUDY SKILLS FOR THEOLOGY</b>                                |
| <b>Unit Code(s):</b>  | <b>AR1009T (Online Intensive)</b>                               |
| <b>Field:</b>         | A: Religious Studies  |
| <b>Level:</b>         | Undergraduate (Level 1)   |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | Ms Carolyn Alsen, the Revd Dr Robyn Whitaker, Ms Miriam Pollard |
| <b>Timetable:</b>     | Offered in Semester 1 or Semester 2                             |

#### **Content:**

This unit is a hurdle requirement which must be completed successfully by the middle of the first semester of commencing a course. Students learn academic skills preparing them for Theological study in a tertiary environment. These skills include how to write essays (argumentative and reflective), summary writing, referencing, exam preparation and critical thinking.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to complete the following tasks:

- articulate the nature of academic culture and the expectations of being a student
- demonstrate appropriate awareness of academic attribution and an ability to reference correctly according to the University's style guide
- demonstrate effective note taking skills for both reading and lectures including the ability to summarise and paraphrase
- analyse the structure of written texts in order to identify key points and evidence
- exhibit the use of correct vocabulary including basic theological terminology to discuss sources, facts, evidence and data
- construct a reflective essay using appropriate style and language
- prepare an outline for an argumentative essay, including the use of counterargument and citing appropriate evidence.

#### **Assessment:**

- Three quizzes, equivalent to 1,000 words (25%)
- Four short written assessments, equivalent to 2,000 words (50%)
- 1,000-word essay (25%).

#### **Recommended Reading:** (\*recommended for purchase)

Note: All required resources will be available online.

Ackroyd, Ruth & David Major. *Shaping the Tools: Study Skills in Theology*. London: Darton, 1999.  
 Argent, Sue & Olwyn Alexander. *Access EAP*. Reading: Garnet Publishing Ltd, 2010.  
 Cox, Kathy, & David Hill. *English for Academic Purposes*. Frenchs Forest: Pearson Longman, 2004.  
 Jordan, R.R. *Academic Writing Course*. Essex: Pearson Education Limited, 2007.  
 McCarthy, Michael. *Academic Vocabulary in Use*. Cambridge: Cambridge University Press, 2008.  
 Smith, Mike & Glenda Smith. *A Study Skills Handbook*. Melbourne: Oxford University Press, 1988.

**TITLE:** INTRODUCTION TO THE OLD TESTAMENT  
**Unit Code(s):** BA1000T (Class based)/BA1009T (Online)  
**Field:** B: Old Testament  
**Level:** Undergraduate (level 1)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Dr Robyn Whitaker  
**Timetable:** Offered in Semester 1 only

**Content:**

This unit introduces students to the history and literature of the Old Testament. A wide range of OT texts will be read to situate and examine biblical themes such as creation, flood, law, covenant, temple, worship, exodus, kingship, prophecy, exile, ethics, and the divine-human interaction. Students will also examine issues of genre, source, canonization and translation in order to critically assess and interpret the Old Testament.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- describe the broad historical, cultural, religious, and theological world of Old Testament texts including an awareness of key figures and dates
- situate a particular text within the history, literature, and theology of the Old Testament
- demonstrate an awareness of critical skills and tools for exegesis, including relevant reference tools and resources
- research, write and reference an exegetical essay using primary and secondary resources
- construct an argument for interpretation based on a close analysis of the text using the critical skills required.

**Assessment:**

- Two short quizzes, equivalent to 500 words (10%)
- 1,000-word exegesis paper (30%)
- Weekly written synopsis (CB) or forum discussion (OL), equivalent to 800 words (20%)
- Two-hour final exam, equivalent to 1,500 words (40%).

**Recommended Reading:** (\*set texts recommended for purchase)

\*NRSV Study Bible

Alter, R. *The Art of Biblical Narrative*, Philadelphia: Basic Books, 1981/2011.

Barton, J. *Reading the Old Testament: Method in Biblical Study*, Louisville: Westminster, 1996.

Boadt, L. *Reading the Old Testament: An Introduction*, 2nd ed. Nashville: Abingdon, 2005.

Bright, J. *A History of Israel*, London: SCM Press, 1962.

Campbell, A. *The Study Companion to Old Testament Literature: An Approach to the Writings of Pre-Exilic and Exilic Israel*, Wilmington: Michael Glazier, 1989.

Carr, D. *The Formation of the Hebrew Bible: A New Reconstruction*, Oxford: Oxford University Press, 2011.

\*Collins, J. *Introduction to the Hebrew Bible*, Minneapolis: Fortress, 2014.

**TITLE:** GENESIS  
**Unit Code(s):** BA3100T (Class based)/BA3109T (Online)  
**Field:** Old Testament  
**Level:** Undergraduate (level 3)  
**Unit value:** 15 points  
**Prerequisites:** At least two units of Biblical Studies, one in Old Testament.  
**Lecturer(s):** Ms Caroline Alsen  
**Timetable:** Offered in Semester 1 only

### Content:

This unit engages with the Book of Genesis. Topics covered are: its major sections and unity; discussion of its historical and social context, its major theological themes; exegesis of selected texts with consideration of artistic, historical and contemporary interpretations of a number of these.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- articulate the scholarly debates over the understanding of the book of Genesis as a whole
- interpret the text of Genesis using advanced exegetical skills
- reflect theologically on the text of Genesis and relate that to other biblical studies and theological disciplines
- explain the origins of various ethical and theological issues in Genesis and their implications for church life and teaching.

### Assessment:

- 2,000-word exegetical essay (40%)
- 2,000-word essay (40%)
- Tutorial report, equivalent to 1,000 words (20%).

### Recommended Reading: (\*set texts recommended for purchase)

Arnold, Bill T. *Genesis*. Cambridge: Cambridge University Press, 2009.

Brenner, Athalya. ed. *A Feminist Companion to Genesis*. Vols 1-2. Sheffield: Sheffield University Press, 1997/1998.

Paulson, Graham and Mark G. Brett. *Five Smooth Stones: Reading the Bible through Aboriginal Eyes*. Colloq 45, no. 2 (2013): 199-214.

\*Brueggemann, W. *Genesis*. Atlanta: John Knox, 1982.

\*Enns, Pete and Jared Byas. *Genesis for Normal People*. Englewood, CO: Patheos Press, 2012.

Habel, Norman C. *The Birth, The Curse and The Greening of Earth: An Ecological Reading Of Genesis 1-11*. Sheffield: Sheffield Phoenix Press, 2011.

Hendel, Ronald. *The Book of Genesis: A Biography*. Princeton: Princeton University Press, 2013.

Hendel, Ronald S. *Genesis 1-11 and Its Mesopotamian Problem*. Pages 23-36 in *Cultural Borrowings and Ethnic Appropriations in Antiquity*. Edited by Erich S. Gruen. Stuttgart: Frantz Steiner, 2005.

Provan, Iain W. *Seriously Dangerous Religion*. Waco: Baylor University Press, 2014.

Warner, Megan. 'Therefore a Man Leaves His Father and His Mother and Clings to His Wife': *Marriage and Intermarriage in Genesis 2:24*. *Journal of Biblical Literature*, vol. 136, no. 2, 2017, pp. 269–88.

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| <b>TITLE:</b>         | <b>INTRODUCTION TO THE NEW TESTAMENT</b>      |
| <b>Unit Code(s):</b>  | <b>BN1000T (Class based)/BN1009T (Online)</b> |
| <b>Field:</b>         | B: New Testament                              |
| <b>Level:</b>         | Undergraduate (level 1)                       |
| <b>Unit value:</b>    | 15 points                                     |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | The Revd Dr Robyn Whitaker                    |
| <b>Timetable:</b>     | Offered in Semester 2 only                    |

### **Content:**

This unit introduces students to the history, culture, literature, and theology of the New Testament. Students will study all four Gospels, the Epistles and Revelation examining issues of genre, source, canonization, and translation. Special attention will be paid to the ways the insights of critical biblical scholarship relate to the understanding of these texts in their original context, as Scripture, and their consequent meaning for Christian faith in the contemporary world.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- describe the historical, cultural, religious, and theological world of the New Testament including an awareness of key figures and dates
- identify the genre, setting, and themes of particular New Testament books in conversation with the whole
- demonstrate an awareness of critical skills and tools for exegesis, including relevant reference tools and resources
- integrate methodological understandings, skills, and theological reflection in the study of a New Testament passage.

### **Assessment:**

- Two short quizzes, equivalent to 500 words (10%)
- 1,000-word exegesis paper (30%)
- Weekly written synopsis (CB) or weekly discussion forum (OL), 800 words (20%)
- Take home preparation with a two-hour final exam, equivalent to 1,500 words (40%).

### **Recommended Reading:** (\*set texts recommended for purchase)

\*NRSV Bible or New Oxford Annotated Bible or Harper Collins Study Bible

Aune, D. *The New Testament in Its Literary Environment*, Philadelphia: Westminster, 1989.

Barrett, C. K. (ed.) *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*, San Francisco: Harper Collins, 1987.

Barton, J. *The Nature of Biblical Criticism*, Louisville: Westminster, 2007.

Grant, R. M. *Augustus to Constantine: The Rise and Triumph of Christianity in the Roman World*, Louisville: Westminster, 1990.

\*deSilva, David. *An Introduction to the New Testament: Contexts, Methods, and Ministry Formation*, Illinois: Intervarsity Press, 2004.

Ehrman, B. *The New Testament: A Historical Introduction to the Early Christians Writings*, 4th ed. New York: Oxford University Press, 2008.

Klauck, H. J. *Ancient Letters and the New Testament: A Guide to Context and Exegesis*, Waco, Texas: Baylor, 2006.

Metzger, B. *The Canon of the New Testament: Its Origin, Development, and Significance*, Oxford: Clarendon Press, 1997.

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| <b>TITLE:</b>         | <b>1 CORINTHIANS</b>               |
| <b>Unit Code(s):</b>  | <b>BN2210T (Class based)</b>       |
| <b>Field:</b>         | New Testament                      |
| <b>Level:</b>         | Undergraduate (level 2)            |
| <b>Unit value:</b>    | 15 points                          |
| <b>Prerequisites:</b> | Introductory unit in New Testament |
| <b>Lecturer(s):</b>   | The Revd Dr Fergus King            |
| <b>Timetable:</b>     | Intensive (face-to-face)           |

#### **Content:**

This unit involves a detailed study of Paul's First Letter to the Corinthians. It focuses especially on Paul's perception of the problems arising in the life of the young church in Corinth, and his responses to them. It explores Paul's relationship with his churches, including Corinth, and examines the way his theology adapts itself to new situations and new contexts. The specific context of the church in Corinth is explored, and different scholarly opinions canvassed. The unit explores the nature of Paul's theology in 1 Corinthians, including its relationship to 2 Corinthians and the other Pauline writings, along with the question of its ongoing relevance for the context of the church today.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- describe the context of the Corinthian church in the Greco-Roman world
- outline the theological issues raised in 1 Corinthians by the church and Paul's responses to them
- articulate and critically assess different scholarly views on the theology of the Corinthian church which Paul is addressing
- discuss exegetical issues for reading 1 Corinthians
- assess the significance for the theology of 1 Corinthians for the contemporary church.

#### **Assessment:**

- 1,500-word exegetical essay (40%)
- 2,000-word thematic essay (45%)
- Tutorial report, equivalent to 1,000 words (15%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

Barnet, P. *The Corinthians Question: Why Did the Church Oppose Paul?* Nottingham: Apollos, 2011.  
Barrett, C.K. *A Commentary on the First Epistle to the Corinthians*. 2nd ed. London: A & C Black, 1971.

Chow, J.K. *Patronage and Power: A Study of Social Networks in Corinth*. Sheffield: JSOT Press, 1992.

\*Collins, R.F. *First Corinthians*. Collegeville: Liturgical Press, 1999.

Fee, G.D. *The First Epistle to the Corinthians*. Grand Rapids: Eerdmans, 1987.

Friesen, S.J. et al, eds. *Corinth in Contrast: Studies in Inequality*. Leiden/Boston: Brill, 2013.

Hays, R.B. *First Corinthians*. Louisville: Westminster John Knox Press, 1997.

Horrell, D.G. *The Social Ethos of the Corinthian Correspondence*. Edinburgh: T & T Clark, 1996.

Horsley, R.A. *1 Corinthians*. Nashville: Abingdon, 1998.

\*Perkins, P. *First Corinthians*. Grand Rapids: Baker, 2012.

\*Thiselton, A. *First Corinthians: A Shorter Exegetical and Pastoral Commentary*. Grand Rapids: Eerdmans, 2006.

Witherington, B. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.



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| <b>TITLE:</b>         | <b>CAPTIVITY EPISTLES: PHILIPPIANS, PHILEMON, COLOSSIANS, EPHESIANS</b> |
| <b>Unit Code(s):</b>  | <b>BN2319T (Online only)</b>  |
| <b>Field:</b>         | B: New Testament  |
| <b>Level:</b>         | Undergraduate (Level 2)   |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | Introductory unit in NT   |
| <b>Lecturer(s):</b>   | The Venerable Dr Bradley Billings                                       |
| <b>Timetable:</b>     | Offered in Semester 2 only  |

### **Content:**

This unit provides an in-depth study of a group of letters from the Pauline corpus which are explicitly associated with Paul's imprisonment (Philippians, Philemon, Colossians and Ephesians). The study of these letters will focus on the social and religious contexts out of which the letters arise. It will examine the theology which emerges from each letter. Attention will also be paid to the question of authorship: whether Paul wrote all four or whether Colossians and Ephesians arise from a later context. The unit will consider the ways in which the letters address issues that are of continuing relevance for the life and mission of the church.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- critically interpret key aspects of Philippians, Philemon, Colossians and Ephesians in the light of critical scholarship
- discuss, with exegetical support and consideration of a range of secondary scholarship, the rhetoric and theology of the four letters in their context
- provide a critically informed account of sections in the letters which explore the relationship between theological conviction, ecclesial identity, and missional practice
- demonstrate an understanding of hermeneutical principles in relation to the interpretation of early Christian letters.

### **Assessment:**

- 1,500-word exegetical essay (40%)
- 1,500-word thematic essay (40%)
- Tutorial engagement across six forums, equivalent to 1,000 words (20%).

### **Recommended Reading:** (\*recommended for purchase)

Best, Ernest, *A Critical and Exegetical Commentary on Ephesians*. London: T&T Clark, 2004.

Bockmuehl, Markus. *The Epistle to the Philippians*. 4th ed. London: A & C Black, 1997.

Fee, Gordon D. *Paul's Letter to the Philippians*. Grand Rapids: William B. Eerdmans, 1995.

Fowl, Stephen E. *Ephesians*. Louisville: Westminster John Knox, 2012.

Fowl, Stephen E. *Philippians*. Grand Rapids / Cambridge: Eerdmans, 2005.

Hay, David M. *Colossians*. Nashville: Abingdon, 2000.

\*Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: IVP Academic, 2008.

Sumney, Jerry. *Colossians: A Commentary*. Louisville: Westminster John Knox, 2010.

Tolmie, D. Francois, *Philemon in Perspective: Interpreting a Pauline Letter*. Berlin / New York: de Gruyter, 2010.

Ware, James. *The Mission of the Church in Paul's Letter to the Philippians and in the Context of Ancient Judaism*. Leiden / Boston: Brill, 2005.

\*Wright, N.T. *The Paul Debate: Critical Questions for Understanding the Apostle*. Waco: Baylor University Press, 2015.

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| <b>TITLE:</b>         | <b>GOSPEL OF LUKE</b>  |
| <b>Unit Code(s):</b>  | <b>BN3300T (Class based)/BN3309T (Online)</b>                    |
| <b>Field:</b>         | New Testament  |
| <b>Level:</b>         | Undergraduate (level 3)  |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | Introduction to the New Testament (or equivalent)                |
| <b>Lecturer(s):</b>   | The Revd Canon Professor Dorothy Lee, the Revd Dr Robyn Whitaker |
| <b>Timetable:</b>     | Offered in Semester 2 only                                       |

### **Content:**

This unit offers an advanced study of the Gospel of Luke. It will focus on exegesis of the special material in Luke as well as consideration of the Lukan redaction of Synoptic material, particularly the Gospel of Mark. It will also explore themes such as salvation, Christology, poverty, social justice, hospitality and ethnicity in Luke. These themes will be studied in relation to Luke's narrative methods and literary structure, including the use of key images and symbols. Some attention will also be given to the Acts of the Apostles, the sequel to Luke's Gospel, in order to gain a deeper sense of Luke's overall purpose, structure and theology.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a sound grasp of the overall contents, structure, theology, and symbolism of the Gospel of Luke
- determine the likely sources of Luke's Gospel and their redaction, thus demonstrating an ability to work with Luke as a Synoptic Gospel,
- critically exegete and interpret passages in the Gospel of Luke utilising consolidated exegetical skills
- assess secondary sources on aspects of the Gospel of Luke and its theology
- engage with contemporary debates on the interpretation of the Gospel of Luke.

### **Assessment:**

- 2,000-word exegetical essay (40%)
- 2,000-word thematic essay (45%)
- Journal (CB) or tutorial reflection (OL), equivalent to 1,000 words (15%).

### **Recommended Reading:** (\*recommended for purchase)

Bartholomew, C.G., J.B. Green & A.C. Thiselton, ed. *Reading Luke: Interpretation, Reflection, Formation*. Grand Rapids: Zondervan, 2005.

Bovon, F. *Luke 1. Luke 2. Luke 3. 3 vols.* Hermeneia. Minneapolis: Fortress, 2002–2013.

\*Byrne, B. *The Hospitality of God: A Reading of Luke's Gospel*. Collegeville: Liturgical, 2000.

\*Carroll, J.T. *Luke: A Commentary*. Louisville: Westminster John Knox, 2012.

Fitzmyer, J.A. *The Gospel According to Luke*. 2 vols. Anchor Bible 28 & 28A. Garden City, NY: Doubleday, 1981-85.

Green, J.B. *Luke*. Grand Rapids: Eerdmans, 1997.

\*Johnson, L.T. *The Gospel of Luke. Sacra Pagina 3*. Collegeville: Michael Glazier (Liturgical), 1991.

Lieu, J. *The Gospel of Luke*. Epworth Commentaries. Peterborough: Epworth, 1997.

Nolland, J. *Luke 1–9:20. Luke 9:21–18:34. Luke 18:35–24:53*. 3 vols. Word Biblical Commentary 35A–35C. Dallas: Word Books, 1989–1993.

Talbert, C.H. *Reading Luke. 2nd ed. Reading the New Testament*. Smyth & Helwys, 2002.

Tannehill, R.C. *Luke. Abingdon New Testament Commentaries*. Nashville: Abingdon, 1996.

**TITLE:** PRACTICE AND BELIEF IN THE EARLY CHURCH  
**Unit Code(s):** CH1000T (Class based) / CH1009T (Online)  
**Field:** C: Church History  
**Level:** Undergraduate (Level 1)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Mark Lindsay  
**Timetable:** Offered in Semester 2 only

**Content:**

This unit offers an historical theological study of the first five centuries of Christianity with an emphasis on the practice and belief of the community. It examines the formal clarification of doctrine through key primary texts in the light of the wider life of the church, offering an introduction to Christian traditions of theological reflection.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- outline a chronology of key events within the Christian community c.70–500 CE and describe their significance
- articulate key principles of historical interpretation of ancient Christian texts
- identify key features of the context and method of at least one writer in the early Christian church
- interpret a range of historical sources with an array of historical tools
- discuss the implications of historical understanding for ministry in the contemporary Christian church.

**Assessment:**

- Quiz, equivalent to 500 words (10%)
- 1,000-word short paper (25%)
- 2,500-word essay (65%).

**Recommended Reading:** (\*set texts recommended for purchase)

Bradshaw, P.F. *The Search for the Origins of Christian Worship*. 2nd ed. New York: Oxford University Press, 2002.

Brown, P. *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity* New York: Columbia, 1988.

Burrus, V., ed. *Late Ancient Christianity: A People's History of Christianity*. Vol. 2 Minneapolis: Augsburg Fortress, 2005.

Edwards, M. *Catholicity and Heresy in the Early Church*. Farnham, Surrey/Burlington, VT: Ashgate, 2009.

Hall, S. *Doctrine and Practice in the Early Church*. Grand Rapids: Eerdmans, 1992.

\*Humphries, M. *Early Christianity*. London: Routledge, 2006.

Jensen, R.M. *Understanding Early Christian Art*. New York: Routledge, 2000.

Miles, M. *The Word made Flesh: A History of Christian Thought*. Malden, MA: Blackwell, 2005 (ebook available on e-reserve).

\*Young, F. *The Making of the Creeds*. London: SCM Press, 1991.

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| <b>TITLE:</b>         | <b>THE REFORMATION</b>                        |
| <b>Unit Code(s):</b>  | <b>CH2700T (Class based)/CH2709T (Online)</b> |
| <b>Field:</b>         | C: Church History                             |
| <b>Level:</b>         | Undergraduate (Level 2)                       |
| <b>Unit value:</b>    | 15 points                                     |
| <b>Prerequisites:</b> | 15 points of Church History at Level 1        |
| <b>Lecturer(s):</b>   | The Revd Professor Mark Lindsay               |
| <b>Timetable:</b>     | Offered in Semester 1 only                    |

#### **Content:**

This unit examines the religious revolutions in sixteenth-century Europe. It explores the extraordinary development of European religious cultures, tracing the influence of Lutherans, Anglicans, Calvinists, and radical Protestants, as well as Catholic reforms and responses. The theologies and practices of these groups will be considered in relation to contemporary politics and popular culture. The unit begins with an examination of late medieval theology and piety and ends with the impact of reform in times and places beyond sixteenth-century Europe.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate basic knowledge of the major theological issues of sixteenth-century reform movements
- assess the relative significance of the major historical precursors to the Reformation
- analyse a range of early modern historical sources
- identify causes of division in the sixteenth-century western Church and their contemporary resonances in the life of Australian Anglican communities.

#### **Assessment:**

- 1,000-word journal on weekly tutorial topics (30%)
- 1,000-word documentary analysis exercise (20%)
- 2,000-word essay (50%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

Cameron, Euan. *The European Reformation*. 2nd ed. Oxford: Clarendon, 2012.

Hillebrand, Hans, ed. *The Protestant Reformation*, Harper Perennial, 2009.

Jones, M. D. W. *The Counter-Reformation: Religion and Society in Early Modern Europe*. Oxford: Oxford University Press, 1995.

\*Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2000.

Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.

MacCulloch, Diarmaid. *Thomas Cranmer: A Life*. New Haven: Yale University Press, 1996.

MacCulloch, Diarmaid. *The Reformation*. London: Penguin, 2003.

Matheson, Peter. *The Imaginative World of the Reformation*. Edinburgh: T & T Clark, 2000.

McGrath, Alister. *Reformation Thought: An Introduction*. Rev. ed. Oxford: Blackwell, 2012.

Ozment, S. *Protestants: The Birth of a Revolution*. New York: Image, 1993.

Scribner, Robert. *The Reformation in National Context*. Cambridge: Cambridge University Press, 1994

**TITLE:** MODERN THEOLOGIANS  
**Unit Code(s):** CH3400T/CT3400T  
**Field:** C: Church History/Systematic Theology  
**Level:** Undergraduate (Level 3)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Mark Lindsay  
**Timetable:** Offered as an INTENSIVE from 25-29 June

### Content:

This unit introduces students to a selection of some of the key figures and movements in theological history from the early 1800s to the end of the twentieth century, including: Ernst Troeltsch and the History of Religions School, Karl Barth's 'neo-orthodoxy', liberation theologies, Pentecostalism, and the post-liberalism of George Lindbeck and Robert Jenson. It examines the contexts in which they arose, the intellectual, cultural and theological trends against which they were reacting, and the responses to them by their critics. Students will engage with key texts from each school, movement or figure.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- identify the major historical and theological causes of selected movements in modern theology
- articulate the key ideas espoused by those movements and their representative figures
- describe the immediate and longer-term impacts of those various movements on the development of Christian theology
- evaluate the relative significance of each movement and/or figure to modern Christian thought
- assess the strengths of the core ideas of each movement for contemporary church life and ministry.

### Assessment:

- 1,000-word primary source (documentary analysis) exercise (20%)
- 2,000-word reflective essay: personal reflection on the theological strengths and deficiencies of one of the movements/figures studied (40%)
- 2,000-word research essay: critical examination of a key issue, movement or figure studied, and the causes and impacts (40%).

### Recommended Reading: (\*set texts recommended for purchase)

Althaus-Reid, Marcella & Isherwood, Lisa. *Controversies in Feminist Theology*. SCM Press, 2007.  
 Anderson, Allen. *An Introduction to Pentecostalism: Global Charismatic Christianity*. CUP, 2004.  
 Barth, Karl. *Protestant Theology in the Nineteenth Century*. London: SCM Press, 2010.  
 Boff, Leonardo. *Introducing Liberation Theology*. London: Burns & Oates, 1987.  
 Cartledge, Mark. *Encountering the Spirit: The Charismatic Tradition*. Darton, 2006.  
 Ford, David F., ed. *The Modern Theologians: Introduction to Christian Theology in the Twentieth Century*, Oxford: Blackwell, 1997.  
 Gutierrez, Gustavo. *A Theology of Liberation*. New York: Orbis, 1988.  
 Lindbeck, George. *The Nature of Doctrine. Religion and Theology in a Postliberal Age*. Louisville: Westminster John Knox Press, 1984.  
 Loades, Anne, ed. *Feminist Theology: A Reader*. London: SPCK, 1996.  
 McCormack, Bruce. *Karl Barth's Critically Realistic Dialectical Theology: Its Genesis and Development, 1906-1936*, Oxford: Clarendon Press, 1995.  
 McGrath, Alister. *The Making of Modern German Christology, 1750-1990*, Wipf & Stock, 2005.  
 Muers, Rachel & Higon, Mike. *Modern Theology: A Critical Introduction*. London: Routledge, 2012.  
 Placher, William. *The Triune God. An Essay in Postliberal Theology*. Louisville: Westminster John Knox Press, 2007.  
 Rowland, Christopher, ed. *The Cambridge Companion to Liberation Theology*. 2nd edition. Cambridge: Cambridge University Press, 2007.  
 Welch, Claude. *Protestant Thought in the Nineteenth Century*. V.2, 1870-1914. Wipf & Stock, 2003.

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| <b>TITLE:</b>         | <b>CHRISTIAN CREEDS AND DOING THEOLOGY</b>      |
| <b>Unit Code(s):</b>  | <b>CT1010T (Class based) / CT1019T (Online)</b> |
| <b>Field:</b>         | C: Systematic Theology                          |
| <b>Level:</b>         | Undergraduate (Level 1)                         |
| <b>Unit value:</b>    | 15 points                                       |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | The Revd Dr Don Saines                          |
| <b>Timetable:</b>     | Offered in Semester 1 only                      |

#### **Content:**

The unit draws on the Christian Creeds viewed as a narrative framework for introducing students to the nature and scope of systematic theology, its sources, norms, including revelation and the relationship between faith and reason. It looks at historical moments in the development of theology, covering at least two of the following areas: the patristic period, the Reformation, and theology since the modern period.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- define and use a range of key theological terms which constitute the requisite technical vocabulary for systematic theology
- articulate an understanding of the role of systematic theology and how it may be done
- identify and distinguish the various sources on which Christian theology draws
- describe the development of key creedal doctrines, their inter-relationship and importance for contemporary theology and today's contexts.

#### **Assessment:**

- 1,000-word book review (30%)
- 2,000-word essay (50%)
- Two 500-word tutorial discussion papers (CB) or tutorial reflection, equivalent to 1,000 words (OL) (20%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

Barth, K. *Dogmatics in Outline*. London: SCM, 1949 (1973).

Dulles, A. *The Craft of Theology*. Dublin: Gill and Macmillan, 1992.

Fiorenza, F.S. and J.P. Galvin, eds. *Systematic Theology: Roman Catholic Perspectives*, 2 vols, 2nd ed. Minneapolis: Fortress, 2011.

Ford, D.F. *Theology: A Very Short Introduction*. Oxford: OUP, 1999.

Guthrie, S. C. *Christian Doctrine*. Rev. ed. Louisville: Westminster John Knox, 1994.

Hunt, A. et al, eds. *The Foundations of Christian Faith: An Introduction for Students*. Southbank: Social Science Press, 2004.

\* McGrath, A.E. *The Christian Theology Reader*, 4th edition. Chichester: Wiley-Blackwell, 2011.

McGrath, A.E. *Theology: The Basics*. 3rd ed. Oxford: Blackwell, 2012.

McGrath, A.E. *Christian Theology: An Introduction*. 5th ed. Oxford: Blackwells, 2011.

Migliore, D.L. *Faith Seeking Understanding*. 2nd ed. Grand Rapids: Eerdmans, 2004.

Moltmann, J. *Experiences in Theology: Ways and Forms of Christian Theology*. London: SCM, 2000.

Ratzinger, J. *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. San Francisco: Ignatius Press, 1987.



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| <b>TITLE:</b>         | <b>JESUS CHRIST: HOPE FOR THE WORLD</b>        |
| <b>Unit Code(s):</b>  | <b>CT2000T (Class based)/CT2009T (Online)</b>  |
| <b>Field:</b>         | C: Systematic Theology                         |
| <b>Level:</b>         | Undergraduate (Level 2)                        |
| <b>Unit value:</b>    | 15 points                                      |
| <b>Prerequisites:</b> | CT1010T Christian Creeds and Doing Theology    |
| <b>Lecturer(s):</b>   | The Revd Emeritus Professor Christiaan Mostert |
| <b>Timetable:</b>     | Offered in Semester 2 only                     |

### **Content:**

The unit aims to help students understand and engage thoughtfully with the contexts and questions that have arisen in the past and present theological discussion about Jesus Christ in relation to the Father and the Spirit, and to human life and community. In exploring the doctrine of the person and work of Jesus Christ as hope for the world, the central issues treated will include the understanding of salvation through Jesus Christ, the doctrine of the Incarnation and the significance of the crucifixion, resurrection and hope for human kind and for creation.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a thoughtful and critical awareness of the theology of Jesus Christ
- elaborate and evaluate the major developments in this theology as developed in the definitions of Nicaea and Chalcedon and in the later challenges since modernity
- articulate the strengths and weaknesses of key ways of understanding salvation with regard to incarnation, teaching, cross, and resurrection
- formulate a critical appreciation of some historical and contemporary theologies of Jesus Christ, in Trinitarian perspective.

### **Assessment:**

- Four 250-word tutorial discussion papers (20%)
- 1,500-word essay (35%)
- 2,000-word essay (45%).

### **Recommended Reading:** (\*recommended for purchase)

Bauckham, R. *Jesus and the God of Israel*. Grand Rapids: Eerdmans, 2008.  
 Bockmuehl, M. *The Cambridge Companion to Jesus*. Cambridge: CUP, 2001.  
 Borg, M.J. & N.T. Wright. *The Meaning of Jesus: Two Visions*. London: SPCK, 1999.  
 Del Colle, Ralph. *Christ and Spirit: Spirit Christology in Trinitarian Perspective*, New York: OUP, 1994.  
 Hall, D.J. *The Cross in Our Context*. Minneapolis: Fortress, 2003.  
 Matera, F.J. *New Testament Christology*. Louisville: Westminster/John Knox, 1999.  
 McDermott, B. *Word Become Flesh: Dimensions of Christology*. Collegeville: Liturgical Press, 1993.  
 Merrigan, T. & Haers, J. (eds). *The Myriad Christ*. Leuven: University Press, 2000.  
 Moltmann, J. *The Way of Jesus Christ*. London: SCM, 1990.  
 O'Collins, G.C. *Christology*. Oxford: OUP, 2009.  
 Wright, N.T. *Jesus and the Victory of God*. London: SPCK, 1996.



**TITLE:** SPIRIT, CHURCH AND WORLD  
**Unit Code(s):** CT2600T (Class based) / CT2609T (Online)  
**Field:** C: Systematic Theology  
**Level:** Undergraduate (Level 2)  
**Unit value:** 15 points  
**Prerequisites:** CT1010T / CT1019T – Christian Creeds, or equivalent  
**Lecturer(s):** The Revd Dr Don Saines  
**Timetable:** Offered in Semester 1 only

### Content:

The revitalised interest in Trinitarian theology in recent times has given added place to the Holy Spirit in Christian theology and practice and to the potential for human community more generally. The Spirit grounds and energises the hope and promise of Jesus Christ for the church and for the world. Drawing on this claim, this unit focuses on ecclesiology, the study of the church's self-understanding as a community of Jesus Christ enlivened by the Holy Spirit. Related core issues such as the church's mission, ministry and sacramental life will be examined, and students are invited to develop a sustained, critical and constructive analysis of ecclesiology within the broader ecumenical and Australian context.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a thoughtful and critical awareness of the theology of the Holy Spirit.
- evaluate the major developments in ecclesiology, and especially in the twentieth and twenty-first centuries.
- articulate the strengths and weaknesses of key theologies of the mission of the church in the world.
- critically evaluate contemporary ecclesiologies within the contemporary Australian context.

### Assessment:

- Tutorial discussion papers, equivalent to 1,000 words (20%)
- 1,200-word literature review (35%)
- 2,000-word essay (45%).

### Selected Reading: (\*recommended for purchase)

Best, Thomas F., and Gassmann, Gunther, *On the Way to Fuller Koinonia*, Geneva, WCC., 1994.  
 Church of England's Mission and Public Affairs Council. *Mission-Shaped Church*. London: Church House Publishing, 2004.  
 Congar, Yves, *I Believe in the Holy Spirit*, 3 vols. New York: Seabury Press, 1983.  
 Cowdell, *God's Next Best Thing: Discovering the Future Church*, Mulgrave, John Garrett, 2004.  
 Croft, Steven. *Transforming communities: re-imaging the Church for the 21<sup>st</sup> century*. London: Darton, Longman & Todd, 2003.  
 Curnow, Andrew, et al, *Building the Mission-shaped Church in Australia*, Alexandria: Broughton Books, 2008  
 Del Colle, Ralph. *Christ and the Spirit: Spirit-Christology in Trinitarian Perspective*: OUP, 1994  
 Ford, David F. and Stamps, Dennis L. *Essential of Christian Community*, Edinburgh: T&T Clark, 1996.  
 Gutierrez, G. *We Drink from our own Wells*. Maryknoll: Orbis, 1984.  
 Haight, Roger. *Christian Community in History: Comparative Ecclesiology*. Vol 2; New York/London: Continuum, 2005.  
 Hardy Daniel W. *Finding the Church: The Dynamic truth of Anglicanism*. London: SCM, 2001.  
 Healy, Nicholas M. *Church, World and the Christian Life*. Cambridge: Cambridge University Press, 2000.  
 Kaye, Bruce, McNeil, Sarah, and Thomson, Heather, eds., 'Wonderful and Confessedly Strange': *Australian Essays in Anglican Ecclesiology*, Adelaide, ATF, 2006.

- Lindbeck, George A. *The Church in a Postliberal Age*, ed. James J. Buckley. London: SCM Press, 2002.
- Mannion, Gerard. *Ecclesiology and Postmodernity: Questions for the Church in Our Time*. Collegeville: Liturgical Press, 2007.
- Maquarrie, John. *Theology, Church and Ministry*. London: SCM, 1986.
- Moltmann, Jürgen. *The Church in the Power of the Spirit*. London: SCM, 1977.
- Moltmann, Jürgen. *The Spirit of Life*. London: SCM, 1992.
- Mudge, Lewis. *The Church as Moral Community: Ecclesiology and Ethics in Ecumenical Debate*. Geneva/New York: WCC/ Continuum, 1998.
- Mudge, Lewis S. *The Sense of a People: Toward a Church for the Human Future*. Philadelphia: Trinity Press International, 1992.
- Pickard, Stephen. *Inbetween God: Theology, Community, Discipleship*, Adelaide: ATF, 2012
- Pickard, Stephen. *Theological Foundations for Collaborative Ministry* (Aldershot: Ashgate 2010)
- Schillebeeckx, Edward. *The Church with a Human Face: A New and Expanded Theology of Ministry*. London: SCM, 1985.
- Welker, Michael, *God the Spirit*. Minneapolis: Fortress, 1994.
- Zizioulas, John D. *Being as Communion*. London: Darton, Longman & Todd, 1985.

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| <b>TITLE:</b>         | <b>PRACTICES OF MINISTRY</b>   |
| <b>Unit Code(s):</b>  | <b>DA1600T (Class based only)</b>  |
| <b>Field:</b>         | D: Mission and Ministry  |
| <b>Level:</b>         | Undergraduate (Level 1)  |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | None   |
| <b>Lecturer(s):</b>   | The Revd Dr Don Saines, the Revd Dr Cecilia Francis,<br>the Revd Professor Stephen Burns |
| <b>Timetable:</b>     | Offered in Semester 2 only   |

#### **Content:**

Practices of Ministry explores a number of foundational and everyday disciplines of reflective practice in Christian Ministry. It thus seeks both to inculcate and to connect basic skills for pastoral, missional and representative ministry in parish and other settings. The practices include local demographic study to enable basic cultural exegesis; mission auditing to survey and enable relationship between congregational and wider community dynamics; verbatim, a skill that will herald and/or consolidate experience of CPE, embedding it as a habitual discipline; and ritual survey to enable liturgical critique related to pastoral and missional practices in wider ministry. As such, the unit nurtures integration from across disciplines in the fourth area of the academic theological curriculum, as well as making explicit and direct connection with supervised theological fieldwork (STFE).

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- analyse congregational and wider community dynamics
- enable critical reflection on ministerial experience, with reference to individual persons and social-political and cultural settings
- recognise and employ basic tools and foundational practices of ministry
- articulate a representative understanding of ordained and other kinds of public ministry.

#### **Assessment:**

- Verbatim, equivalent to 1,000 words (25%)
- 1,000-word ritual survey (25%)
- 2,000-word demographic study (50%).

#### **Recommended Reading:** (\*recommended for purchase)

Billings, Alan. *Secular Lives, Sacred Hearts* London: SPCK, 2004  
 Burns, Stephen. *Pastoral Theology for Public Ministry*. New York: Seabury, 2015  
 Burns, Stephen. *Worship in Context*. Peterborough: Epworth, 2006  
 Burns, Stephen and Pearson, Clive, eds. *Home and Away* Eugene: W&S, 2013  
 Cooper-White, Pamela and Michael, *Practices of Ministry*. Minneapolis: Fortress, 2014  
 Ling, Tim, et al, *Developing Faithful Ministers*. London: SCM, 2012  
 Mayes, Paul. *Spirituality in Ministerial Formation*. Lampeter: UWP, 2009  
 Pattison, Stephen. *A Critique of Pastoral Care*. London: SCM, [3] 2000  
 Stoddart, Andrew. *Advancing Practical Theology*. London: SCM Press, 2014.

**TITLE:** GOSPEL SACRAMENTS  
**Unit Code(s):** DA3000T (Synchronous class: online in real time)  
**Field:** D: Mission and Ministry  
**Level:** Undergraduate (Level 3)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Stephen Burns  
**Timetable:** Offered in Semester 2

### Content:

This unit explores the history, theology and practice of the gospel sacraments of baptism and eucharist. It makes strategic pathways into more fully understanding, and taking care of and with, what Christian tradition has identified gifts of God's self-giving. Covering biblical roots and early precedents, key historical turns and contemporary controversies, the course is weighted to Anglican traditions, while representing perspectives from a wide ecumenical spectrum.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- articulate and synthesise the biblical roots of the enactment of gospel sacraments
- communicate and evaluate clearly the early precedents and key historical turns influencing contemporary theology and practice of the gospel sacraments
- evaluate contemporary issues and controversies relating to the gospel sacraments within an informed ecumenical framework
- shape liturgical events that exhibit learning from the unit content, with explicit theological and liturgical justification from Scripture and tradition.

### Assessment:

- 1,200-word essay (25%)
- 2,500-word case study (50%)
- 1,200-word commentary on liturgical text (25%).

### Recommended Reading: (\*recommended for purchase)

- Buchanan, C. *Anglican Eucharistic Liturgies, 1985-2010: The Authorized Rites of the Anglican Communion*. Norwich: Canterbury Press, 2012.
- Best, T.F. and D. Heller, eds. *Eucharistic Worship in Ecumenical Contexts: The Lima Liturgy—And Beyond*. Geneva: WCC, 1995.
- \* Bradshaw, P. and M. Johnson. *The Eucharistic Liturgies: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 2012.
- Davies, H. *Bread of Life and Cup of Joy: Newer Ecumenical Perspectives on the Eucharist*. Grand Rapids, MI: Eerdmans, 1993.
- Heller, D. *Baptized into Christ: A Guide to the Ecumenical Discussion of Baptism*. Geneva: World Council of Churches, 2012.
- Holeton, D.R., ed. *Growing in Newness of Life: Christian Initiation in the Anglicanism Today*. Toronto: Anglican Book Centre, 1993.
- Holeton, D.R., ed. *Our Thanks and Praise: The Eucharist in Anglicanism Today*. Toronto: Anglican Book Centre, 1998.
- Jasper, R.C.D. and G. Cuming, eds. *Prayers of the Eucharist: Early and Reformed*. Collegeville, MN: Liturgical Press, [3] 1987.
- Johnson, M.E. ed. *Documents of the Baptismal Liturgy*. London: SPCK, [3] 2003.
- \* Spinks, B.D. *Early and Medieval Rituals and Theologies of Baptism: From the New Testament to the Council of Trent*. Aldershot: Ashgate, 2006.
- \* Spinks, B.D. *Reformation and Modern Rituals and Theologies of Baptism: From Luther to Contemporary Practices*. Aldershot: Ashgate, 2006.

**TITLE:** **WORSHIP AND SPIRITUALITY**  
**Unit Code(s):** **DA2400T/DL2400T (Class based)**  
**Field:** D: Mission and Ministry/Liturgical Studies  
**Level:** Undergraduate (Level 2)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Stephen Burns, The Revd Dr Garry Deverell  
**Timetable:** Offered as an intensive from 5-9 February 2018

**Content:**

Worship and Spirituality is designed to nurture leadership in Christian celebration, exploring kinaesthetic and other arts employed in liturgical assembly, and encouraging reflection on the pastoral, public and representative vocation of the one who presides. The unit will foster and promote perspectives of ecumenical liturgical renewal, at once grounded in the academic discipline of liturgical theology and concerned with the missional vocation of the church. Special attention will be given to Anglican contexts of worship, and a significant proportion of the unit will be given to embodied and enacted liturgical practice.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- identify a range of perspectives from academic liturgical theology on the role of the liturgical presider
- interpret liturgical events with critical apparatus from liturgical theology
- articulate the role of liturgical presidency in relation to wider dynamics of pastoral ministry
- enact practices of ministry engaged with liturgical theology.

**Assessment:**

- 750-word critical literature review (20%)
- Skill demonstration: liturgical presentation involving memorisation, unscripted "performance," and response to three verbal questions, all conducted before instructor and classroom peers, equivalent to 750 words (20%)
- 1,500-word report: construction of liturgical resources with commentary (30%)
- 1,500-word essay (30%).

**Recommended Reading:** (\*recommended for purchase)

William Seth Adams, *Shaped by Images: One Who Presides* (New York, NY: Church Publishing, 1994)

William Seth Adams, *Moving the Furniture: Liturgical Theory, Practice, Environment* (New York, NY: Church Publishing, 1999)

Eleanor Bernstein, ed., *Liturgy and Spirituality in Context* (Collegeville, MN: Liturgical Press, 1993)

Stephen Burns, *Worship and Ministry: Shaped Towards God* (Melbourne: Mosaic Press, 2012)

Terese Cotter, *Called to Preside: A Handbook for Laypeople* (Eugene, OR: Wipf and Stock, 2005)

Mark Earey, *Creating Your Own Orders of Service* (London: Church House Publishing, 2000)

Siobhan Garrigan and Todd Johnson, eds, *Common Worship and Theological Education* (Eugene, OR: Wipf and Stock, 2010)

Richard Giles, *Creating Uncommon Worship: Transforming the Liturgy of the Eucharist* (Norwich: Canterbury Press, 2004)

Robert Hovda, *Strong, Loving and Wise: Presiding in Liturgy* (Collegeville, MN: Liturgical Press, 1976)

Gabe Huck, ed., *Toward Ritual Transformation: Remembering Robert Hovda* (Collegeville, MN: Liturgical Press, 2003)

Gail Ramshaw, *Pray, Praise and Give Thanks* (Minneapolis, MN: Augsburg Fortress Press, 2017)

Nicola Slee and Stephen Burns, eds, *Presiding Like a Woman* (London: SPCK, 2010)

**TITLE:** INTRODUCTION TO LITURGICAL THOUGHT AND PRACTICE  
**Unit Code(s):** DL1200T (Class based) / DL1209T (Online)  
**Field:** D: Liturgy  
**Level:** Undergraduate (Level 1)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Stephen Burns  
**Timetable:** Offered in Semester 1 only

**Content:**

This unit will explore the tradition and teaching of the church's liturgical practice across ecumenical borders. It will begin with an historical overview of liturgical developments, including the early Church and the Reformation, and more recent movements for renewal, particularly since Vatican II. It will focus on the role of liturgy in the life of the church, and fundamental dimensions of liturgy such as symbol and ritual, the Word of God, the rhythms of time and liturgical space, and the dynamic interplay of liturgy, life and mission. The pastoral application of this learning will be a focus of the unit.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- account for the centrality of liturgy in the life of the church, in relation to its historical roots
- explain the nature of liturgy as enacted symbol, identifying the core symbols
- articulate and illustrate the connection between worship, Christian living and mission
- utilise liturgical books and other resources to prepare specific pastoral liturgies
- identify principles for the appropriate shaping and use of liturgy in different contexts.

**Assessment:**

- 1,500-word essay (40%)
- 1,500-word essay, with case study (45%)
- Journal (CB) or tutorial reflection (OL), equivalent of 1,000 words (15%).

**Recommended Reading:** (\*set texts recommended for purchase)

Bradshaw, P., ed. *The New Westminster Dictionary of Liturgy and Worship*. Louisville: Westminster John Knox Press, 2002.

\*Burns, S. *Liturgy*. London: SCM Press, 2006.

Burns, S. *Worship in Context*. London: Epworth Press, 2006.

Burns, S. *Worship and Ministry: Shaped Towards God*. Melbourne: Mosaic Press, 2012.

Hovda, R.S. *Strong, Loving and Wise: Presiding in Liturgy*. Collegeville: Liturgical Press, 1976

Koester, A., ed. *Liturgy and Justice: To Worship God in Spirit and Truth*. Collegeville: Liturgical Press, 2002.

Lathrop, G. *Holy Things. A Liturgical Theology*. Minneapolis: Fortress, 1993.

Pembroke, N. *Pastoral Care in Worship: Liturgy and Psychology in Dialogue*. London: T&T Clark International, 2010

Ramshaw, G. *Christian Worship: 100,000 Sundays of Symbols and Rituals*. Minneapolis: Fortress, 2009.

Senn, F. *Christian Liturgy: Catholic and Evangelical*. Minneapolis: Fortress, 1997.

Wainwright, G. *Worship with One Accord: Where Liturgy and Ecumenism Embrace*. New York: OUP, 1997.

Zimmerman, J. *The Ministry of Liturgical Environment*. Collegeville: Liturgical Press, 2004.

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| <b>TITLE:</b>         | <b>THE DRAMA OF PROCLAMATION: PREACHING TO RAISE THE DEAD</b>                     |
| <b>Unit Code(s):</b>  | <b>DL3200T</b>  |
| <b>Field:</b>         | Liturgy   |
| <b>Level:</b>         | Undergraduate (Level 3)   |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | 30 points in Biblical Studies and 30 points in Systematic Theology and/or Liturgy |
| <b>Lecturer(s):</b>   | The Revd Dr Garry Deverell  |
| <b>Timetable:</b>     | Offered as an INTENSIVE from 25-29 June   |

### **Content:**

This unit introduces students to the practise of preaching in the Christian tradition. It examines the various models of preaching in recent homiletical literature and gives special attention to the responsibility of preaching from the Revised Common Lectionary in a regular liturgy of word and table. Participants in the course will have opportunity to 'workshop' their own preaching in the light of what they are learning.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- articulate what a sermon is, and what it is for, in a genuinely theological manner
- learn to construct and deliver a sermon that is theologically and rhetorically alive
- critique their own sermons, and those of others, in the light of the homiletical literature
- understand and articulate how a sermon is related to the Bible, Christian liturgy, and to keystone Christian doctrines such as the incarnation, the paschal mystery and the Trinity.
- understand and articulate something of the relatedness of preaching to the personhood and vocation of the ordained Christian minister
- understand and articulate how a sermon is related to the pastoral horizon of local ecclesial culture
- understand and articulate how a sermon is related to the broader horizons of contemporary history, culture and politics.

### **Assessment:**

- Skill demonstration: sermon preached to class, submitted in writing, equivalent of 1,500 words (30%)
- 2,500-word research essay (50%)
- 1,000-word tutorial presentation (20%).

### **Recommended Reading: (\*recommended for purchase)**

\*Jana Childers (ed.), *Birthing the Sermon: Women Preachers on the Creative Process*, Chalice Press, 2001

Jana Childers, *Performing the Word: Preaching as theatre*, Abingdon Press, 2008

David Day, Jeff Astley & Leslie J Francis, *A Reader on Preaching: Making Connections*, Taylor & Francis, 2005

Anna Carter Florence, *Preaching as Testimony*, Westminster/John Knox, 2007

\*Mike Graves & David J Schlafer (eds), *What's the Shape of Narrative Preaching?* Chalice Press, 2008

Lucy Lind Hogan, *Graceful Speech: an invitation to preaching*, Westminster/John Knox, 2006

\*Michael P Knowles (ed), *The Folly of Preaching: models & methods*, Eerdmans, 2007

Thomas G Long & Edward Farley (eds), *Preaching as a Theological Task: World, Gospel, Scripture*, Westminster/John Knox, 1996

David L Lose, *Confessing Jesus Christ: preaching in a postmodern world*, Eerdmans, 2003

Leonara Tubbs Tisdale, *Preaching as Local Theology and Folk Art*, Fortress Press, 1997



**TITLE:** MISSION AND LEADERSHIP FOR CONTEMPORARY AUSTRALIA  
**Unit Code(s):** DM1300T (Class based)  
**Field:** D: Missiology  
**Level:** Undergraduate (Level 1)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Stephen Burns and the Revd Dr Cecilia Francis  
**Timetable:** Offered in Semester 1 only

#### **Content:**

This unit introduces some of the basic elements of contemporary Anglican thinking about mission, specifically (1) the Anglican Communion's Five Marks of Mission, (2) western Anglicanism's engagement with "fresh expressions of church" in the "mixed economy" of a "mission-shaped church", and (3) the growing influence upon Anglicans of the theologies of the "missional church network." The unit relates contemporary Anglican missiology to exegeses of contemporary Australian cultures. Particular attention will be given to consideration of roles and styles of leadership in the missional activity of the church.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a knowledge and understanding of mission within historical and contemporary contexts, with special reference to Anglican theologies
- demonstrate an awareness of the disciplines of leadership, and the foundations and development of community life in a missional practice
- articulate a theological foundation for mission in a variety of social and cultural settings, with special reference to contemporary Australian cultures
- demonstrate an awareness and critique of the skills required for leadership within the church's call to mission.

#### **Assessment:**

- 1,500-word class presentation (30%)
- 1,500-word weekly journal (40%)
- Two 500-word short papers (30%).

#### **Recommended Reading:** (\*set texts recommended for purchase)

Graham Cray et al, *Mission-shaped Church* (London: CHP, 2004)  
 Andrew Curnow et al, *Building the Mission-shaped Church in Australia* (Broughton Books, 2008)  
 Steven Croft, ed., *Mission-shaped Questions* (London: CHP, 2008)  
 Steven Croft and Ian Mobsby, eds, *Ancient Faith, Future Mission: Fresh Expressions in the Sacramental Tradition* (Norwich: Canterbury Press, 2012)  
 Crag van Gelder and Dwight Zscheile, *The Missional Church in Perspective: Mapping Trends and Shaping the Conversation* (Grand Rapids, MI: Eerdmans, 2011)  
 Craig van Gelder, ed., *The Missional Church and Leadership Formation: Helping Congregations Develop Leadership Capacity* (Grand Rapids, MI: Eerdmans, 2009)  
 David Goodhew, ed., *Towards a Theology of Church Growth* (Aldershot: Ashgate, 2015)  
 Susan Hope, *Mission-shaped Spirituality* (London: DLT, 2007)  
 Louis Nelstrop and Martyn Percy, *Evaluating Fresh Expressions* (Norwich: Canterbury Press, 2009)  
 Stephen Pickard, *Inbetween God: Theology, Community, Discipleship* (Adelaide: ATF, 2012)  
 Stephen Pickard, *Theological Foundations for Collaborative Ministry* (Aldershot: Ashgate 2010)  
 Cathy Ross, ed., *Life-widening Mission: Global Anglican Perspectives* (Wipf and Stock, 2012)  
 Cathy Ross and Stephen Bevans, eds, *Mission on the Road to Emmaus: Constants, Contexts and Prophetic Dialogue* (London: SCM Press, 2015)  
 Andrew Walls and Cathy Ross, eds, *Mission in the Twenty-first Century: Exploring the Five Marks of Global Mission* (London: DLT, 2008)  
 Dwight Zscheile, *Agile Church: Spirit-led Innovation in an Uncertain Age* (Morehouse, 2015)  
 Dwight Zscheile, *People of the Way: Renewing Episcopal Identity* (Morehouse, 2012)  
 Dwight Zscheile, ed., *Cultivating Sent Communities: Missional Spiritual Formation* (Grand Rapids, MI: Eerdmans, 2012).

## **TITLE: SUPERVISED THEOLOGICAL FIELD EDUCATION (STFE)**

**Unit Code(s):** DP1906T (Placement)

**Field:** D: Pastoral Theology and Ministry Studies

**Level:** Undergraduate (Level 1)

**Unit value:** 15 points

**Prerequisites:** Completion of at least one unit of theological study, or concurrent enrolment in at least one unit of theological study.

**Lecturer(s):** The Revd Dr Cecilia Francis

**Timetable:** Offered each year (year-long unit)

### **Content:**

This unit will introduce students to the basic processes of field education and theological reflection. Through a supervised experience in a ministry context, students will be guided in establishing learning goals appropriate to the context in which they are placed and to their learning style, encouraging a capacity for self-directed learning. Attention will be given to the development of foundational skills in ministry and in theological reflection on ministry experience, and to the integration of theological study and ministry practice.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- create and evaluate goals in the context of a field placement
- document the learning which has resulted from the placement and their ministry experience
- demonstrate a basic understanding of the key ministry skills required in the context in which the placement occurred
- articulate the role of theological reflection in the practice of ministry
- reflect critically on the contribution of the field placement to their spiritual and personal development and ministerial identity.

### **Assessment:**

- Two reports (mid-placement and end of placement), equivalent to 2,000 words in total (60%)
- 2,000-word essay, including theological reflection, on a key aspect of the learning experience (40%).

### **Recommended Reading:** (\*recommended for purchase)

Ames, S. 'Theological Reflection: What is at Stake?', *Together in Ministry*. Melbourne: Uniting Academic Press, 2009.

\*Anglican Diocese of Melbourne. *Supervised Theological Field Education Manual* (annual).

Graham, E., H. Walton and F. Ward, *Theological Reflection: Methods*. London, SCM Press, 2005.

Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah: Paulist Press, 2000.

Pattison, S. 'Some Straw for the Bricks: A Basic Introduction to Theological Reflection', *The Blackwell Reader in Pastoral and Practical Theology*. Oxford: Blackwell, 2000.

Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.

Pyle, W.T. and M. Alice Seals, eds. *Experiencing Ministry Supervision*. Nashville, Broadman & Holman, 1995.

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| <b>TITLE:</b>         | <b>FURTHER SUPERVISED THEOLOGICAL FIELD EDUCATION (STFE)</b> |
| <b>Unit Code(s):</b>  | <b>DP2906T (Placement)</b>                                   |
| <b>Field:</b>         | D: Pastoral Theology and Ministry Studies                    |
| <b>Level:</b>         | Undergraduate (Level 2)                                      |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | DP1906T – Supervised Theological Field Education             |
| <b>Lecturer(s):</b>   | The Revd Dr Cecilia Francis                                  |
| <b>Timetable:</b>     | Offered each year (year-long unit)                           |

#### **Content:**

This unit will extend students awareness and use of the processes of field education and theological reflection. Through a supervised experience in a ministry context, students will establish learning goals appropriate to their learning stage and the context in which they are placed, and demonstrate the capacity for self-directed learning in their approach to their learning and the supervisory process. The unit will focus on the development of competency in and appropriate use of ministry skills, including theological reflection on ministry experience and the intentional integration of theological study and ministry practice.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- create and evaluate goals in the context of a field placement
- document the learning which has resulted from the placement and their ministry experience
- demonstrate a critical understanding of the breadth of ministry skills required in the context in which the placement occurred
- articulate the impact of theological reflection on their practice of ministry
- reflect critically on the significance of the field placement for their spiritual and personal development and ministerial identity
- evaluate their developing skills in ministry practice and theological reflection through comparison with the placement undertaken for DP1906T.

#### **Assessment:**

- Two reports (mid-placement and end of placement), equivalent to 2,000 words in total (60%)
- 2,500-word essay, including theological reflection, on a key aspect of the learning experience (40%).

#### **Recommended Reading:** (\*recommended for purchase)

Ames, S. 'Theological Reflection: What is at Stake?', *Together in Ministry*. Melbourne: Uniting Academic Press, 2009.

\*Anglican Diocese of Melbourne. *Supervised Theological Field Education Manual* (annual).

Graham, E., H. Walton and F. Ward, *Theological Reflection: Methods*. London, SCM Press, 2005.

Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah: Paulist Press, 2000.

Pattison, S. 'Some Straw for the Bricks: A Basic Introduction to Theological Reflection', *The Blackwell Reader in Pastoral and Practical Theology*. Oxford: Blackwell, 2000.

Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.

Pyle, W.T. and M. Alice Seals, eds. *Experiencing Ministry Supervision*. Nashville, Broadman & Holman, 1995.

|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>CLINICAL PASTORAL EDUCATION (CPE)</b>  |
| <b>Unit Code(s):</b>  | <b>DP9100S (Placement)</b>  |
| <b>Field:</b>         | D: Pastoral Theology and Ministry Studies   |
| <b>Level:</b>         | Postgraduate Foundational   |
| <b>Unit value:</b>    | 30 points (double unit)   |
| <b>Prerequisites:</b> | Completion of at least one unit in Field B or in CT <b>and</b> one unit in Field D <b>and</b> demonstrated pastoral competence <b>and</b> a successful interview with the CPE Centre Director or delegate |
| <b>Supervisor:</b>    | The Revd Dr Cecilia Francis   |
| <b>Timetable:</b>     | Offered each year in each semester  |

**NOTE: This is a postgraduate unit that may be taken by undergraduates in the BTheol, but the postgraduate fee (for two units) applies whatever course this unit is included in. CPE placements are coordinated through Stirling College. Please speak with Cecilia Francis at Trinity before considering this unit, as placement may take many months to organise, and numbers are limited.**

#### **Content:**

Clinical Pastoral Education (CPE) is a programme of education and formation for the work of pastoral care. The programme's methodology utilises the action/reflection model of learning. The action component entails the actual provision of pastoral care within a pastoral setting. This care acknowledges and attends to the human condition, particularly life's religious and spiritual dimensions. The reflection component entails the exploration of the ministry experience, the dynamics present, and the theological and spiritual dimensions. This action/reflection process is integral to the participants' understanding and the formation of their pastoral identity and competence. CPE is "learning theology from the living human document" (Anton Boisen). The goal of the programme is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- develop goals for their learning which identify their learning edges for the Unit
- begin, develop and conclude pastoral interactions with people with varied experiences
- identify and respond to a person's spiritual needs and resources in ways that contribute to a person's wellbeing
- demonstrate a basic capacity to engage with inter-disciplinary staff
- engage in reflection on their experience of spiritual care in writing, with a group of peers and with their supervisor, as they work towards their goals and objectives
- reflect upon their encounters and pastoral experience within a spiritual/theological framework
- articulate how the insights gained from theological/spiritual reflection on the pastoral experiences can be incorporated into future pastoral practice
- demonstrate a growing awareness of their identity as a spiritual carer.

#### **Assessment:**

This unit is graded Pass/Fail and ALL tasks MUST be completed satisfactorily to pass this unit.

- 200-word statement of learning goals (5%)
- Approximately 6000-word report of spiritual care with (8) people (30%)
- Minimum 100-words faith/spirituality and ministry story (5%)
- 2,500-word case study (10%)
- 2,500-word mid-term evaluation paper (20%)
- 2,500-word final evaluation paper (30%).

**TITLE:** CHRISTIAN TRADITION AND THE PRACTICE OF JUSTICE  
**Unit Code(s):** DT3500T (Class based Intensive)  
**Field:** D: Moral Theology  
**Level:** Undergraduate (Level 3)  
**Unit value:** 15 points  
**Prerequisites:** At least one 15-point unit in Missiology or previous welfare and justice experience  
**Lecturer(s):** The Revd Dr Ray Cleary  
**Timetable:** Intensive: 15–20 July (assessment due during semester 2)

### Content:

This unit will explore the issue of justice as a central component of the mission of the Church. It will examine justice as seen in the Exodus story, the prophets of the Old Testament and in the Gospel narratives. The course will examine the life and ministry of Jesus and the reign of God's justice, Justice and freedom, Justice and the rule of law and Justice and responsible action. The historical role of the Anglican tradition of social concern and scholarship in England and Australia will be explored alongside other Christian traditions. This will lead to an examination on how these understandings of justice can be applied to current social and ethical issues within the life of the Church.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- outline a range of views of the scriptural foundations for justice
- examine the nature of contemporary Australian society and the application of the churches teaching on justice as core mission activity
- identify a particular understanding of justice and apply it to a current social issue
- explain the theological and Christological understandings of Jesus and the Reign of God and their significance
- articulate and defend the churches' ministry of justice and the importance of working for justice in the church and broader Christian community.

### Assessment:

- 1,500-word tutorial report, submitted as an essay (30%)
- 2,500-word essay (50%)
- Journal, equivalent to 1,000 words (20%)

### Recommended Reading: (\*recommended for purchase)

\*Brueggemann, W. *The Practice of Prophetic Imagination: Preaching an Emancipating Word*. Minneapolis: Fortress Press 2012.

Crossan, J. *Jesus: A Revolutionary Biography*. San Francisco, 1994.

Cleary, R. *Reclaiming Welfare for Mission Choices for Churches*. Canberra: Barton Books 2012.

Morgan, P. & C. Lawton. *Ethical Issues in Six Religious Traditions*. Edinburgh: Edinburgh University Press 2010.

Sacks, J. *To Heal a Fractured World: The Ethics of Responsibility*. London: Continuum 2005.

Selby, P. *Grace and Mortgage*. London: Darton, Longman and Todd 2005.

\*Stott, J. *Issues Facing Christians Today*. Michigan: Zondervan 2006.

Sagovsky, N. *Christian Tradition and The Practice of Justice*. London: SPCK 2008.

\*Sandel, M. *Justice: What's the Right Thing to Do?* London: Penguin Books, 2010.

Sen, A. *The Idea of Justice*. London: Penguin Books, 2010.

Volf, M. *A Public Faith. How Followers of Christ Should Serve the Common Good*. USA: Brazos Press, 2011.

Williams, R. *Faith in the Public Square*. London: Bloomsbury 2012.

# UNIT OUTLINES FOR 2018 SUBJECTS

## POSTGRADUATE UNITS

### Foundation Units

|            |   |           |                     |
|------------|---|-----------|---------------------|
| AL8009T    | New Testament Greek A                           | OL        | Semester 1          |
| AL8509T    | New Testament Greek B                           | OL        | Semester 2          |
| AR8000T    | Introduction to Interfaith Engagement           | CB        | Not offered in 2018 |
| AR8200T    | Practicum in Interfaith Engagement              | CB        | Not offered in 2018 |
| BA8000T/9T | Introduction to the Old Testament               | CB/OL     | Semester 1          |
| BN8000T/9T | Introduction to the New Testament               | CB/OL     | Semester 2          |
| CH8000T/9T | Practice and Belief in the Early Church         | CB/OL     | Semester 2          |
| CT8010T/9T | Christian Creeds and Doing Theology             | CB/OL     | Semester 1          |
| DA8100T/9T | Ministerial Formation in the Anglican Tradition | INTENSIVE | Not offered in 2018 |
| DA8600T    | Practices of Ministry                           | CB        | Not offered in 2018 |
| DL8200T/9T | Introduction to Liturgical Thought and Practice | CB/OL     | Semester 1          |
| DM8300T    | Mission & Leadership for Contemporary Australia | CB        | Semester 1          |
| DP8906T    | Supervised Ministry Placement                   | PLACEMENT | Year-long unit      |
| DR8309T    | Worship in an Educational Setting               | OL        | Not offered in 2018 |

### Elective Units

|            |   |           |                     |
|------------|---|-----------|---------------------|
| AL9609T    | Reading Koiné Greek with Comprehension                              | OL        | Not offered in 2018 |
| BA9100T/9T | Genesis   | CB/OL     | Semester 1          |
| BA9200T    | Daniel, Resistance, Apocalypticism                                  | INTENSIVE | Not offered in 2018 |
| BA9400T/9T | Ezekiel: Prophecy, Divine Abandonment, Trauma                       | CB/OL     | Not offered in 2018 |
| BN9100T/9T | Gospel of Matthew   | CB/OL     | Not offered in 2018 |
| BN9110T/9T | Gospel of John  | CB/OL     | Not offered in 2018 |
| BN9219T    | 1 Corinthians   | INTENSIVE | 5-8 February        |
| BN9300T/9T | Gospel of Luke  | CB/OL     | Semester 2          |
| BN9200T    | Galatians and James: Mission and Identity                           | CB        | Not offered in 2018 |
| BN9319T    | Captivity Epistles:<br>Philippians, Philemon, Colossians, Ephesians | OL        | Semester 2          |
| BN9400T/9T | The Spirituality of the New Testament                               | CB/OL     | Not offered in 2018 |
| BN9509T    | Reading Romans  | MIXED     | Not offered in 2018 |
| BN9600T/9T | Gospel of Mark  | CB/OL     | Not offered in 2018 |
| CH9100T    | Anglican Identity   | INTENSIVE | Not offered in 2018 |
| CH9500T    | Music in the Worshipping Community                                  | CB        | Not offered in 2018 |
| CH9700T/9T | The Reformation   | CB/OL     | Semester 1          |
| CT9000T/9T | Jesus Christ: Hope for the World                                    | CB/OL     | Semester 2          |
| CT9100T/9T | Christian Ethics: Community, Love, Justice                          | CB/OL     | Not offered in 2018 |
| CT9250T/9T | Triune God: God's Ways with the World                               | CB/OL     | Not offered in 2018 |
| CT9400T    | Modern Theologians  | INTENSIVE | 25-29 June          |
| CT9600T/9T | Spirit, Church and World  | CB/OL     | Semester 1          |
| CT9900T/9T | Sacraments and Christian Community                                  | CB/OL     | Not offered in 2018 |
| DA8600T    | Practices of Ministry (Youth and Children)                          | CB        | Semester 2          |
| DA/DL9400T | Worship and Spirituality  | CB        | Semester 2          |
| DA9000T/9T | Gospel Sacraments   | CB/OL     | Semester 2          |
| DA9200T    | Cross-cultural Practice of Ministry                                 | CB        | Not offered in 2018 |



|            |   |           |                     |
|------------|---|-----------|---------------------|
| DA9300T/9T | Mission and Worship                                       | CB/OL     | Not offered in 2018 |
| DL9100T    | Preaching in the Liturgy                                  | CB        | Not offered in 2018 |
| DL/CT9200T | The Drama of Proclamation:<br>Preaching to Raise the Dead | INTENSIVE | 25-29 June          |
| DL9500T    | Music in the Christian Worshipping Community              | CB        | Not offered in 2018 |
| DL9700T/9T | Prayer Book Studies                                       | CB/OL     | Not offered in 2018 |
| DP9100S    | Clinical Pastoral Education                               | PLACEMENT | S1 or S2            |
| DP9500T    | Theology and Practice of Pastoral Care                    | CB        | Not offered in 2018 |
| DR9209T    | Ministry in an Educational Setting                        | OL        | Not offered in 2018 |
| DS9100T/9T | Spiritual Formation in the Christian Tradition            | INTENSIVE | Not offered in 2018 |
| DS9400T/9T | The Spirituality of the New Testament                     | CB/OL     | Not offered in 2018 |
| DT9100T/9T | Christian Ethics: Community, Love, Justice                | CB/OL     | Not offered in 2018 |
| DT9500T    | Christian Tradition and the Practice of Justice           | INTENSIVE | 16-20 July          |

### Capstone Units

|            |                              |       |            |
|------------|------------------------------|-------|------------|
| XX9900T/9T | Capstone Integrative Project | CB/OL | Semester 2 |
|------------|------------------------------|-------|------------|

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## FOUNDATIONAL UNITS

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|                       |                              |
|-----------------------|------------------------------|
| <b>TITLE:</b>         | <b>NEW TESTAMENT GREEK A</b> |
| <b>Unit Code(s):</b>  | <b>AL8009T (Online only)</b> |
| <b>Field:</b>         | A: Biblical Languages        |
| <b>Level:</b>         | Postgraduate Foundational    |
| <b>Unit value:</b>    | 15 points                    |
| <b>Prerequisites:</b> | None                         |
| <b>Lecturer(s):</b>   | Dr David Gormley-O'Brien     |
| <b>Timetable:</b>     | Offered in Semester 1 only   |

**NOTE: Students may be required to undertake some reading and online interaction in the week BEFORE formal lecturers commence.**

### **Content:**

This unit introduces students to the original language of the New Testament. It uses grammatical-analytical and communicative approaches to language acquisition which involves reading, writing, listening, and speaking in the original language to enable students to begin to read the Greek New Testament with comprehension. Several short passages from the New Testament will be translated. Some attention will also be given to other writings in Greek that were important for early Christians, such as the Septuagint or non-NT Christian texts from the first and second centuries.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- translate simple sentences and passages from New Testament Greek into English, and English into Greek
- speak, hear and comprehend, simple sentences in New Testament Greek
- know the meaning of words that occur frequently in the New Testament
- analyse the grammar and syntax of fairly simple sentences in New Testament Greek
- apply their growing knowledge of Greek to the exegesis of passages in the New Testament
- translate simple passages from other Greek texts important to early Christians.

### **Assessment:**

- Six fortnightly tasks (translation, grammar and syntax exercises), equivalent to 1,500 words (20%)
- Three assignment tasks (written, spoken, and aural), equivalent to 1,500 words (20%)
- Two further homework exercises on non-NT Greek texts, equivalent to 1,000 words (10%)
- Two-hour written examination under controlled conditions at the end of the semester, equivalent to 2,000 words (50%).

### **Recommended Reading:** (\*set texts recommended for purchase)

\*Aland, B. and K. Aland et al, *The Greek New Testament with a Concise Greek-English Dictionary of the New Testament*, 4th ed. (Stuttgart: Deutsche Bibelgesellschaft/New York: United Bible Societies, 1993)

Bauer, W., F. Danker, et al., *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. (Chicago: University of Chicago Press, 2000)

Croy, N.C., *A Primer of Biblical Greek* (Grand Rapids, MI: Eerdmans, 2007)

\*Duff, J., *The Elements of New Testament Greek*, 3rd ed. (Cambridge: CUP, 2005) [the CD-ROM often packaged with this is optional]

Mounce, W.D., *Basics of Biblical Greek Grammar*. 3rd ed. (Grand Rapids, MI: Zondervan, 2009) [or 2nd ed., 2003]

|                       |  |
|-----------------------|--|
| <b>TITLE:</b>         | <b>NEW TESTAMENT GREEK B</b>   |
| <b>Unit Code(s):</b>  | <b>AL8509T (Online only)</b>   |
| <b>Field:</b>         | A: Biblical Languages  |
| <b>Level:</b>         | Postgraduate Foundational  |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | AL8009T New Testament Greek (or equivalent, with permission of the lecturer) |
| <b>Lecturer(s):</b>   | Dr David Gormley-O'Brien   |
| <b>Timetable:</b>     | Offered in Semester 2 only   |

**NOTE: Students may be required to undertake some reading and online interaction in the week BEFORE formal lecturers commence.**

#### **Content:**

This unit continues on from AL8000P/AL8009T providing further instruction in Greek syntax, grammar and vocabulary. It uses grammatical-analytical and communicative approaches to language acquisition which involves reading, writing, listening, and speaking in the original language. The aims are to equip students to read extended portions of the Greek New Testament with comprehension and experience how engaging with a biblical text in its original language can assist in its interpretation. Furthermore, there will be some opportunities to translate passages from other writings in Greek that were important for early Christians.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- translate moderately difficult sentences and passages from New Testament Greek into English, and English into Greek
- speak, hear and comprehend, moderately difficult sentences in New Testament Greek
- recall and utilise a NT Greek vocabulary which extends beyond common words
- analyse the grammar and syntax of fairly moderately difficult sentences in New Testament Greek
- apply their growing knowledge of Greek to the exegesis of lengthy passages in the New Testament
- translate fairly simple passages from other Greek texts important to early Christians.

#### **Assessment:**

- Six fortnightly tasks (translation, grammar and syntax exercises), equivalent to 1,500 words (20%)
- Three assignments (written, spoken, and aural), equivalent to 1,500 words (20%)
- Two further homework assignments on non-NT Greek texts, equivalent to 1,000 words (10%)
- Two-hour written examination under controlled conditions at the end of the semester, equivalent to 2,000 words (50%).

#### **Recommended Reading:** (\*recommended for purchase)

\*Aland, B. and K. Aland et al, *The Greek New Testament with a Concise Greek-English Dictionary of the New Testament*, 4th ed. (Stuttgart: Deutsche Bibelgesellschaft/New York: United Bible Societies, 1993)

Bauer, W., F. Danker, et al., *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*, 3rd ed. (Chicago: University of Chicago Press, 2000)

Croy, N.C., *A Primer of Biblical Greek* (Grand Rapids, MI: Eerdmans, 2007)

\*Duff, J., *The Elements of New Testament Greek*, 3rd ed. (Cambridge: CUP, 2005) [the CD-ROM often packaged with this is optional]

Mounce, W.D., *Basics of Biblical Greek Grammar*. 3rd ed. (Grand Rapids, MI: Zondervan, 2009) [or 2nd ed., 2003]

|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>INTRODUCTION TO THE OLD TESTAMENT</b>      |
| <b>Unit Code(s):</b>  | <b>BA8000T (Class based)/BA8009T (Online)</b> |
| <b>Field:</b>         | B: Old Testament                              |
| <b>Level:</b>         | Postgraduate Foundational                     |
| <b>Unit value:</b>    | 15 points                                     |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | The Revd Dr Robyn Whitaker                    |
| <b>Timetable:</b>     | Offered in Semester 1 only                    |

#### **Content:**

This unit introduces students to the history and literature of the Old Testament. A wide range of OT texts will be read to situate and examine biblical themes such as creation, flood, law, covenant, temple, worship, exodus, kingship, prophecy, exile, ethics, and the divine-human interaction. Students will also examine issues of genre, source, canonization and translation in order to critically assess and interpret the Old Testament.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Describe the broad historical, cultural, religious, and theological world of Old Testament texts including an awareness of key figures and dates
- Situate a particular text within the history, literature, and theology of the Old Testament
- Demonstrate an awareness of critical skills and tools for exegesis, including relevant reference tools and resources
- Research, write and reference an exegetical essay using primary and secondary resources
- Identify different interpretations of biblical texts and the assumptions and strategies involved
- Construct an argument for interpretation based on a close analysis of the text using the critical skills required and in conversation with other interpretations.

#### **Assessment:**

- Two 500-word short quizzes (10%)
- 2,000-word exegetical essay (30%)
- Weekly written synopsis (CB) or weekly discussion forum (OL) (20%)
- Two-hour final exam, equivalent to 2,000 words (40%).

#### **Recommended Reading:** (\*recommended for purchase)

\*NRSV Study Bible

Alter, R. *The Art of Biblical Narrative*, Philadelphia: Basic Books, 1981/2011.

Barton, J. *Reading the Old Testament: Method in Biblical Study*, Louisville: Westminster, 1996.

Boadt, L. *Reading the Old Testament: An Introduction*, 2nd ed. Nashville: Abingdon, 2005.

Bright, J. *A History of Israel*, London: SCM Press, 1962.

Campbell, A. *The Study Companion to Old Testament Literature: An Approach to the Writings of Pre-Exilic and Exilic Israel*, Wilmington: Michael Glazier, 1989.

Carr, D. *The Formation of the Hebrew Bible: A New Reconstruction*, Oxford: Oxford University Press, 2011.

\*Collins, J. *Introduction to the Hebrew Bible*, Minneapolis: Fortress, 2014.

|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>INTRODUCTION TO THE NEW TESTAMENT</b>      |
| <b>Unit Code(s):</b>  | <b>BN8000T (Class based)/BN8009T (Online)</b> |
| <b>Field:</b>         | B: New Testament                              |
| <b>Level:</b>         | Postgraduate Foundational                     |
| <b>Unit value:</b>    | 15 points                                     |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | The Revd Dr Robyn Whitaker                    |
| <b>Timetable:</b>     | Offered in Semester 2 only                    |

### **Content:**

This unit introduces students to the history, culture, literature, and theology of the New Testament. Students will study all four Gospels, the Epistles and Revelation examining issues of genre, source, canonization, and translation. Special attention will be paid to the ways the insights of critical biblical scholarship relate to the understanding of these texts in their original context, as Scripture, and their consequent meaning for Christian faith in the contemporary world.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Describe the historical, cultural, religious, and theological world of the New Testament including an awareness of key figures and dates
- Identify the genre, setting, and themes of particular New Testament books in conversation with the whole
- Demonstrate an awareness of critical skills and tools for exegesis, including relevant reference tools and resources
- Integrate methodological understandings, skills, and theological reflection in the study of a New Testament passage
- Analyse a text and construct an argument for interpretation, in conversation with other interpretations.

### **Assessment:**

- Two short quizzes, equivalent of 500 words (10%)
- 2,000-word exegesis paper (30%)
- Weekly written synopsis (CB) or weekly discussion forum (OL), equivalent to 1,500 words (20%)
- Take home preparation with two-hour final exam, equivalent to 2,000 words (40%).

### **Recommended Reading:** (\*recommended for purchase)

\*NRSV Bible, including the Apocryphal/Deutero-canonical Books [A study Bible (i.e., a biblical translation with notes and maps) is recommended, such as the New Oxford Annotated Bible or the HarperCollins Study Bible.]

Barrett, C. K. (ed.) *The New Testament Background: Writings from Ancient Greece and the Roman Empire That Illuminate Christian Origins*, San Francisco: Harper Collins, 1987.

Barton, J. *The Nature of Biblical Criticism*, Louisville: Westminster, 2007.

\*Boring, M. Eugene, *An Introduction to the New Testament: History, Literature, Theology*. Louisville: Westminster John Knox, 2012.

Grant, R. M. *Augustus to Constantine: The Rise and Triumph of Christianity in the Roman World*, Louisville: Westminster, 1990.

Ehrman, B. *The New Testament: A Historical Introduction to the Early Christians Writings*, 4<sup>th</sup> ed. New York: Oxford University Press, 2008.

Klauck, H. J. *Ancient Letters and the New Testament: A Guide to Context and Exegesis*, Waco, Texas: Baylor, 2006.

Metzger, B. *The Canon of the New Testament: Its Origin, Development, and Significance*, Oxford: Clarendon Press, 1997.

**TITLE:** PRACTICE AND BELIEF IN THE EARLY CHURCH  
**Unit Code(s):** CH8000T (Class based)/CH8009T (Online)  
**Field:** C: Church History  
**Level:** Postgraduate Foundational  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Professor Mark Lindsay  
**Timetable:** Offered in Semester 2 only

**Content:**

This unit offers an historical theological study of the first five centuries of Christianity with an emphasis on the practice and belief of the community. It examines the formal clarification of doctrine through key primary texts in the light of the wider life of the church, offering an introduction to Christian traditions of theological reflection.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- outline a chronology of key events within the Christian community c.70–500 CE and describe their original, traditional and current significance
- apply key principles of historical interpretation to ancient Christian texts
- identify key features of the context and method of at least two writers in the early Christian church
- interpret a range of historical sources with an array of historical tools
- discuss the implications of particular historical understandings for the practice of ministry in the contemporary Christian church.

**Assessment:**

- Quiz, equivalent to 500 words (10%)
- Two 1,000-word short papers (30%)
- 3,500-word essay (60%).

**Recommended Reading:** (\*recommended for purchase)

Bradshaw, P.F. *The Search for the Origins of Christian Worship*. 2nd ed. New York: Oxford University Press, 2002.

Brown, P. *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity* New York: Columbia, 1988.

Burrus, V., ed. *Late Ancient Christianity: A People's History of Christianity*. Vol. 2 Minneapolis: Augsburg Fortress, 2005.

Edwards, M. *Catholicity and Heresy in the Early Church*. Farnham, Surrey/Burlington, VT: Ashgate, 2009.

Hall, S. *Doctrine and Practice in the Early Church*. Grand Rapids: Eerdmans, 1992.

\*Humphries, M. *Early Christianity*. London: Routledge, 2006.

Jensen, R.M. *Understanding Early Christian Art*. New York: Routledge, 2000.

Miles, M. *The Word made Flesh: A History of Christian Thought*. Malden, MA: Blackwell, 2005 (ebook available on e-reserve).

\*Young, F. *The Making of the Creeds*. London: SCM Press, 1991.

**TITLE:** CHRISTIAN CREEDS AND DOING THEOLOGY  
**Unit Code(s):** CT8010T (Class based)/CT8019T (Online)  
**Field:** C: Systematic Theology  
**Level:** Undergraduate (Level 1)  
**Unit value:** 15 points  
**Prerequisites:** None  
**Lecturer(s):** The Revd Dr Don Saines  
**Timetable:** Offered in Semester 1 only

**Content:**

The unit draws on the Christian Creeds viewed as a narrative framework for introducing students to the nature and scope of systematic theology, its sources, norms, including revelation and the relationship between faith and reason. It looks at historical moments in the development of theology, covering at least two of the following areas: the patristic period, the Reformation, and theology since the modern period.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- define and use a range of key theological terms which constitute the requisite technical vocabulary for systematic theology
- articulate an understanding of the role of systematic theology and how it may be done
- identify and distinguish the various sources on which Christian theology draws
- describe the development of key creedal doctrines, their inter-relationship and importance for contemporary theology and today's contexts
- analyse and articulate the significance of historical context for understanding theological development, drawing on examples from two historical periods.

**Assessment:**

- Two 750-word tutorial discussion paper (CB) or tutorial reflection, equivalent of 1,500 words (OL) (20%)
- Two 1,500-word book reviews (30%)
- 3,000-word essay (50%).

**Recommended Reading:** (\*recommended for purchase)

Barth, K. *Dogmatics in Outline*. London: SCM, 1949 (1973).

Dulles, A. *The Craft of Theology*. Dublin: Gill and Macmillan, 1992.

Fiorenza, F.S. and J.P. Galvin, eds. *Systematic Theology: Roman Catholic Perspectives*, 2 vols, 2nd ed. Minneapolis: Fortress, 2011.

Ford, D.F. *Theology: A Very Short Introduction*. Oxford: OUP, 1999.

Guthrie, S. C. *Christian Doctrine*. Rev. ed. Louisville: Westminster John Knox, 1994.

Hunt, A. et al, eds. *The Foundations of Christian Faith: An Introduction for Students*. Southbank: Social Science Press, 2004.

Macquarrie, J. *Principles of Christian Theology*. London: SCM, 1966.

\*McGrath, A.E. *The Christian Theology Reader*, 4th edition. Chichester: Wiley-Blackwell, 2011.

McGrath, A.E. *Theology: The Basics*. 3rd ed. Oxford: Blackwell, 2012.

McGrath, A.E. *Christian Theology: An Introduction*. 5th ed. Oxford: Blackwells, 2011.

Migliore, D.L. *Faith Seeking Understanding*. 2nd ed. Grand Rapids: Eerdmans, 2004.

Moltmann, J. *Experiences in Theology: Ways and Forms of Christian Theology*. London: SCM, 2000.

Ratzinger, J. *Principles of Catholic Theology: Building Stones for a Fundamental Theology*. San Francisco: Ignatius Press, 1987.



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| <b>TITLE:</b>         | <b>INTRODUCTION TO LITURGICAL THOUGHT AND PRACTICE</b> |
| <b>Unit Code(s):</b>  | <b>DL8200T (Class based)/DL8209T (Online)</b>          |
| <b>Field:</b>         | D: Liturgy   |
| <b>Level:</b>         | Postgraduate Foundational                              |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | None   |
| <b>Lecturer(s):</b>   | The Revd Professor Stephen Burns                       |
| <b>Timetable:</b>     | Offered in Semester 1 only                             |

### **Content:**

This unit will explore the tradition and teaching of the church's liturgical practice across ecumenical borders. It will begin with an historical overview of liturgical developments, including the early Church and the Reformation, and more recent movements for renewal, particularly since Vatican II. It will focus on the role of liturgy in the life of the church, and fundamental dimensions of liturgy such as symbol and ritual, the Word of God, the rhythms of time and liturgical space, and the dynamic interplay of liturgy, life and mission. The pastoral application of this learning will be a focus of the unit.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- account for the centrality of liturgy in the life of the church, in relation to its historical roots
- explain the nature of liturgy as enacted symbol, identifying the core symbols
- articulate and illustrate the connection between worship, Christian living and mission
- utilise liturgical books and other resources to prepare specific pastoral liturgies
- identify principles for the appropriate shaping and use of liturgy in different contexts
- utilise liturgical books and other resources to prepare context-specific liturgies.

### **Assessment:**

- 2,000-word composition of an annotated eucharistic prayer, with related rubrics (30%)
- 2,000-word essay words (30%)
- 1,000-word case study (25%)
- Journal (CB) or tutorial reflection (OL), equivalent to 1,000 words (15%).

### **Recommended Reading:** (\*recommended for purchase)

\* Burns, S. *Liturgy*. SCM Studyguide. London: SCM Press, 2006.

Burns, S. ed. *Journey*. Norwich: Canterbury Press, 2008.

Burns, S. ed. *Liturgical Spirituality: Anglican Reflections on the Church's Prayer*. New York: Seabury, 2013.

Burns, S. ed. *The Art of Tentmaking: Making Space for Worship*. Norwich: Canterbury Press, 2011.

\* Burns, S. and A. Monro, eds. *Christian Worship in Australia: Inculturating the Liturgical Tradition*. Strathfield, NSW: St Pauls, 2009.

Earey, M. *Beyond Common Worship: Anglican Identity and Liturgical Diversity*. SCM Press, 2013.

Gray-Reeves, M. and M. Perham. *The Hospitality of God: Emergent Worship for a Missional Church*. London: SPCK, 2011.

Ramshaw, G. *Christian Worship: 100,000 Sundays of Symbols and Rituals*. Minneapolis, MN: Fortress Press, 2009.

Saliers, D.E. *Worship and Spirituality*. Akron, OH: OSL Publications, [2] 1996.

Vasconcelos-Wilkey, G. ed. *Worship and Culture: Foreign Country or Homeland?* Grand Rapids, MI: Eerdmans, 2014.

White, S.J. *The Spirit of Worship: The Liturgical Tradition*. London: Dartman, Longman & Todd, 2000.

Weil, L. *Liturgical Sense: The Logic of Rite*. New York: Seabury, 2013.



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| <b>TITLE:</b>         | <b>MISSION AND LEADERSHIP FOR CONTEMPORARY AUSTRALIA</b>   |
| <b>Unit Code(s):</b>  | <b>DM8300T (Class based)</b>                               |
| <b>Field:</b>         | D: Missiology  |
| <b>Level:</b>         | Postgraduate Foundational                                  |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | None   |
| <b>Lecturer(s):</b>   | The Revd Professor Stephen Burns, the Revd Cecilia Francis |
| <b>Timetable:</b>     | Offered in Semester 1 only                                 |

### **Content:**

This unit introduces some of the basic elements of contemporary Anglican thinking about mission, specifically (1) the Anglican Communion's Five Marks of Mission, (2) western Anglicanism's engagement with "fresh expressions of church" in the "mixed economy" of a "mission-shaped church", and (3) the growing influence upon Anglicans of the theologies of the "missional church network." The unit relates these aspects of contemporary Anglican missiology to cultural exegesis of contemporary Australian cultures. Particular attention will be given to consideration of roles and styles of leadership in the missional activity of the church.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Demonstrate a knowledge and understanding of mission within historical and contemporary contexts, with special reference to Anglican theologies.
- Demonstrate an awareness of the disciplines of leadership, and the foundations and development of community life in a missional practice.
- Articulate a theological foundation for mission in a variety of social and cultural settings, with special reference to contemporary Australian cultures.
- Critique the skills required for leadership within the church's call to mission.
- Identify and analyse actual and espoused theologies of mission in the explicit curriculum of Christian communities.

### **Assessment:**

- 2,000-word class presentation (40%)
- 2,000-word weekly journal (30%)
- Two 1,000-word short papers (30%).

### **Recommended Reading:** (\*set texts recommended for purchase)

Graham Cray et al, *Mission-shaped Church* (London: CHP, 2004)  
 Andrew Curnow et al, *Building the Mission-shaped Church in Australia* (Broughton Books, 2008)  
 Steven Croft, ed., *Mission-shaped Questions* (London: CHP, 2008)  
 Steven Croft and Ian Mobsby, eds, *Ancient Faith, Future Mission: Fresh Expressions in the Sacramental Tradition* (Norwich: Canterbury Press, 2012)  
 Crag van Gelder and Dwight Zscheile, *The Missional Church in Perspective: Mapping Trends and Shaping the Conversation* (Grand Rapids, MI: Eerdmans, 2011)  
 Craig van Gelder, ed., *The Missional Church and Leadership Formation: Helping Congregations Develop Leadership Capacity* (Grand Rapids, MI: Eerdmans, 2009)  
 David Goodhew, ed., *Towards a Theology of Church Growth* (Aldershot: Ashgate, 2015)  
 Susan Hope, *Mission-shaped Spirituality* (London: DLT, 2007)  
 Louis Nelstrop and Martyn Percy, *Evaluating Fresh Expressions* (Norwich: Canterbury Press, 2009)  
 Stephen Pickard, *Inbetween God: Theology, Community, Discipleship* (Adelaide: ATF, 2012)  
 Stephen Pickard, *Theological Foundations for Collaborative Ministry* (Aldershot: Ashgate 2010)  
 Cathy Ross, ed., *Life-widening Mission: Global Anglican Perspectives* (Wipf & Stock, 2012)  
 Cathy Ross and Stephen Bevans, eds, *Mission on the Road to Emmaus: Constants, Contexts and Prophetic Dialogue* (London: SCM Press, 2015)  
 Andrew Walls and Cathy Ross, eds, *Mission in the Twenty-first Century: Exploring the Five Marks of Global Mission* (London: DLT, 2008)  
 Dwight Zscheile, *Agile Church: Spirit-led Innovation in an Uncertain Age* (Morehouse, 2015)  
 Dwight Zscheile, *People of the Way: Renewing Episcopal Identity* (Morehouse, 2012)  
 Dwight Zscheile, ed., *Cultivating Sent Communities* (Grand Rapids, MI: Eerdmans, 2012)

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| <b>TITLE:</b>         | <b>SUPERVISED MINISTRY PLACEMENT</b>       |
| <b>Unit Code(s):</b>  | <b>DP8906T (Placement)</b>                 |
| <b>Field:</b>         | D: Pastoral Theology and Ministry Studies  |
| <b>Level:</b>         | Postgraduate Foundational                  |
| <b>Unit value:</b>    | 15 points                                  |
| <b>Prerequisites:</b> | Completion of at least one unit in Field D |
| <b>Supervisor:</b>    | The Revd Dr Cecilia Francis                |
| <b>Timetable:</b>     | Offered each year as a year-long unit      |

#### **Content:**

This unit will introduce students to the basic processes of field education and theological reflection. Through a supervised experience in a ministry context, students will be guided in establishing learning goals appropriate to the context in which they are placed and to their learning style, encouraging a capacity for self-directed learning. Attention will be given to the development of foundational skills in ministry and in advanced theological reflection on ministry experience, and to the integration of theological study and ministry practice.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- create and evaluate goals in the context of a field placement
- document the learning which has resulted from the placement and their ministry experience
- demonstrate an advanced understanding of the key ministry skills required in the context in which the placement occurred
- explore and analyze different frameworks offered for theological reflection in the practice of ministry
- reflect critically on the contribution of the field placement to their spiritual and personal development and ministerial identity.

#### **Assessment:**

- 2 reports (mid-placement & end of placement), equivalent to 2,500 words in total (45%)
- 3,500-word essay, including theological reflection, on a key aspect of the learning experience (55%).

#### **Recommended Reading:** (\*recommended for purchase)

Ames, S. *Theological Reflection: What is at Stake?* Together in Ministry. Melbourne: Uniting Academic Press, 2009.

\*Anglican Diocese of Melbourne. *Supervised Theological Field Education Manual* (annual).

Floding, M. (ed) *Welcome to Theological Field Education!* Herndon, Alban, 2011.

Graham, E., H. Walton and F. Ward, *Theological Reflection: Methods*. London, SCM Press, 2005.

Kinast, R.L. *What are they saying about Theological Reflection?* Mahwah: Paulist Press, 2000.

Pattison, S. 'Some Straw for the Bricks: A Basic Introduction to Theological Reflection', *The Blackwell Reader in Pastoral and Practical Theology*. Oxford: Blackwell, 2000.

Paver, J.E. *Theological Reflection and Education for Ministry*. Aldershot: Ashgate, 2006.

Pyle, W.T. and M. Alice Seals, eds. *Experiencing Ministry Supervision*. Nashville, Broadman & Holman, 1995.

## ELECTIVE UNITS

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|                       |   |
|-----------------------|---|
| <b>TITLE:</b>         | <b>GENESIS</b>  |
| <b>Unit Code(s):</b>  | <b>BA9100T (Class based)/BA9109T (Online)</b>                 |
| <b>Field:</b>         | B: Old Testament  |
| <b>Level:</b>         | Postgraduate Elective   |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | At least two units of Biblical Studies, one in Old Testament. |
| <b>Lecturer(s):</b>   | Ms Carolyn Alsen  |
| <b>Timetable:</b>     | Offered in Semester 1 only                                    |

### Content:

This unit engages with the Book of Genesis. Topics covered are: its major sections and unity; discussion of its historical and social context, its major theological themes; exegesis of selected texts with consideration of artistic, historical and contemporary interpretations of a number of these.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- analyse the scholarly debates over the understanding of the book of Genesis as a whole
- interpret the text of Genesis using advanced exegetical skills
- engage critically with different views and perspectives on Genesis
- reflect theologically on the text of Genesis and relate that to other biblical studies and theological disciplines
- explain the origins of various ethical and theological issues in Genesis and their implications for church life and teaching.

### Assessment:

- 2,500-word exegetical essay (40%)
- 2,500-word essay (40%)
- Tutorial report, equivalent to 1,000 words (20%).

### Recommended Reading: (\*set texts recommended for purchase)

Arnold, Bill T. *Genesis*. Cambridge: Cambridge University Press, 2009.

Brenner, Athalya. ed. *A Feminist Companion to Genesis*. Vols 1-2. Sheffield: Sheffield University Press, 1997/1998.

Paulson, Graham and Mark G. Brett. *Five Smooth Stones: Reading the Bible through Aboriginal Eyes*. Colloq 45, no. 2 (2013): 199-214.

\*Brueggemann, W. *Genesis*. Atlanta: John Knox, 1982.

\*Enns, Pete and Jared Byas. *Genesis for Normal People*. Englewood, CO: Patheos Press, 2012.

Habel, Norman C. *The Birth, The Curse and The Greening Of Earth: An Ecological Reading Of Genesis 1-11*. Sheffield: Sheffield Phoenix Press, 2011.

Hendel, Ronald. *The Book of Genesis: A Biography*. Princeton: Princeton University Press, 2013.

Hendel, Ronald S. *Genesis 1-11 and Its Mesopotamian Problem*. Pages 23-36 in *Cultural Borrowings and Ethnic Appropriations in Antiquity*. Edited by Erich S. Gruen. Stuttgart: Frantz Steiner, 2005.

Provan, Iain W. *Seriously Dangerous Religion*. Waco: Baylor University Press, 2014.

Warner, Megan. "Therefore a Man Leaves His Father and His Mother and Clings to His Wife': Marriage and Intermarriage in Genesis 2:24." *Journal of Biblical Literature*, vol. 136, no. 2, 2017, pp. 269-88.

**TITLE:** 1 CORINTHIANS  
**Unit Code(s):** BN9210T (Class based)  
**Field:** B: New Testament  
**Level:** Postgraduate Elective  
**Unit value:** 15 points  
**Prerequisites:** One Foundation unit in New Testament  
**Lecturer(s):** The Revd Dr Fergus King  
**Timetable:** Intensive from 5–9 February 2018

### Content:

This unit involves a detailed study of Paul's First Letter to the Corinthians. It focuses especially on Paul's perception of the problems arising in the life of the young church in Corinth, and his responses to them. It explores Paul's relationship with his churches, including Corinth, and examines the way his theology adapts itself to new situations and new contexts. The specific context of the church in Corinth is explored, and different scholarly opinions canvassed. The unit explores the nature of Paul's theology in 1 Corinthians, including its relationship to 2 Corinthians and the other Pauline writings, along with the question of its ongoing relevance for the context of the church today. Attention to the Greek text, where available, or to a variety of English translations, is encouraged.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- describe the context of the Corinthian church in the arena of the Greco-Roman world and the significance of this for interpreting the text.
- articulate the theological issues raised in 1 Corinthians by the church and Paul's responses to them.
- critically assess different scholarly views on the theology of the Corinthian church which Paul is addressing.
- discuss the exegetical issues and methods for reading 1 Corinthians.
- appraise the theology of 1 Corinthians and articulate and critique selected contemporary understandings of its significance for the contemporary church.
- evaluate textual and translation issues as they effect the interpretation of the Epistle.

### Assessment:

- 2,500-word exegetical essay (40%)
- 2,500-word thematic essay (45%)
- Tutorial report, equivalent to 1,000 words (15%).

### Recommended Reading: (\* recommended for purchase)

Barnet, P. *The Corinthians Question: Why Did the Church Oppose Paul?* Nottingham: Apollos, 2011.  
 Barrett, C.K. *A Commentary on the First Epistle to the Corinthians*. 2nd ed. London: A & C Black, 1971.  
 Chow, J.K. *Patronage and Power: A Study of Social Networks in Corinth*. Sheffield: JSOT Press, 1992.  
 \*Collins, R.F. *First Corinthians*. Collegeville: Liturgical Press, 1999.  
 Fee, G.D. *The First Epistle to the Corinthians*. Grand Rapids: Eerdmans, 1987.  
 Friesen, S.J. et al, eds. *Corinth in Contrast: Studies in Inequality*. Leiden/Boston: Brill, 2013.  
 Hays, R.B. *First Corinthians*. Louisville: Westminster John Knox Press, 1997.  
 Horrell, D.G. *The Social Ethos of the Corinthian Correspondence*. Edinburgh: T & T Clark, 1996.  
 Horsley, R.A. *1 Corinthians*. Nashville: Abingdon, 1998.  
 Kovacs, J. *First Corinthians*. Interpreted by Early Christian Commentators. Grand Rapids: Eerdmans, 2005.  
 \*Perkins, P. *First Corinthians*. Grand Rapids: Baker, 2012.  
 \*Thiselton, A. *First Corinthians: A Shorter Exegetical and Pastoral Commentary*. Grand Rapids: Eerdmans, 2006.  
 Witherington, B. *Conflict and Community in Corinth: A Socio-Rhetorical Commentary on 1 and 2 Corinthians*. Grand Rapids: Eerdmans, 1995.

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|-----------------------|---|
| <b>TITLE:</b>         | <b>CAPTIVITY EPISTLES: PHILIPPIANS, PHILEMON, COLOSSIANS, EPHESIANS</b> |
| <b>Unit Code(s):</b>  | <b>BN9319T (Online only)</b>  |
| <b>Field:</b>         | B: New Testament  |
| <b>Level:</b>         | Postgraduate Elective   |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | 30 points of NT study   |
| <b>Lecturer(s):</b>   | The Venerable Dr Bradley Billings                                       |
| <b>Timetable:</b>     | Offered in Semester 2 only  |

### **Content:**

This unit provides an in-depth study of a group of letters from the Pauline corpus which are explicitly associated with Paul's imprisonment (Philippians, Philemon, Colossians and Ephesians). The study of these letters will focus on the social and religious contexts out which the letters arise, and the theology which emerges from them. Attention will be also paid to the question of authorship: whether Paul wrote all four or whether Colossians and Ephesians arise from a later context. The unit will consider the ways in which the letters address issues that are of continuing relevance for the life and mission of the church.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Critically interpret key aspects of Philippians, Philemon, Colossians and Ephesians in the light of critical scholarship.
- Discuss, with exegetical support and consideration of a range of secondary scholarship, the rhetoric and theology of the four letters in their context.
- Demonstrate an awareness of the issues involved in the question of the authorship of the letters.
- Provide a critically informed account of sections in the letters which explore the relationship between theological conviction, ecclesial identity, and missional practice.
- Demonstrate an understanding of hermeneutical principles in relation to the interpretation of early Christian letters.

### **Assessment:**

- 2,500-word exegetical essay (40%)
- 2,500-word thematic essay (40%)
- Tutorial engagement across six forums, equivalent to 1,000 words (20%)

### **Recommended Reading:** (\*recommended for purchase)

Best, Ernest, *A Critical and Exegetical Commentary on Ephesians*. London: T&T Clark, 2004.

Bockmuehl, Markus. *The Epistle to the Philippians*. 4th ed. London: A & C Black, 1997.

Fee, Gordon. D. *Paul's Letter to the Philippians*. Grand Rapids: William B. Eerdmans, 1995.

Fowl, Stephen E. *Ephesians*. Louisville: Westminster John Knox, 2012.

Fowl, Stephen E. *Philippians*. Grand Rapids / Cambridge: Eerdmans, 2005.

Hay, David M. *Colossians*. Nashville: Abingdon, 2000.

\*Schnabel, Eckhard J. *Paul the Missionary: Realities, Strategies and Methods*. Downers Grove: IVP Academic, 2008.

Sumney, Jerry. *Colossians: A Commentary*. Louisville: Westminster John Knox, 2010.

Tolmie, D. Francois, *Philemon in Perspective: Interpreting a Pauline Letter*. Berlin / New York: de Gruyter, 2010.

Ware, James. *The Mission of the Church in Paul's Letter to the Philippians and in the Context of Ancient Judaism*. Leiden / Boston: Brill, 2005.

\*Wright, N.T. *The Paul Debate: Critical Questions for Understanding the Apostle*. Waco: Baylor University Press, 2015.



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| <b>TITLE:</b>         | <b>GOSPEL OF LUKE</b>                                      |
| <b>Unit Code(s):</b>  | <b>BN9300T (Class based)/BN9309T (Online)</b>              |
| <b>Field:</b>         | B: New Testament   |
| <b>Level:</b>         | Postgraduate Elective                                      |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | One unit in New Testament                                  |
| <b>Lecturer(s):</b>   | The Revd Professor Dorothy Lee, the Revd Dr Robyn Whitaker |
| <b>Timetable:</b>     | Offered in Semester 2 only                                 |

### Content:

This unit offers an advanced study of the Gospel of Luke. Through exegesis of the special material in Luke as well as consideration of Lukan redaction of Synoptic material, it will explore themes such as salvation, Christology, poverty and ethnicity. It will analyse secondary readings that take various approaches to the study of Luke, to develop students' research skills and hermeneutical sophistication. Some attention will be given to the Acts of the Apostles (the sequel to Luke's Gospel) in the course of discussing the author's use of ancient historiographical and biographical techniques to portray the incipient Christian movement within the Roman Empire and in relation to Judaism. Students are encouraged to work with the Greek text of Luke to the extent they are able.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a sound grasp of the overall contents, structure, theology, and rhetoric of the Gospel of Luke
- determine the likely sources of Luke's Gospel and their redaction, thus demonstrating an ability to work with Luke as a Synoptic Gospel
- critically exegete and interpret passages in the Gospel of Luke utilising sophisticated mature exegetical skills
- critically apply a range of hermeneutical methods for the interpretation of the Gospel of Luke demonstrating awareness of the aims and emphases of these methods
- critically assess and utilise secondary sources for articulating the theology of the Gospel of Luke
- engage with contemporary debates in the interpretation of the Gospel of Luke.

### Assessment:

- 2,500-word exegetical essay (40%)
- 2,500-word thematic essay (45%)
- Journal (CB) or tutorial reflection (OL), equivalent to 1,000 words (15%).

### Recommended Reading: (\*recommended for purchase)

Bartholomew, C.G., J.B. Green & A.C. Thiselton, ed. *Reading Luke: Interpretation, Reflection, Formation*. Grand Rapids: Zondervan, 2005.

Bovon, F. Luke 1. Luke 2. Luke 3. 3 vols. *Hermeneia*. Minneapolis: Fortress, 2002–2013.

\*Byrne, B. *The Hospitality of God: A Reading of Luke's Gospel*. Collegeville: Liturgical, 2000.

\*Carroll, J.T. *Luke: A Commentary*. Louisville: Westminster John Knox, 2012.

Fitzmyer, J.A. *The Gospel According to Luke*. 2 vols. Anchor Bible 28 & 28A. Garden City, NY: Doubleday, 1981–85.

Green, J.B. *Luke*. Grand Rapids: Eerdmans, 1997.

\* Johnson, L.T. *The Gospel of Luke. Sacra Pagina 3*. Collegeville: Michael Glazier (Liturgical), 1991.

Levine, A.-J. with M. Blickenstaff, ed. *A Feminist Companion to Luke*. Sheffield: Sheffield Academic Press, 2002.

Lieu, J. *The Gospel of Luke. Epworth Commentaries*. Peterborough: Epworth, 1997.

Nolland, J. *Luke 1–9:20. Luke 9:21–18:34. Luke 18:35–24:53*. 3 vols. Word Biblical Commentary 35A–35C. Dallas: Word Books, 1989–1993.

Talbert, C.H. *Reading Luke*. 2nd ed. Macon, GA.: Smyth & Helwys, 2002.

Tannehill, R.C. *Luke. Abingdon New Testament Commentaries*. Nashville: Abingdon, 1996.

Thompson, R. P. and T. E. Phillips, ed. *Literary Studies in Luke–Acts: Essays in Honor of Joseph B. Tyson*. Macon: Mercer University Press, 1998.

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| <b>TITLE:</b>         | <b>THE REFORMATION</b>                            |
| <b>Unit Code(s):</b>  | <b>CH9700T (Class based)/CH9709T (Online)</b>     |
| <b>Field:</b>         | C: Church History                                 |
| <b>Level:</b>         | Postgraduate Elective                             |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | 15 points of Church History at Foundational level |
| <b>Lecturer(s):</b>   | The Revd Professor Mark Lindsay                   |
| <b>Timetable:</b>     | Offered in Semester 1 only                        |

### **Content:**

This unit examines the religious revolutions in sixteenth-century Europe. It explores the extraordinary development of European religious cultures, tracing the influence of Lutherans, Anglicans, Calvinists, and radical Protestants, as well as Catholic reforms and responses. The theologies and practices of these groups will be considered in relation to contemporary politics and popular culture. The unit begins with an examination of late medieval theology and piety and ends with the impact of reform in times and places beyond sixteenth-century Europe.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Demonstrate basic knowledge of the major theological issues of sixteenth-century reform movements
- Assess the relative significance of the major historical precursors to the Reformation
- Critically analyse a range of early modern historical sources
- Identify causes of division in the sixteenth-century western Church and assess the extent of their contemporary resonances in the life of Australian Anglican communities
- Engage with and critically assess the historiographical debates on the causes and extent of the Reformation.

### **Assessment:**

- 1,500-word journal on weekly tutorial topics (30%)
- 1,500-word documentary analysis exercise (20%)
- 3,000-word essay (50%).

### **Recommended Reading:** (\*recommended for purchase)

Cameron, Euan. *The European Reformation*. 2<sup>nd</sup> ed. Oxford: Clarendon, 2012.

Jones, M.D.W. *The Counter-Reformation: Religion and Society in Early Modern Europe*. OUP, 1995.

Hillebrand, Hans, ed. *The Protestant Reformation*, Harper Perennial, 2009.

\*Lindberg, Carter, ed. *The European Reformations Sourcebook*. Oxford: Blackwell, 2000.

Lindberg, Carter. *The European Reformations*. Oxford: Blackwell, 1996.

MacCulloch, Diarmaid. *The Reformation*. London: Penguin, 2003.

Matheson, Peter. *The Imaginative World of the Reformation*. Edinburgh: T & T Clark, 2000.

McGrath, Alister. *Reformation Thought: An Introduction*. Rev. ed. Oxford: Blackwell, 2012.

Ozment, S. *Protestants: The Birth of a Revolution*. New York: Image, 1993.

Payton, James R. *Getting the Reformation Wrong: Correcting Some Misunderstandings*. Downers Grove: IVP Academic, 2010.

Scribner, Robert. *The Reformation in National Context*. Cambridge: CUP, 1994



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| <b>TITLE:</b>         | <b>JESUS CHRIST: HOPE FOR THE WORLD</b>        |
| <b>Unit Code(s):</b>  | <b>CT9000T (Class based)/CT9009T (Online)</b>  |
| <b>Field:</b>         | C: Systematic Theology                         |
| <b>Level:</b>         | Postgraduate Elective                          |
| <b>Unit value:</b>    | 15 points                                      |
| <b>Prerequisites:</b> | CT8010T Christian Creeds and Doing Theology    |
| <b>Lecturer(s):</b>   | The Revd Emeritus Professor Christiaan Mostert |
| <b>Timetable:</b>     | Offered in Semester 2 only                     |

### **Content:**

The unit aims to help students understand and engage thoughtfully with the contexts and questions that have arisen in the past and present theological discussion about Jesus Christ in relation to the Father and the Spirit, and to human life and community. In exploring the doctrine of the person and work of Jesus Christ as hope for the world, the central issues treated will include the understanding of salvation through Jesus Christ, the doctrine of the Incarnation and the significance of the crucifixion, resurrection and hope for human kind and for creation.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Demonstrate a thoughtful and critical awareness of the theology of Jesus Christ.
- Elaborate and evaluate the major developments in this theology as developed in the definitions of Nicaea and Chalcedon and in the later challenges since modernity.
- Articulate the strengths and weaknesses of key ways of understanding salvation in with regard to incarnation, teaching, cross, and resurrection.
- Establish a critical appreciation of historical and contemporary theologies of Jesus Christ, in Trinitarian perspective.
- Formulate and engage critically with a theology of Jesus Christ for today.

### **Assessment:**

- Four 250-word tutorial discussion papers (15%)
- 2,000-word essay (35%)
- 3,000-word essay (50%)

### **Recommended Reading:** (\*recommended for purchase)

Bauckham, R. *Jesus and the God of Israel*. Grand Rapids: Eerdmans, 2008.  
 Bockmuehl, M. *The Cambridge Companion to Jesus*. Cambridge: CUP, 2001.  
 Borg, M.J. & N.T. Wright. *The Meaning of Jesus: Two Visions*. London: SPCK, 1999.  
 Del Colle, Ralph. *Christ and Spirit: Spirit Christology in Trinitarian Perspective*, New York: OUP, 1994.  
 Hall, D.J. *The Cross in Our Context*. Minneapolis: Fortress, 2003.  
 Matera, F.J. *New Testament Christology*. Louisville: Westminster/John Knox, 1999.  
 McDermott, B. *Word Become Flesh: Dimensions of Christology*. Collegeville: Liturgical Press, 1993.  
 Merrigan, T. & Haers, J. (eds). *The Myriad Christ*. Leuven: University Press, 2000.  
 Moltmann, J. *The Way of Jesus Christ*. London: SCM, 1990.  
 O'Collins, G.C. *Christology*. Oxford: OUP, 2009.  
 Wright, N.T. *Jesus and the Victory of God*. London: SPCK, 1996.

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|-----------------------|------------------------------------|
| <b>TITLE:</b>         | <b>MODERN THEOLOGIANS</b>          |
| <b>Unit Code(s):</b>  | <b>CT9400T/CH9400T (Intensive)</b> |
| <b>Field:</b>         | C: Systematic Theology             |
| <b>Level:</b>         | Postgraduate Elective              |
| <b>Unit value:</b>    | 15 points                          |
| <b>Prerequisites:</b> | None                               |
| <b>Lecturer(s):</b>   | The Revd Professor Mark Lindsay    |
| <b>Timetable:</b>     | Intensive                          |

### Content:

This unit introduces students to a selection of some of the key figures and movements in theological history from the early 1800s to the end of the twentieth century, including: Ernst Troeltsch and the History of Religions School, Karl Barth's 'neo-orthodoxy', liberation theologies, Pentecostalism, and the post-liberalism of George Lindbeck and Robert Jenson. It examines the contexts in which they arose, the intellectual, cultural and theological trends against which they were reacting, and the responses to them by their critics. Students will engage with key texts from each school, movement or figure.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- identify the historical and theological contexts in which selected movements in modern theology arose
- analyse the extent to which those movements reacted to and/or accommodated the contexts in which they arose
- articulate the key ideas espoused by those movements and their representative figures
- analyse the immediate and longer-term impacts of those various movements on the development of Christian theology
- evaluate the relative significance of each movement/figure to modern Christian thought
- critically assess the strengths of the core ideas of each movement for contemporary church life and ministry.

### Assessment:

- 1,000-word primary source (documentary analysis) exercise (20%)
- 2,000-word reflective essay: personal reflection on the theological strengths and deficiencies of one of the movements/figures studied (35%)
- 3,000-word research essay: critical examination of a key issue, movement or figure studied and the causes and impacts (45%).

### Recommended Reading: (\*set texts recommended for purchase)

Althaus-Reid, M. & L. Isherwood. *Controversies in Feminist Theology*. London: SCM Press, 2007.  
 Anderson, Allen. *An Introduction to Pentecostalism: Global Charismatic Christianity*. CUP, 2004.  
 Barth, Karl. *Protestant Theology in the Nineteenth Century*. London: SCM Press, 2010.  
 Boff, Leonardo. *Introducing Liberation Theology*. London: Burns & Oates, 1987.  
 Cartledge, Mark. *Encountering the Spirit: The Charismatic Tradition*. London: Darton, 2006.  
 Ford, David F., ed. *The Modern Theologians*, Oxford: Blackwell, 1997.  
 Gutierrez, Gustavo. *A Theology of Liberation*. New York: Orbis, 1988.  
 Lindbeck, George. *The Nature of Doctrine. Religion and Theology in a Postliberal Age*. JKP, 1984.  
 Loades, Anne, ed. *Feminist Theology: A Reader*. London: SPCK, 1996.  
 McCormack, Bruce. *Karl Barth's Critically Realistic Dialectical Theology: Its Genesis and Development, 1906-1936*, Oxford: Clarendon Press, 1995.  
 Muers, Rachel & Higon, Mike. *Modern Theology: A Critical Introduction*. London: Routledge, 2012.  
 Placher, William. *The Triune God. An Essay in Postliberal Theology*. John Knox Press, 2007.  
 Rowland, Christopher, ed. *The Cambridge Companion to Liberation Theology*. 2nd Ed. CUP, 2007.  
 Welch, Claude. *Protestant Thought in the Nineteenth Century. Volume 2, 1870-1914*. Eugene: Wipf & Stock, 2003.

**TITLE:** SPIRIT, CHURCH AND WORLD  
**Unit Code(s):** CT9600T (Class based) / CT9609T (Online)  
**Field:** C: Systematic Theology  
**Level:** Postgraduate Elective  
**Unit value:** 15 points  
**Prerequisites:** CT8010T / CT8019T Christian Creeds and Doing Theology  
**Lecturer(s):** The Revd Dr Don Saines  
**Timetable:** Offered in Semester 1 only

### Content:

The revitalised interest in Trinitarian theology in recent times has given added place to the Holy Spirit in Christian theology and practice and to the potential for human community more generally. The Spirit grounds and energises the hope and promise of Jesus Christ for the church and for the world. Drawing on this claim, this unit focuses on ecclesiology, the study of the church's self-understanding as a community of Jesus Christ enlivened by the Holy Spirit. Related core issues such as the church's mission, ministry and sacramental life will be examined, and students are invited to develop a sustained, critical and constructive analysis of ecclesiology within the broader ecumenical and Australian context.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a thoughtful and critical awareness of the theology of the Holy Spirit.
- evaluate the major developments in ecclesiology, and especially in the twentieth and twenty first centuries.
- articulate the strengths and weaknesses of key theologies of the mission of the church in the world
- demonstrate a critical appreciation of contemporary ecclesiologies in Trinitarian perspective.
- formulate a critical theology of the church in the world within an Australian context

### Assessment:

- Tutorial discussion papers, including peer evaluation, equivalent to 1,000 words (20%)
- 2,000-word literature review (35%)
- 3,000-word essay (45%)

### Selected Reading: (\* recommended for purchase)

Best, Thomas F., and Gassmann, Gunther, *ON the Way to Fuller Koinonia*, Geneva, WCC., 1994.  
 Church of England's Mission and Public Affairs Council. *Mission-Shaped Church*. London: Church House Publishing, 2004.  
 Congar, Yves *I Believe in the Holy Spirit*, 3 vols. New York: Seabury Press, 1983.  
 Cowdell, *God's Next Best Thing: Discovering the Future Church*, Mulgrave, John Garrett, 2004.  
 Croft, Steven. *Transforming communities: re-imaging the Church for the 21<sup>st</sup> century*. London: Darton, Longman & Todd, 2003.  
 Curnow, Andrew, et al, *Building the Mission-shaped Church in Australia*, Alexandria: Broughton Books, 2008  
 Del Colle, Ralph. *Christ and the Spirit: Spirit-Christology in Trinitarian Perspective*, Place?: OUP, 1994  
 Ford, David F. and Stamps, Dennis L. *Essential of Christian Community*, Edinburgh: T&T Clark, 1996.  
 Gutierrez, G. *We Drink from our own Wells*. Maryknoll: Orbis, 1984.  
 Haight, Roger. *Christian Community in History: Comparative Ecclesiology*. Vol 2; New York/London: Continuum, 2005.  
 Hardy Daniel W. *Finding the Church: The Dynamic truth of Anglicanism*. London: SCM, 2001.  
 Healy, Nicholas M. *Church, World and the Christian Life*. Cambridge: Cambridge University Press, 2000.

- Kaye, Bruce, McNeil, Sarah, and Thomson, Heather, eds., *'Wonderful and Confessedly Strange': Australian Essays in Anglican Ecclesiology*, Adelaide, ATF, 2006.
- Lindbeck, George A. *The Church in a Postliberal Age*, ed. James J. Buckley. London: SCM Press, 2002.
- Mannion, Gerard. *Ecclesiology and Postmodernity: Questions for the Church in Our Time*. Collegeville: Liturgical Press, 2007.
- Maquarrie, John. *Theology, Church and Ministry*. London: SCM, 1986.
- Moltmann, Jürgen. *The Church in the Power of the Spirit*. London: SCM, 1977.
- Moltmann, Jürgen. *The Spirit of Life*. London: SCM, 1992.
- Mudge, Lewis. *The Church as Moral Community: Ecclesiology and Ethics in Ecumenical Debate*. Geneva/New York: WCC/ Continuum, 1998.
- Mudge, Lewis S. *The Sense of a People: Toward a Church for the Human Future*. Philadelphia: Trinity Press International, 1992.
- Pickard, Stephen. *Inbetween God: Theology, Community, Discipleship*, Adelaide: ATF, 2012
- Pickard, Stephen. *Theological Foundations for Collaborative Ministry* (Aldershot: Ashgate 2010)
- Schillebeeckx, Edward. *The Church with a Human Face: A New and Expanded Theology of Ministry*. London: SCM, 1985.
- Welker, Michael, *God the Spirit*. Minneapolis: Fortress, 1994.
- Zizioulas, John D. *Being as Communion*. London: Darton, Longman & Todd, 1985.

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| <b>TITLE:</b>         | <b>PRACTICES OF MINISTRY</b>                                 |
| <b>Unit Code(s):</b>  | <b>DA8600T (Class based only)</b>                            |
| <b>Field:</b>         | D: Mission and Ministry                                      |
| <b>Level:</b>         | Postgraduate Foundational                                    |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | None   |
| <b>Supervisor:</b>    | The Revd Professor Stephen Burns, the Revd Dr Robyn Whitaker |
| <b>Timetable:</b>     | Offered in semester 2 only                                   |

### Content:

Practices of Ministry explores a number of foundational and everyday disciplines of reflective practice in Christian ministry. It thus seeks both to inculcate and to connect basic skills for pastoral, missional and representative ministry in parish and other settings. The practices include: local demographic study to enable basic cultural exegesis; mission auditing to survey and enable relationship between congregational and wider community dynamics; verbatim, a skill that will herald and/or consolidate experience of CPE, embedding it as a habitual discipline; ritual survey to enable liturgical critique related to pastoral and missional practices in wider ministry. As such, the unit nurtures integration from across disciplines in the fourth area of the academic theological curriculum, as well as making explicit and direct connection with supervised theological fieldwork (STFE). Offered at u/g level 1 and as a p/g elective, it forms part of the core cluster of units that TCTS requires of candidates for ordination and other public ecclesial ministries.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- Analyse congregational and wider community dynamics
- Enable critical reflection on ministerial experience, with reference to individual persons and social-political and cultural settings
- Recognise and employ basic tools and foundational practices of ministry
- Articulate a representative understanding of ordained and other kinds of public ministry.
- Develop analysis of context into apt liturgical and other ministerial resources
- Give clear expression to integrated perspectives on ministry that engage together liturgical, missional and pastoral concerns.

### Assessment:

- 1,500-word verbatim (25%)
- 1,500-word ritual survey (25%)
- 3,000-word demographic study (50%).

### Recommended Reading: (\*recommended for purchase)

Alan Billings, *Secular Lives, Sacred Hearts* (London: SPCK, 2004)  
 Gary Bouma, *Australian Soul* (Melbourne: OUP, 2006)  
 Stephen Burns, *Pastoral Theology for Public Ministry* (New York: Seabury, 2015)  
 Stephen Burns, *Worship in Context* (Peterborough: Epworth, 2006)  
 Stephen Burns and Clive Pearson, eds, *Home and Away* (Eugene: W&S, 2013)  
 Pamela Cooper-White and Michael Cooper-White, *Practices of Ministry* (Fortress, 2014)  
 Paul Heelas and Linda Woodhead, *The Spiritual Revolution* (Oxford: Blackwell, 2005)  
 Tim Ling et al, *Developing Faithful Ministers* (London: SCM, 2012)  
 Paul Mayes, *Spirituality in Ministerial Formation* (Lampeter: UWP, 2009)  
 Bonnie Miller-McLemore, *Christian Theology in Practice* (Grand Rapids: Eerdmans, 2012)  
 Stephen Pattison, *A Critique of Pastoral Care* (London: SCM, [3] 2000)  
 Andrew Stoddart, *Advancing Practical Theology* (London: SCM, 2014)

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| <b>TITLE:</b>         | <b>WORSHIP AND SPIRITUALITY</b>                              |
| <b>Unit Code(s):</b>  | <b>DA9400T/DL9400T (Class based only)</b>                    |
| <b>Field:</b>         | D: Mission and Ministry, Liturgical Studies                  |
| <b>Level:</b>         | Postgraduate Elective  |
| <b>Unit value:</b>    | 15 points  |
| <b>Prerequisites:</b> | 15 points in Field D   |
| <b>Supervisor:</b>    | The Revd Professor Stephen Burns, the Revd Dr Garry Deverell |
| <b>Timetable:</b>     | Offered as an intensive 5–9 February 2018                    |

### **Content:**

Worship and Spirituality is designed to nurture leadership in Christian celebration, exploring kinaesthetic and other arts employed in liturgical assembly, and encouraging reflection on the pastoral, public and representative vocation of the one who presides. The unit will foster and promote perspectives of ecumenical liturgical renewal, at once grounded in the academic discipline of liturgical theology and concerned with the missional vocation of the church. Special attention will be given to Anglican contexts of worship, and a significant proportion of the unit will be given to embodied and enacted liturgical practice.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- articulate a range of perspectives from academic liturgical theology on the role of the liturgical presider and theology of the assembly as the primary symbol of the liturgy
- interpret and evaluate liturgical events with critical apparatus from liturgical theology
- articulate the role of liturgical presidency in relation to wider representative, collaborative and public dynamics of pastoral ministry
- construct and enact practices of ministry engaged with liturgical theology, manifesting in print and examined practice the theology of liturgical renewal.

### **Assessment:**

- 1,000-word critical literature review (20%)
- Skill demonstration: liturgical presentation involving memorisation, unscripted “performance”, and response to three verbal questions, all conducted before instructor and classroom peers, equivalent to 1,000 words (20%)
- 1,500-word report: construction of liturgical resources with commentary (30%)
- 2,500-word essay (30%).

### **Recommended Reading:** (\*recommended for purchase)

William S. Adams, *Shaped by Images: One Who Presides* (New York, NY: Church Pub., 1994)  
William S. Adams, *Moving the Furniture: Liturgical Theory, Practice, Environment* (Church P, 1999)  
Teresa Berger, *Gender Differences and the Making of Liturgical History* (Aldershot: Ashgate, 2011)  
Eleanor Bernstein, ed., *Liturgy and Spirituality in Context* (Collegeville, MN: Liturgical Press, 1993)  
Stephen Burns, *Worship and Ministry: Shaped Towards God* (Melbourne: Mosaic Press, 2012)  
Terese Cotter, *Called to Preside: A Handbook for Laypeople* (Eugene, OR: Wipf and Stock, 2005)  
Mark Earey, *Creating Your Own Orders of Service* (London: Church House Publishing, 2000)  
Siobhan Garrigan and Todd Johnson, eds, *Common Worship and Theological Education* (Eugene, OR: Wipf and Stock, 2010)  
Richard Giles, *Creating Uncommon Worship: Transforming the Liturgy of the Eucharist* (2004)  
Robert Hovda, *Strong, Loving and Wise: Presiding in Liturgy* (Liturgical Press, 1976)  
Gabe Huck, ed., *Toward Ritual Transformation: Remembering Robert Hovda* (Liturgical P, 2003)  
Kwok Pui-lan and Stephen Burns, eds, *Postcolonial Practice of Ministry: Leadership, Liturgy and Interfaith Engagement* (Langham, MO: Lexington, 2016)  
Gail Ramshaw, *Pray, Praise and Give Thanks* (Minneapolis, MN: Augsburg Fortress Press, 2017)  
Paul Turner, *Whose Mass is it? Why People Care So Much about the Catholic Liturgy* (Collegeville, MN: Liturgical Press, 2015)  
Nicola Slee and Stephen Burns, eds, *Presiding Like a Woman* (London: SPCK, 2010)



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| <b>TITLE:</b>         | <b>GOSPEL SACRAMENTS</b>                                |
| <b>Unit Code(s):</b>  | <b>DA9000T (Synchronous class: online in real time)</b> |
| <b>Field:</b>         | D: Mission and Ministry                                 |
| <b>Level:</b>         | Postgraduate (Elective)                                 |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | None  |
| <b>Lecturer(s):</b>   | The Revd Professor Stephen Burns                        |
| <b>Timetable:</b>     | Offered in Semester 2                                   |

### **Content:**

This unit explores the history, theology and practice of the gospel sacraments of baptism and eucharist. It makes strategic pathways into more fully understanding, and taking care of and with, what Christian tradition has identified gifts of God's self-giving. Covering biblical roots and early precedents, key historical turns and contemporary controversies, the course is weighted to Anglican traditions, while representing perspectives from a wide ecumenical spectrum.

### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- articulate and synthesise the biblical roots of the enactment of gospel sacraments
- communicate and evaluate clearly the early precedents and key historical turns influencing contemporary theology and practice of the gospel sacraments
- evaluate contemporary issues and controversies relating to the gospel sacraments within an informed ecumenical framework
- shape liturgical events that exhibit learning from the unit content, with explicit theological and liturgical justification from Scripture and tradition
- evaluate different approaches to the sacraments across ecclesial traditions.

### **Assessment:**

- 2,000-word essay (30%)
- 2,500-word case study (45%)
- 1,500-word commentary on liturgical text (25%)

### **Recommended Reading:** (\*recommended for purchase)

Buchanan, C. *Anglican Eucharistic Liturgies, 1985-2010: The Authorized Rites of the Anglican Communion*. Norwich: Canterbury Press, 2012.

Best, T.F. and D. Heller, eds. *Eucharistic Worship in Ecumenical Contexts: The Lima Liturgy—And Beyond*. Geneva: WCC, 1995.

\*Bradshaw, P. and M. Johnson. *The Eucharistic Liturgies: Their Evolution and Interpretation*. Collegeville, MN: Liturgical Press, 2012.

Burns, S. ed. *Liturgical Spirituality: Anglican Reflections on the Church's Prayer*. New York: Seabury, 2013.

Davies, H. *Bread of Life and Cup of Joy: Newer Ecumenical Perspectives on the Eucharist*. Grand Rapids, MI: Eerdmans, 1993.

Elvey, A. et al, eds. *Reinterpreting the Eucharist: Explorations in Feminist Theology and Ethics*. Sheffield: Equinox, 2012.

Heller, D. *Baptized into Christ: A Guide to the Ecumenical Discussion of Baptism*. Geneva: World Council of Churches, 2012.

Holeton, D.R. ed. *Growing in Newness of Life: Christian Initiation in the Anglicanism Today*. Toronto: Anglican Book Centre, 1993.

Holeton, D.R. ed. *Our Thanks and Praise: The Eucharist in Anglicanism Today*. Toronto: Anglican Book Centre, 1998.

Jasperm R.C.D. and G. Cuming, eds. *Prayers of the Eucharist: Early and Reformed*. Collegeville, MN: Liturgical Press, [3] 1987.

Johnson, M.E. ed. *Documents of the Baptismal Liturgy*. London: SPCK, [3] 2003.

\*Spinks, B.D. *Early and Medieval Rituals and Theologies of Baptism: From the New Testament to the Council of Trent*. Aldershot: Ashgate, 2006.

\*Spinks, B.D. *Reformation and Modern Rituals and Theologies of Baptism: From Luther to Contemporary Practices*. Aldershot: Ashgate, 2006.



**TITLE:** THE DRAMA OF PROCLAMATION: PREACHING TO RAISE THE DEAD  
**Unit Code(s):** DL9200T/CT9200T (class based)  
**Field:** D: Liturgy  
**Level:** Postgraduate Elective  
**Unit value:** 15 points  
**Prerequisites:** 30 points in Biblical Studies and 30 points in Systematic Theology and/or Liturgy  
**Lecturer(s):** The Revd Dr Garry Deverell  
**Timetable:** Offered as an INTENSIVE from 25-29 June

**Content:**

This unit introduces students to the practise of preaching in the Christian tradition. It examines the various models of preaching in recent homiletical literature and gives special attention to the responsibility of preaching from the Revised Common Lectionary in a regular liturgy of word and table. Participants in the course will have opportunity to 'workshop' their own preaching in the light of what they are learning.

**Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- Articulate what a sermon is, and what it is for, in a genuinely theological manner
- Learn to construct and preach a sermon that is theologically and rhetorically alive
- Critique their own sermons, and those of others, in the light of the homiletical literature
- Understand and articulate how a sermon is related to the Bible, Christian liturgy, and to keystone Christian doctrines such as the incarnation, the paschal mystery and the Trinity.
- Understand and articulate something of the relatedness of preaching to the personhood and vocation of the ordained Christian minister
- Appraise how a sermon relates to the pastoral horizon of local ecclesial culture
- Evaluate how a sermon is related to the broader horizons of contemporary history, culture and politics.

**Assessment:**

- Skill demonstration: sermon preached to class, submitted in writing, equivalent to 1,500 words (25%)
- 3,000-word research essay (50%)
- 1,500-word tutorial presentation (25%).

**Recommended Reading:** (\*set texts recommended for purchase)

\*Jana Childers (ed.), *Birthright the Sermon: Women Preachers on the Creative Process*, Chalice Press, 2001

Jana Childers, *Performing the Word: Preaching as theatre*, Abingdon Press, 2008

David Day, Jeff Astley & Leslie J Francis, *A Reader on Preaching: Making Connections*, Taylor & Francis, 2005

Anna Carter Florence, *Preaching as Testimony*, Westminster/John Knox, 2007

\*Mike Graves & David J Schlafer (eds), *What's the Shape of Narrative Preaching?* Chalice Press, 2008

Lucy Lind Hogan, *Graceful Speech: an invitation to preaching*, Westminster/John Knox, 2006

\*Michael P Knowles (ed), *The Folly of Preaching: models & methods*, Eerdmans, 2007

Thomas G Long & Edward Farley (eds), *Preaching as a Theological Task: World, Gospel, Scripture*, Westminster/John Knox, 1996

David L Lose, *Confessing Jesus Christ: preaching in a postmodern world*, Eerdmans, 2003

Leonara Tubbs Tisdale, *Preaching as Local Theology and Folk Art*, Fortress Press, 1997

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|-----------------------|---|
| <b>TITLE:</b>         | <b>CLINICAL PASTORAL EDUCATION</b>  |
| <b>Unit Code(s):</b>  | <b>DP9100S (Placement)</b>  |
| <b>Field:</b>         | D: Pastoral Theology and Ministry Studies   |
| <b>Level:</b>         | Postgraduate Foundational   |
| <b>Unit value:</b>    | 30 points (double unit)   |
| <b>Prerequisites:</b> | Completion of at least one unit in Field B or in CT <b>and</b> one unit in Field D <b>and</b> demonstrated pastoral competence <b>and</b> a successful interview with the CPE Centre Director or delegate |
| <b>Supervisor:</b>    | The Revd Dr Cecilia Francis   |
| <b>Timetable:</b>     | Offered each year in each semester  |

**NOTE: CPE placements are coordinated through Stirling College. Please speak with Cecilia Francis at Trinity before considering this unit, as placement may take many months to organise, and numbers are limited.**

#### **Content:**

Clinical Pastoral Education (CPE) is a program of education and formation for the work of pastoral care. The program's methodology utilises the action/reflection model of learning. The action component entails the actual provision of pastoral care within a pastoral setting. This care acknowledges and attends to the human condition, particularly life's religious and spiritual dimensions. The reflection component entails the exploration of the ministry experience, the dynamics present, and the theological and spiritual dimensions. This action/reflection process is integral to the participants' understanding and the formation of their pastoral identity and competence. CPE is "learning theology from the living human document" (Anton Boisen). The goal of the program is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care.

#### **Learning Outcomes:**

Upon successful completion of this unit, it is expected that students will be able to:

- develop goals for their learning which identify their learning edges for the Unit
- begin, develop and conclude pastoral interactions with people with varied experiences
- identify and respond to a person's spiritual needs and resources in ways that contribute to a person's wellbeing
- demonstrate a basic capacity to engage with inter-disciplinary staff
- engage in reflection on their experience of spiritual care in writing, with a group of peers and with their supervisor, as they work towards their goals and objectives
- reflect upon their encounters and pastoral experience within a spiritual/theological framework
- articulate how the insights gained from theological/spiritual reflection on the pastoral experiences can be incorporated into future pastoral practice
- demonstrate a growing awareness of their identity as a spiritual carer.

#### **Assessment:**

This unit is graded Pass/Fail and ALL tasks MUST be completed satisfactorily to pass this unit.

- 200-word Statement of Learning Goals (5%)
- Approximately 6,000-word report of spiritual care with (8) people (30%)
- Minimum 100-word faith/spirituality and ministry story (5%)
- 2,500-word case study (10%)
- 2,500-word mid-term evaluation paper (20%)
- 2,500-word final evaluation paper (30%).

**TITLE:** CHRISTIAN TRADITION AND THE PRACTICE OF JUSTICE  
**Unit Code(s):** DT9500T (Class based Intensive)  
**Field:** D: Moral Theology  
**Level:** Postgraduate Elective  
**Unit value:** 15 points  
**Prerequisites:** At least one 15-point unit in Missiology or previous welfare and justice experience  
**Lecturer(s):** The Revd Dr Ray Cleary  
**Timetable:** Intensive: 16–20 July (assessment due during semester 2)

### Content:

This unit will explore the issue of justice as a central component of the mission of the Church. It will examine justice as seen in the Exodus story, the prophets of the Old Testament and in the Gospel narratives. The course will examine the life and ministry of Jesus and the reign of God's justice, Justice and freedom, Justice and the rule of law and Justice and responsible action. The historical role of the Anglican tradition of social concern and scholarship in England and Australia will be explored alongside other Christian traditions. This will lead to an examination on how these understandings of justice can be applied to current social and ethical issues within the life of the Church.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- outline a range of views of the scriptural foundations for justice
- examine the nature of contemporary Australian society and the application of the churches teaching on justice as core mission activity
- identify a particular understanding of justice and apply it to a current social issue
- explain the theological and Christological understandings of Jesus and the Reign of God and their significance
- articulate and defend the churches' ministry of justice and the importance of working for justice in the church and broader Christian community
- critically evaluate the ways particular churches have addressed social issues.

### Assessment:

- 1,500-word tutorial report, submitted as an essay (30%)
- 3,500-word essay (50%)
- Journal, equivalent to 1,000 words (20%)

### Recommended Reading: (\*recommended for purchase)

\*Brueggemann, W. *The Practice of Prophetic Imagination: Preaching an Emancipating Word*. Minneapolis: Fortress Press 2012.

Crossan, J. *Jesus: A Revolutionary Biography*. San Francisco, 1994.

Cleary, R. *Reclaiming Welfare for Mission Choices for Churches*. Canberra: Barton Books 2012.

Morgan, P. & C. Lawton. *Ethical Issues in Six Religious Traditions*. Edinburgh: Edinburgh University Press 2010.

Sacks, J. *To Heal a Fractured World: The Ethics of Responsibility*. London: Continuum 2005.

Selby, P. *Grace and Mortgage*. London: Darton, Longman and Todd 2005.

\*Stott, J. *Issues Facing Christians Today*. Michigan: Zondervan 2006.

Sagovsky, N. *Christian Tradition and The Practice of Justice*. London: SPCK 2008.

\*Sandel, M. *Justice: What's the Right Thing to Do?* London: Penguin Books, 2010.

Sen, A. *The Idea of Justice*. London: Penguin Books, 2010.

Volf, M. *A Public Faith. How Followers of Christ Should Serve the Common Good*. USA: Brazos Press, 2011.

Williams, R. *Faith in the Public Square*. London: Bloomsbury 2012.

## CAPSTONE UNITS

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| <b>TITLE:</b>         | <b>CAPSTONE INTEGRATIVE PROJECT</b>   |
| <b>Unit Code(s):</b>  | <b>XX9900T (Class based)/XX9909T (Online)</b>   |
| <b>Level:</b>         | Postgraduate Capstone   |
| <b>Unit value:</b>    | 15 points   |
| <b>Prerequisites:</b> | All required Postgraduate Foundational units <b>and</b> at least 50% of Elective units relevant to the award. The capstone unit will usually be taken during the last two semesters of a coursework Masters degree. |
| <b>Coordinator:</b>   | The Revd Professor Mark Lindsay   |
| <b>Timetable:</b>     | Offered in Semester 2 only  |

### Content:

This unit is offered in order to enable postgraduate students to fulfil the capstone requirements related to their award and is intended to be taken in the student's final year. It aims to direct, support and encourage the integration of student learning across the theological disciplines by means of participation in an integrative seminar and completion of a project that draws on the student's prior learning and directs it towards an integrative treatment of a chosen topic. Topics may be related to a particular theme identified in advance by Faculty. Projects must include explicit engagement with methodologies, concepts, and content from more than one Field and show awareness of the issues related to creative and effective communication of theological ideas. Seminars will provide an overall framework for integrative learning, but specific content will be largely determined by the participants' own interests and experience. Students will be expected to present their ideas to their peers and members of Faculty and to engage in critical interaction and feedback within the seminar process and at a Colloquium before a wider group.

### Learning Outcomes:

Upon successful completion of this unit, it is expected that students will be able to:

- demonstrate a critical and sophisticated understanding of the methodologies, concepts and key issues from at least two fields of study explored in their prior learning.
- articulate points of synthesis and integration between different fields of theological study (biblical, historical, systematic, philosophical, practical).
- direct their understanding towards the generation of new questions and insight in relation to a chosen project that relates to at least two fields of theological study.
- present integrated theological ideas coherently, creatively and effectively, taking into account critical feedback from peers.
- plan and execute a substantial integrative project, drawing on advanced skills in research, writing and presentation.

### Assessment:

- Attendance at and interaction in four seminars (equivalent of 500 words) (10%)
- Presentation of the outline of chosen Integrative Project in seminar (500 words) (20%)
- Written Integrative Project of 5,000 words, or equivalent (70%).

### Recommended Reading: (\*recommended for purchase)

Eric Baretto, ed., *Thinking Theologically*. Minneapolis, MN: Fortress Press, 2015.

Stephen Burns and Clive Pearson, eds, *Home and Away: Contextual Theology and Local Practice*. Eugene, OR: Wipf and Stock, 2013.

Mark Chapman, Sathianathan Clarke and Martin Percy, eds, *Oxford Handbook of Anglican Studies*. Oxford: Oxford University Press, 2015.

David F. Ford, *The Future of Christian Theology*. Chichester: Wiley-Blackwell, 2011.

Tom Frame and Geoffrey Treavor, eds, *Agendas for Australian Anglicans*. Adelaide: ATT Press, 2011.

Elaine Graham, *Words Made Flesh: Essays in Pastoral and Practical Theology*. London: SCM Press, 2009.

Elaine Graham, Heather Walton and Frances Ward, *Theological Reflection: Methods*. London: SCM Press, 2005.

- Elaine Graham, Heather Walton and Frances Ward, eds, *Theological Reflection: Sources*. London: SCM Press, 2006.
- Jione Havea, ed., *Indigeneous Australia and the Unfinished Business of Theology: Crosscultural Engagement*. New York, NY: Palgrave, 2013.
- Jooseop Keum, ed. [for the World Council of Churches], *Together Towards Life: Mission and Evangelism in Changing Landscapes*. Geneva: World Council of Churches, 2013.
- Ralph McMichael, ed., *The Vocation of Anglican Theology*. London: SCM Press, 2015.
- Bonnie Miller-McLemore, *Christian Theology in Practice: Discovering a Discipline*. Grand Rapids, MI: Eerdmans, 2012.
- Bonnie Miller-McLemore, ed., *Wiley-Blackwell Handbook of Practical Theology*. Chichester: Wiley-Blackwell, 2013.
- Stephen Pattison, *The Challenge of Practical Theology*. London: Jessica Kingsley Publications, 2007.
- Rosemary Radford Reuther, *Christianity and Social Systems: Historical Constructions and Ethical Challenges*. Lanham, MD: Rowman and Littlefield, 2009.
- Peniel Rajkumar, ed., *Asian Theology on the Way: Christianity, Cultures and Context*. London: SPCK, 2013.
- Susanna Snyder, Joshua Ralston and Agnes Brazal, eds, *Church in an Age of Global Migration: A Moving Body*. New York, NY: Palgrave, 2015.
- Diane B. Stinton, ed., *African Theology on the Way: Current Conversations*. London: SPCK, 2010.
- Desmond van der Water, Isabel Apawo Phiri, Namsoon Kang et al, eds, *Postcolonial Mission: Power and Partnership in World Christianity*. Upland, CA: Sopher Press, 2011.
- Natalie K. Watson and Stephen Burns, eds, *Exchanges of Grace*. London: SCM Press, 2008.
- World Council of Churches, *Who Do We Say That We Are? Christian Identity in a Multi-Religious World*. Geneva: World Council of Churches, 2016.
- Lucretia Yaghjian, *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. London: Bloomsbury, [2], 2015.

*Further titles will be provided in relation to the chosen theme for each year's Capstone Seminar.*

## ASSESSMENT AND ATTENDANCE

### HOW TO ACCESS YOUR TCTS UNIT WEB PAGES ON ARK

All units offered at TCTS will have a web page in ARK, the University of Divinity learning management system (LMS). It is important that you access the ARK learning management system frequently during the semester as your teacher will post lecture notes, provide activities, send messages, and expect you to submit your assignments on these webpages.

Your username and password for ARK are exactly the same as for TAMS, the University's student management system currently at [https://mcd.edu.net.au/php/student\\_summary.php](https://mcd.edu.net.au/php/student_summary.php)  
Your username for both systems is your email address registered with the University of Divinity; e.g. d.smith@gmail.com (note that this has to be in lower case)

### Instructions

1. Log in to the ARK learning management system (<https://ark.divinity.edu.au>) with your TAMS username and password.
2. If you have forgotten or do not know your ARK and TAMS password, go to the ARK page and click on the link "Reset password" and follow the instructions that will be sent to your email account. Note that changing your password in ARK will automatically change it for TAMS. If you still have trouble logging in contact the TCTS Registrar.
3. You will be able to access the web pages on ARK for your units a few weeks before each semester. This is a secure web site therefore some of the older web browsers may not be able to access properly. If you have problems accessing the web site then you may need to download a more recent version of Firefox web browser. You can download this for free from <http://www.mozilla.com/firefox>
4. A user guide for using the ARK learning management system will be available on the ARK Learning Management System website <http://ark.divinity.edu.au/>

### ASSIGNMENT SUBMISSION

Unless specifically permitted, ALL essays and assessment tasks MUST be submitted through the Turnitin links on the web page for the relevant unit on the ARK Learning Management System at <https://ark.divinity.edu.au/login/index.php>

Your assignment ought to be in Microsoft Word or in PDF format. Make sure that your assignment document has a file extension, e.g. essay1.doc or essay1.pdf (NOT essay1). Ensure that your bibliography is attached to the same file as your assignment. Do not upload your assignment and bibliography in separate files unless instructed to do so by your teacher.

Submitting online requires you to agree that your assignment is your own work. Instructions for submitting your assignment online can be found in the User Guide available within ARK. You should receive a confirmation email soon after you have uploaded your assignment successfully. For information about assignment submission on Turnitin go to the ARK General User Support page after logging in to ARK (<http://ark.divinity.edu.au/course/view.php?id=5>)

Do not include a cover page, but do put your name and the assignment topic or title at the beginning. Do not assume your examiner can tell which question you are answering! ARK will only allow you to submit essays in units that you are enrolled in. The essay will be recorded with the time of submission when you submit it.

All essays should be:

- submitted through the unit web page <https://ark.divinity.edu.au>
- set out for A4 paper size
- in 12-point font (9- or 10-point font for footnotes)
- presented with margins of at least two centimetres all around.
- one-and-a-half (or double) spaced
- single spaced for all footnotes and indented quotations.
- clearly numbered on each page.



The stated word count for the essay should be adhered to, with a margin of plus or minus 10% the only variation. There will be a penalty applied if the essay is underwritten or overwritten. The word limit includes text placed in footnotes including references, but does not include the bibliography.

You must always include a bibliography with an essay (although not usually for shorter assignments), and it should begin on a separate page. This should consist of all and only the works you have cited in your essay. Do not pad out your bibliography by including works you have read but not referenced. If a work has influenced your thinking, find a way to cite it in the essay.

**Always ensure that you keep a copy of your essay, even though a copy has been uploaded.**

### **ASSIGNMENT RETURN**

Marked assignments are automatically accessible online when marked by your teacher. Instructions for accessing the grade and teacher's comments on your assignment can be found in the User Guide in the top menu of the ARK Learning Management System at <http://ark.divinity.edu.au/>

### **LATE ASSIGNMENTS**

If you fall sick or have a family or work emergency or bereavement that affects your ability to complete your assignment, you can submit an application for an extension before the due date. Assignments submitted after the due date without approved extensions are subject to penalties.

#### **Lecturer's Extension**

You must apply before the due date. The Lecturer may grant an extension of between 1 and 14 days, but this cannot extend beyond the final day of the examination period.

#### **Coursework Coordinator's Extension**

You must apply before the due date (or the date set by a Lecturer's Extension). The Coordinator may grant an extension of up to 28 days from the original due date. Documentary evidence (such as a medical certificate, letter from a counsellor or death notice) must be submitted.

### **Penalties**

Late assessments (beyond the due date or approved extension date) will attract a deduction of 5 percentage points per day (rounded UP to whole days) overdue, including Saturdays and Sundays. Assignments more than seven days overdue will be marked with a maximum possible grade of 50%. Assignments submitted more than one month late will Fail with a maximum grade of 35%.

### **AMOUNT OF ASSESSMENT**

Most units will have about three pieces of written work, usually one shorter piece and two longer essays. Other items of assessment might include a quiz or in-class test, a journal or reflection, or an assessable component of participation in in-class discussion or online forums. The University has specified the following general total assessment word limits for new units approved from 2017 onward (existing units will be revised progressively):

- Diploma units: 3,000 to 3,500 words
- Bachelor first year: 3,500 to 4,000 words
- Bachelor second year: 4,000 to 4,500 words
- Bachelor third year: 4,500 to 5,000 words
- Postgraduate units: 5,500 to 6,000 words

### **ATTENDANCE**

Students enrolled in face-to-face units are expected to attend and participate in all classes, tutorials and activities. Obviously, illness and emergencies may prevent this, but our belief is if you are not present for at least 80% of classes—especially the tutorials component—you will be at risk of failing the unit. Online students “attend” 100% of the time, so class-based students should too!



## GRADES AND GRADE DESCRIPTORS

The University awards grades for each piece of assessment, and also for the overall result in a unit, which is shown on transcripts. The following criteria, adopted in 2017, are used:

### High Distinction (HD) – 85% and above

| Command of the Topic   | Skill and Application  |
|--|--|
| <ul style="list-style-type: none"> <li>Outstanding attainment of the unit learning outcomes to which the task is aligned</li> <li>Application of factual and conceptual knowledge demonstrating a degree of originality and independent thought</li> </ul> | <ul style="list-style-type: none"> <li>Sophisticated use of appropriate references and sources</li> <li>Demonstrates a high degree of precision and rigour in the argument, analysis and/or insight</li> <li>Excellent and well-crafted communication (written or oral)</li> <li>Highly developed use of prescribed referencing style with no noted errors (where applicable)</li> </ul> |

### Distinction (D) – 75% to 84%

| Command of the Topic  | Skill and Application   |
|---|---|
| <ul style="list-style-type: none"> <li>High attainment of unit learning outcomes to which the task is aligned</li> <li>Application of factual and conceptual knowledge demonstrating a degree of independent thought</li> </ul> | <ul style="list-style-type: none"> <li>Skilful use of appropriate references and sources</li> <li>Demonstrates evidence of sustained rigour in the argument, analysis and/or insight</li> <li>Effective and well-crafted communication (written or oral)</li> <li>Competently and accurately referenced (where applicable)</li> </ul> |

### Credit (C) – 65% to 74%

| Command of the Topic   | Skill and Application   |
|--|---|
| <ul style="list-style-type: none"> <li>Sound attainment of unit learning outcomes to which the task is aligned</li> <li>Critical handling of factual and conceptual knowledge</li> </ul> | <ul style="list-style-type: none"> <li>Competent uses of appropriate references and sources</li> <li>Demonstrates a well-structured and clearly expressed argument and/or analysis</li> <li>Concise and structured communication (written or oral)</li> <li>Referencing/footnotes and bibliography, conform to the correct style</li> </ul> |

### Pass (P) – 50% to 64%

| Command of the Topic  | Skill and Application  |
|---|--|
| <ul style="list-style-type: none"> <li>Satisfactory attainment of unit learning outcomes to which the task is aligned</li> <li>Satisfactory factual and conceptual knowledge</li> </ul> | <ul style="list-style-type: none"> <li>Engagement with a range of appropriate references and sources</li> <li>Demonstrates some argument, analysis and/or insight</li> <li>Intelligible communication (written or oral)</li> <li>Adequate footnoting/referencing and bibliography</li> </ul> |

### Fail (F) – 35% to 49%

| Command of the Topic   | Skill and Application   |
|--|---|
| <ul style="list-style-type: none"> <li>Lacking in clear attainment of unit learning outcomes to which the task is aligned</li> <li>Lacking factual and conceptual knowledge</li> </ul> | <ul style="list-style-type: none"> <li>Little or no engagement with relevant material</li> <li>Demonstrates a poor level of skill in argument, analysis and/or insight</li> <li>Demonstrates little clarity or logical process in communication (written or oral)</li> <li>Demonstrates low-level skill of footnoting/referencing and bibliography</li> </ul> |

### Fail (FF) – 0% to 34%

| Command of the Topic  | Skill and Application   |
|---|---|
| <ul style="list-style-type: none"> <li>Demonstrates confusion over the</li> </ul> | <ul style="list-style-type: none"> <li>Fails to demonstrate any satisfactory attainment of the</li> </ul> |

|   |  |
|---|--|
| <b>subject matter</b><br>• Poorly informed opinion-led work rather than evidence based argument | <b>learning outcomes</b><br>• Communication lacks structure and argument<br>• Absence or misuse of sources |
|---|--|

### Withdrawn (W)

The student has not completed the unit and has advised that they wish to withdraw. If this is done before the Census Date in each semester, then the unit can be deleted and will not appear on the transcript. If the student withdraws after Census Date, then the unit must be recorded on the transcript and will appear as Withdrawn. **If the student withdraws after the end of Week 9 of teaching (or 50% of the instruction in an intensive unit), it will be recorded as Withdrawn/Fail.**

### Extension (E)

The student has submitted and had approved an extension beyond the usual end of the assessment period in a semester. The mark will be updated with the final assessment has been submitted and marked.

## PLAGIARISM

When you submit an essay at TCTS, you make a declaration that your essay is your own work, that is that it does not involve cheating, plagiarism or academic fraud. What does this mean? The UD's Academic Conduct Policy gives the following definitions:

Cheating, plagiarism, academic fraud and similar activities undermine the integrity of the assessment process. They are strictly forbidden. Cheating involves obtaining an unfair advantage over other students in any way, through the use of prohibited resources. Plagiarism means the student using previously assessed work, or the work of another person without giving them proper acknowledgment; websites as well as books, articles or other students' work are included. Academic fraud includes falsification, fabrication or dishonest reporting of results or outcomes of study or research.

The UD's Academic Conduct Policy speaks of plagiarism as follows:

Plagiarism means the copying and use of the student's previously assessed work, or the work of another person without proper acknowledgment.

Any of the following, without full acknowledgment of the debt to the original source being made, constitutes plagiarism:

- Direct duplication, i.e. copying, or allowing to be copied, another's work, whether from a book, article, web site, another student's assignment or personal lecture notes, etc.
- Paraphrasing another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained
- Piecing together sections of the work of another or others into a new whole
- Submitting work for a unit or thesis material which has already been submitted for assessment purposes in another unit or thesis (unless acknowledgment was made prior to the unit or thesis being commenced, and written permission given by the Academic Board)
- Producing assignments in conjunction with other people (e.g. another student, or a tutor) which should otherwise be the student's own independent work
- Having another person write an essay or assignment on the student's behalf
- Purchasing and submitting essays or assignments from online repositories or elsewhere.

It IS permissible to quote from other writers, provided that the quotation is clearly identified by quotation marks ('...') or by indenting the margins (as in the quotations from the UD above), and provided that a footnote gives the exact source of the original statement. One of the key aims of writing an essay is to show that you have understood the ideas at stake and are capable of expressing them in your own words. If your essay is a string of quotations from other writers, or if it copies the words of others without acknowledgment, it fails to meet this basic goal.

Plagiarism, then, is totally unacceptable as it is unethical, unfair, and makes it impossible for the student to learn. When detected it results in severe penalties.

## THE SKILL OF WRITING ESSAYS

An essay is a means of consolidating and extending your knowledge and your skills. It brings together what you have learned – both in your current studies and in your former studies – and it draws out and asks you to apply your skills of research, deduction, argumentation and presentation. It invites you to engage with the works of others in the process of constructing a work of your own. It is important that you reference the work of others well, so that you do not appear to claim their work as your own.

### IS THERE A 'RIGHT' ANSWER WHEN WRITING AN ESSAY?

Not necessarily. You may be asked to compare and contrast, to give your opinion, or to consider other points of view. The 'answer' will come from reading and research and this should be set out in the essay. What you write will be your thoughts that have resulted from your research. How you develop your ideas and put them into an essay will vary from discipline to discipline and even from lecturer to lecturer. In most cases, however, you need to show that you have comprehended the key issues, and have been able to formulate your own response to them.

### TIME MANAGEMENT

You cannot write an essay the night before the submission date — at least, not one that is satisfactory. You need to allow time to choose a topic, conduct reading and research, reflect on the topic, draft and rewrite the essay, finalise the presentation.

### CHOOSING A TOPIC

You might be given a set of questions or tasks and asked to choose one. Sometimes you will be given a specific topic, other times you will have the option of developing your own topic. So before you begin, you need to be clear in your own mind about three things: What kind of task are you being asked to do? Do you need to choose a question, work up your own topic, or narrow down a set topic? Do you need to allow time to work with other people or to receive feedback?

Listen out in class or online for what your lecturer says about the assessment, and carefully read any materials you are given. If you are still unclear, ask your lecturer for clarification. If you have to choose one from a number of questions, find a topic that interests or challenges you, or one that evokes a perhaps unexpected response or reaction. You will write a much better essay if you are passionate about the topic, engaged and eager to know more. Consider what you know about the topic already. Read a general entry on the topic in a respected encyclopaedia or specialist dictionary published in the last ten years. Look at the library catalogue and see what resources are available.

Whether you are given a set topic or have to choose a question, you should think about whether you might need to narrow down the topic further. Sometimes essay questions are very general, e.g. 'Discuss the role of heresy in the formation of doctrinal statements in the early Church', so you might have to work out how to narrow down the question so that you can tackle it. Some questions ask you to compare and contrast different points of view, so be alert to the way a question or topic is phrased as there will often be clues here as to what you need to do. Be careful to understand the scope of the question, what you need to include and what not to include. You need to show that you understand the issues involved: what are they?

### PLAN YOUR ESSAY

The essay instructions will include a word limit. This is an important instruction as it gives a boundary to your essay. It is there so that the person marking your essay can assess your ability to produce an argument within that limit. At the TCTS, you are permitted to write within 10% of the word limit: if your essay length is to be 2,000 words, then you must write no less than 1,800 words and no more than 2,200. The word limit includes text placed in footnotes including references, but does not include the bibliography. Other boundaries may be included in the wording of topic. Are there specific words in the topic that direct you to focus on them? Make sure that you know the boundaries and write within them.

### *Analysis of the Task*

First, understand what you are being asked to do. Is it an exegesis, a discussion, a tutorial paper, a report or a research essay? Check that you understand the meaning of every word of the task that has been set. If in doubt ask the lecturer. Write the task out in your own words. Are you being asked to analyse, discuss or compare and what does that mean for your planning? What do these terms mean? Remember, the essay must answer the question or directions that have been set by the lecturer, and everything included in the essay must be part of answering the question or directions, otherwise it is irrelevant. Often lecturers will provide you with the criteria by which the essay is to be marked, and you should read these carefully. Any instructions regarding the work to be submitted must be followed. Deviation from these instructions may lead to a lesser grade.

### *Lines of Thought*

What has the lecturer said about the topic? Write down any ideas triggered by the question. Think about what questions you need to answer in order to write the essay. What are the possible lines of thought, research or argument? What evidence are you aware of? What words do you need to define, either for your own clarification or to clearly state the argument in your essay? What has the lecturer given you? It may be helpful to develop your ideas by discussing them with the lecturer or fellow students.

### RESEARCH YOUR ESSAY

Go to the library website. Search the catalogue, particularly for books or journal articles that have recently been published. Go to the library itself. Use tertiary sources such as recently published encyclopaedias or dictionaries that will have further references at the end of each entry. Find a book relevant to your topic in the catalogue, then browse the shelves in the library around that call number. For each source you use, be prepared to assess its merits.

When you have a set of references to books, chapters and articles, read them critically, taking notes in an organised way. Consider the following in relation to each item:

- why has the author come to this conclusion?
- how conclusive or valid is the proposition?
- how sound is the methodology?
- how practical are the author's ideas?
- what are the strengths and weaknesses of the author's argument?
- what biases does the author bring to the writing?
- can you contrast different points of view?
- can you support what one author says by reference to another author?
- can you recognise the assumption being made by an author?
- can you extend what the author is saying to its logical conclusion?
- does the proposition still make sense?
- can you identify the implications of the author's proposal?

Be careful in your research to use reputable academic works, and not unqualified opinions gathered from un-referenced sources, which is often the case with material you will collect through internet searches. While it seems easy to source material from online tertiary resources like *The Catholic Encyclopaedia* (1908) or *Encyclopaedia Britannica* (1911), you would be foolish not to check a much more recent 'hard copy' edition. The reason for this is straightforward. Apart from not reflecting current thinking, articles in the 1908 edition of the *Catholic Encyclopaedia* will not be informed by twentieth-century events such as both world wars, the discovery of the Nag Hammadi texts, the Dead Sea Scrolls, Apartheid, the Second Vatican Council, German reunification and the breakup of the USSR. You would do better to visit the library's website, log in, and use a resource like the *Blackwell Companion to Modern Theology* (2004), and go from there to specific journal articles and books.

### *How many references do you need?*

You should read widely, but there is a limit to what you can read in preparation for an essay. Sometimes the topic will define this for you, but it is not necessary to use every piece of information that has been gathered. You need to be selective – what are the most important and relevant pieces of information, what lends weight to your argument, and what alternative arguments do you need to refute?

Write as you read, making sure to note the details of every publication. This can be simple note taking, questions that are raised, pointers to other resources, or even drafting paragraphs. The final stage in the research is evaluation of what you have read. Does your research answer the topic question? Is some of the research more relevant than other parts?

#### REFINE YOUR ESSAY PLAN

Has what you have read changed your approach to the question? Remember that there is usually no single correct answer to an essay question. You need to make an argument that is well supported by evidence. Do not simply make assertions. Revise your essay plan to fit in with your research so that you have ample reference material to back your arguments. Use dot points or keywords to help order your argument. Work out what is your key argument – your essay's central thrust – and structure the essay around this.

#### WRITE YOUR ESSAY

An essay will nearly always consist of an introduction, the main body of the essay, and a conclusion. To put it another way, say what you're going to say, say it, then say it again. The introduction outlines the issues and questions that the body of the essay will contain. It is best to make this clear and concise so that your reader knows what to expect and can assess whether it focuses the topic. Usually you will need to rewrite the introduction after the essay has been completed to make sure that the statement is correct. Use the introduction to explain how you've interpreted and approached the question.

The body of the essay consists of paragraphs, each of which usually contains a single part of your argument. A single sentence does not constitute a paragraph. Paragraphs should open with a 'topic sentence.' This is usually a concise question or statement that makes clear what the paragraph seeks to convey. The paragraph should include your own critical thought, but you do not need to limit the arguments in your essay to those that agree with your own thoughts. Give as many opinions as the word count will allow, state how these relate to the question you are answering and whether and on what grounds you agree or disagree with them.

Each paragraph should have a concluding or linking sentence. A concluding sentence might a question or provide links to the topic sentence of the next paragraph. There must be coherence throughout the essay so that the reader can clearly follow the argument you are putting forward. The quality of your language is important. This involves the choice of vocabulary, grammar, syntax and punctuation. You may want to use a writing guide to help you with these; several are available in the library or online. The best way to improve your essay writing is to read as much as you can, and think about how the people you find most convincing structure their arguments and prose. The conclusion to the essay should state positively the significance of your findings and the limitations of your approach. The implications of your conclusions should also be noted. There should be no new material presented within the conclusion.

When you are writing the first draft take care to insert the references as you go. If you do this later you may end up with incorrect references and experience frustration as you try to remember where you read a particular quote. The first draft of an essay will almost never be your best work. Read over your writing so you can see where there are gaps in your argument and correct any awkwardness of expression.

#### REVISING

Always leave time to revise your essay. Use a checklist like this:

- Have you answered the question?
- Have all the instructions been followed?
- Does the argument flow logically throughout the essay?
- Is your essay too short or too long? If it is too short what more can be said to further your argument, do you need to find more reference material? If it is too long consider what is not absolutely relevant to your argument. Have you 'padded' out parts of your argument?
- Is your introduction precise and relevant to the essay you have actually written? Is it too long?
- Does your conclusion sum up what you have argued?
- Check that no new material has been inserted.

## EDITING

Presenting a piece of academic work that is full of inconsistencies, spelling mistakes, incorrect grammar, linguistic slips and inadequate referencing is not acceptable at tertiary level.

- Correct all spelling, grammar and style mistakes. You may find it helpful to print and proofread a hard copy of your essay as many people miss errors when reading on screen. For example, spacing format marks are easily confused for full stops, commas for apostrophes and so on. Check that each sentence ends with a full stop, a question mark or an exclamation mark. If possible, have someone else proofread your paper (swap with a student from another class). NEVER rely on computer spelling and grammar checkers — they are far from accurate, and while they may insert the spelling of a word that exists, it may not be the word you intended!
- Make sure that your referencing (footnotes) is correct.
- Make sure that the bibliography is presented correctly on a separate page.

## *Useful resources*

There are many excellent resources freely available online from Australian Higher Education Providers that will help you with generic essay-writing skills. A selection of these is below:

- <http://whitley.unimelb.edu.au/sites/whitley.unimelb.edu.au/files/download/Study%20Skills%202010.pdf>
- [http://services.unimelb.edu.au/\\_\\_data/assets/pdf\\_file/0012/468867/5299-ASU\\_TertiaryEssayWritingWeb.pdf](http://services.unimelb.edu.au/__data/assets/pdf_file/0012/468867/5299-ASU_TertiaryEssayWritingWeb.pdf)
- <http://www.deakin.edu.au/current-students/study-support/study-skills/handout/essay.php>
- <http://www.une.edu.au/tlc/alo/essay1.htm>

For further help, you can ask advice from your lecturer or tutor, or attend the Academic Skills Workshops run by the TCTS each semester.

## MORE ADVANCED SKILLS

It is important to think about all assessments and essays for all your units in the semester as early as you can. Make sure you are clear as to what the assessment is for each unit, and when it is due; your lecturer should provide you with this information in the first or second class and it should be available on the unit's webpage.

If you are taking more than one unit, you may find that four essays (or other assignments) are due around the same time. You will not be granted an extension on the grounds of this challenge, as it is your responsibility to plan your work in advance. Within the first two weeks of semester, you should create a timetable for all your assignments that will allow you to produce each assignment by the respective due date.

When planning the time you will spend on each essay you should look at its weighting in the assessment for the whole unit, and look at the word length. A good rule is to allocate 50% of your time to reading and analysing, 25% to developing a first draft, and 25% to revising, editing, and proofreading the essay, footnotes and bibliography in preparation for submission.

## ACADEMIC STYLE

Academic style requires clear and formal writing. This involves the choice of words, grammar, syntax and punctuation. Make the effort to use the 'discipline specific' vocabulary for your subject (and use it well and accurately). The quality of your language is important.

### *Use the active voice, not the passive*

In formal writing, it is desirable for a number of reasons to use the active 'voice' rather than the passive. In the active voice, the subject of the sentence performs the action. In the passive voice, the subject of the sentence is acted upon. Sentences cast in the passive thus turn the object of the verb into the subject of the sentence. Passive constructions need the verb 'to be' and/or the preposition of agency or cause, 'by', to express what happens to the subject rather than what the subject does. Consider the following classic example:

*Active:* Cats [subject] eat [active verb] fish [object].

*Passive:* Fish [subject] are eaten [passive verb] by cats [object].

Use the active voice unless you have a particular reason for choosing to use the passive. Sentences cast in the active voice are often more direct, more concise, more dynamic and more persuasive than those cast in the passive. They tend to be less 'flat' and tedious and thus have a stronger impact upon the reader. Sentences written in the passive can also avoid important information: Fish were eaten is a grammatically correct and complete sentence, but it does not tell the reader *who* or *what* was doing the eating.

This does not mean you should never incorporate passive constructions in your essays. They are frequently necessary and expedient. Look at your unit readings and set texts and observe how and when skilled writers use both active and passive voices. You will find that most of your own writing will comprise a combination of active and passive constructions depending on the purpose of a given sentence and what you are emphasising or de-emphasising. Compare the following sentences:

*The lectures were presented by the academic dean (passive).*

*The academic dean presented the lectures (active).*

In the first, the sentence focuses attention on lectures themselves, rather than the person who gave them. In the second, the role of the academic dean is pushed to the fore. But unless you have good reason to emphasise the thing acted upon, the active voice is generally the most suitable. Sometimes, though, it may be obvious, immaterial or unnecessary to state who or what is performing the action of the verb. For example, in your conclusion to your essay you may find the passive voice preferable to the active when summing up what you have argued. Consider the following sentence: "In this essay I have demonstrated that in the wake of Constantine's 'conversion' to Christianity, the Church ceased to be a persecuted entity and became something of an official state religion. I have also shown that this did not immediately result in a diminution of traditional forms of religious devotion." The reader – the lecturer – is aware that you wrote the paper and thus knows that you argued, demonstrated, established, showed and so on. In this situation, therefore, the passive voice is appropriate:

In this essay it was demonstrated that in the wake of Constantine's 'conversion' to Christianity, the Church ceased to be a persecuted entity and became something of an official state religion. It was also shown that this did not immediately result in a diminution of traditional forms of religious devotion.

Note the implied 'by me': In this essay it was demonstrated *by me* that... It was also shown *by me* that...

### *Nominalise*

Nominalisation is the grammatical process whereby actions (verbs), adverbs (words which qualify verbs) and adjectives (words which qualify nouns) and are turned into nouns (things, people, concepts). Instead of describing an action or process, the text reports or refers to the action or process as a fait accompli — an established or accomplished fact. Consider the following:

*They were excommunicated because they refused to recant.*



Here we have three verbs: *excommunicate*, *refuse* and *recant*. The explanatory conjunction, *because*, provides the meaning of the sentence: Why were they excommunicated? *Because* they refused to recant. To nominalise the sentence we simply change the verbs to nouns and employ a new verb to convey the sense of the conjunction, e.g., *to lead to*; *to result in* etc. Hence:

Their refusal to recant [noun] led to [or *resulted in*] their excommunication [noun].

Consider this sentence:

*When detected, plagiarism results in severe penalties.*

Let us recast the sentence slightly.

*The students' plagiarism resulted in severe penalties.*

The understood proposition is that the charges of plagiarism against two or more students were established. A 'pre-nominalised' version of the sentence may have looked something like this:

*The students were caught plagiarising and as a result were severely penalised.*

We simply converted the two nouns into verbs and added a conjunction, *and*.

*So why nominalise?*

First, it facilitates concision:

1. A: The students were caught plagiarising and they were severely penalised as a result — *thirteen words*.
2. B: The students' plagiarism resulted in severe penalties — *seven words*.
1. A: The farmers were worried that unless the rain came soon their crops would fail — *fourteen words*.
2. B: The farmers feared continued drought would occasion crop failure — *nine words*.

Second, as these examples illustrate, as well as fostering density of prose, nominalisation engenders a more formal style. In turn, this makes your arguments more persuasive and lends your essay greater overall authority.

## INCLUSIVE LANGUAGE

It is the policy of the TCTS to use inclusive language at all times. Except in quotations, the terms 'man', 'men', 'mankind', 'family of man', 'brotherhood', 'manpower', 'manmade' etc. should not be used generically. Instead, use inclusive terms such as 'human being', 'person', 'humanity', 'humankind', 'people', 'manufactured' (for manmade).

As far as possible, the generic use of 'he', 'him' and 'his' should be avoided, for instance by using 'he or she', 'he/she', 's/he', 'one', the plural or the passive.

Do not add feminine suffixes -ess, -ette, -ine and -trix to the 'masculine' form of a word, e.g., author/authoress, hero/heroine. Other cases include:

### **Expression to avoid**

average or common man  
clergyman  
early man, cave-man  
forefather(s)  
great men in history  
layman  
to man (verb)  
manhood  
man-hours  
manhunt  
man-made  
middleman  
mothering/fathering  
race  
reasonable man  
sexual preference  
spokesman  
sportsmanship  
statesman  
workman like

### **Preferred or suggested expression**

average person, ordinary people, typical worker  
member of the clergy, minister, priest  
early humans, early societies  
ancestor(s), precursor(s), forebear(s)  
great figures in history, historical figures  
layperson, lay, laity, lay person, lay member  
to staff, to run, to operate  
adulthood, maturity  
work hours, staff hours, hours worked, total hours  
a hunt for...  
artificial, hand-made, synthetic, manufactured, crafted  
liaison, agent, broker  
parenting  
ethnicity, ethnic group, people  
reasonable person  
sexual orientation  
representative, spokesperson  
fair play, team spirit, or sporting attitude  
official, diplomat  
competent

## ABBREVIATION AND CONTRACTION

Abbreviations are generally followed by full stops: for instance, *Ibid.* (which will always have a capital initial letter), *p.*, etc. Abbreviations of Biblical books are an exception to this rule. The full stop may be followed by a comma, as in *Ibid.*, *p. 26*, but it may never be followed by a second full stop.

When it came to contractions which comprise the initial and final letters of a word, it was generally taught that these do not have full stops — with one exception: *Dr.* (doctor). Turabian style assumes that *most* contractions will carry a full stop and provides for exceptions. Hence, while we write *ed.* for editor (edition; edited by), *chap.* for chapter and *vol.* for volume, we also write *assn.* for association, *dept.* for department, *bk.* for book and *pl.* for plural. Similarly, abbreviations and contractions of social and professional titles carry a full stop in Turabian, though these are optional in Australian English usage: *Br.*, *Fr.*, *Mr.*, *Ms.*, *Prof.*, *Rev.*, *Sr.*, *St.* (*n.b.* = saint and street!). The contractions ‘don’t’, ‘can’t’, ‘won’t’, etc. should NOT be used in essays, except in quoted conversation. For this reason, you should *NEVER* confuse ‘its’ (belonging to it) with ‘it’s’ (it is or it has) — since in formal writing you will seldom need to contract ‘it is’.

## NUMBERS AND DATES

- Write ‘the nineteenth century’ not ‘the 19th century’; write ‘nineteenth-century theologians’.
- Where a number under a hundred occurs on its own, spell it (there are four, not 4, gospels);
- Spell round numbers such as two hundred and a thousand
- Never begin a sentence with a numeral, either spell the number or rephrase the sentence: “Fifty days after the resurrection the Church celebrates the feast of Pentecost”.
- Give in digital form non-round numbers over a hundred, that is, write 341, not three hundred and forty-one); a number under one hundred when it is in a series with numbers over a hundred should be written as a digit (105 cows, 573 sheep and 7 horses); and numbers in references; e.g. 1 Cor 13:10.
- Write dates as 25 May 1987, and NOT May 25, 1987, or twenty-fifth May 1987, or 5/25/1987.

## SPELLING

The TCTS prefers Australian spelling (although staff are generally comfortable about variations). This means, variously, that we either include or exclude certain letters compared with American spelling conventions. Thus,

- We like long endings to our Greek suffixes: ‘analogue’ (not ‘analog’), ‘catalogue’, ‘dialogue’,
- We include the *u* in ‘humour’, ‘harbour’, ‘colour’, ‘honour’, ‘favour’ (‘favourite’), ‘parlour’, ‘rumour’, ‘odour’, ‘rancour’, ‘labour’, and – importantly for theological studies – ‘splendour’, ‘succour’, ‘neighbour’ and ‘saviour’.
- We ‘manoeuvre’. We never ‘maneuver’. We travel in ‘aluminium’ ‘aeroplanes’, never in ‘aluminum’ ‘airplanes’.
- We like both ‘judgment’ and ‘judgement’ and both ‘programme’ and ‘program’, but brook no argument over ‘argument’.
- We write ‘fulfil’ (-ment), ‘enrol’ (-ment), and ‘skilful’ – all without the double *l* – but we do include a second *l* in ‘jewellery’, ‘counsellor’, ‘labelled’ (-ing), ‘marvellous’, ‘travelled’ (-ing, -er — but not travels!) and so on.
- We will change a ‘tyre’ in our ‘pyjamas’ if our bicycle wheel strikes a ‘kerb’, but we will not change a ‘tire’ in our ‘pajamas’ if the other wheel hits a ‘curb’. But we would endeavour to curb our erratic riding nonetheless.
- We are ‘sceptical’ not ‘skeptical’.
- We know that *re* stands for *religious education* and so are sure to write ‘centre’ (not center),
- ‘fibre’, ‘lustre’, ‘theatre’ and, of course, ‘sepulchre’.
- We prefer ‘ise’ to ‘ize’ in words such as ‘realise’ and ‘baptise’.
- We write ‘defence’ not ‘defense’ and ‘offence’ not ‘offense’.

If you choose another variation in English spelling, it is important that you use it consistently.

### Foreign Words

Words from languages other than English which are still regarded as foreign are italicised. These 'loanwords' include a long list of words that it may be difficult to classify into 'foreign' or 'Anglicised':

Afrikaans: *laager* but not *Apartheid*.

French: *demimonde* and *Gourmand* but neither *avant-garde* nor *coup d'état*.

German: *Heilsgeschichte* and *Schadenfreude* but neither *Hinterland* nor *Zeitgeist* (n.b. *all* German nouns are capitalised).

Hebrew: *hesed* and *shibboleth* but neither *rabbi* nor *Sabbath*.

Italian: *Cinquecento* and *intaglio* but neither *manifesto* nor *virtuoso*.

Latin: *filioque* and *Sola Scriptura* but neither *non sequitur* nor *de facto*.

Russian: *samizdat* and *subbotnik* but neither *pogrom* nor *gulag*.

Sanskrit: *ashram* and *brahmin* but neither *pundit* nor *juggernaut*.

Where italicised text contains a foreign word that should be italicised anyway, 'de-italicise' it — *Paolo Freire coined the term conscientizacao to speak of the process of developing critical consciousness*.

If you are in doubt about whether a foreign loanword should be italicised or not, consult your lecturer and/or err on the side of caution and *italicise*.

### PUNCTUATION

In addition to the normal rules of punctuation, the following should be observed:

- " . Full stop always outside closing quotation marks.
- " , Comma always outside closing quotation marks.
- " ; " : Semi-colon and colon outside closing quotation marks.
- ? " When the quotation itself is a question.
- ? ? When you are questioning the actual quoted material.
- ' ... ' Where a quotation is within a quotation.
- Hyphen. Use only to hyphenate (compound words only: 'news-paper'), or with inclusive numbers ('twenty-five').
- En dash (a dash the width of an uppercase *n*). Use to:
  - express a numerical range, e.g., pp. 23–32; 'the Council of Trent, 1545–1563 ...'
  - use (without spaces) as with parentheses or commas to set off a parenthetical element, e.g., 'Where a page range is cited—usually within a footnote or an endnote—we use an en dash'.
- Em dash (a dash the width of an uppercase *m*). Use them (sparingly)
  - without spaces to set off an amplifying or clarifying element, e.g., 'Reforming heroes of the English Church rose to prominence in the period and survived it...only to fall at a later date—Thomas Cranmer and Hugh Latimer conspicuous examples'.
  - instead of a colon to introduce quotation, illustrative material or list, e.g., 'In addition to the normal rules of punctuation, the following should be observed—'
  - to introduce a summarising element after a list, e.g., 'faith, hope and love—these three remain'.

### COLLOQUIALISM

In formal writing, colloquial language, other than in quotations or where a colloquialism itself is under discussion, has no place. Consider the following colloquial sentence:

*Despite the claims of those who thought he could no longer cut the mustard but who really just wanted his job, the old academic dean was as fit as a trout.*

This would be better phrased along these lines in academic prose:

*Notwithstanding the claims of detractors who coveted his position, the aging academic dean enjoyed robust health.*

Similarly, in non-formal writing you might well describe the emperor as 'a dandy in his new clothes'. But in academic writing this would be completely unacceptable. 'In his new clothes the emperor presented an elegant figure' would be more appropriate.

## QUOTATIONS

When presenting another person's views, make it absolutely clear to the reader where the other person's views stop and your comments begin. Direct quotations must be in quotation marks: '...'. All quotations of four lines or less of prose (regardless of word count), are to be run into the text and enclosed in quotation marks. For example:

Emil Brunner claims that 'in Jesus Christ we see two things: God the Father and ourselves as God wills to have us'.<sup>1</sup> This is profound.

All quotations of five or more lines should be formatted as an 'indented block' or 'block quotation', that is, set off separately from the rest of the text without quotation marks, indented and single spaced. A smaller font may also be employed. For example:

In his article discussing relations between humanists and scholastics on the eve of the Reformation, Charles Nauert asserts that while

[h]umanism was a new and challenging force in the intellectual and ecclesiastical life of the early sixteenth century, ...it did not destroy scholasticism or traditional religion, nor even try to do so. In each local situation, and even in each individual, practical accommodations and compromises were not only possible but inevitable.<sup>1</sup>

He goes on to detail the common ground scholastics and humanists found in...

When words are added to a quotation they are put in square brackets.

Collins wrote in 1979: 'I maintained in an earlier work [*Determinism*] that punishment is evil, but since then I have (reluctantly) changed my mind'.

'*Determinism*' is an addition; '(reluctantly)' was in the original.

A writer to the *Age* said: 'Modern theologians [*sic*] are killing the Church'.

'*Sic*' means 'thus' and here means that 'theologians' is not a misprint but what originally appeared in the *Age*. Where words are omitted from a quotation the omission is signified by three ellipsis dots (...). Where a cited word which opened a new sentence in its original setting—and thus began with a capital letter— and is incorporated into prose as a 'run-in' quotation, square brackets are used to signify that a lowercase letter has replaced the original capital. Our example from Nauert serves to illustrate both conventions:

In his discussion of relations between humanists and scholastics on the eve of the Reformation, Charles Nauert asserts that while

[h]umanism was a new and challenging force in the intellectual and ecclesiastical life of the early sixteenth century, ... it did not destroy scholasticism or traditional religion, nor even try to do so.

In Nauert's article, the sentence cited was as follows:

Humanism was a new and challenging force in the intellectual and ecclesiastical life of the early sixteenth century, but it did not destroy scholasticism or traditional religion, nor even try to do so.

Since *Humanism* is now part of the run-in quotation, it needs no capital initial letter. The force of the negative conjunction *but* is conveyed by the word *while* (although) which introduced the quotation.

## REFERENCING YOUR SOURCES (ESSAY STYLE GUIDE)

Referencing is needed in an academic piece of work to show that the writer is drawing on legitimate sources to sustain their argument and using them to add to academic knowledge. These sources need to be acknowledged. To fail to do so is plagiarism.

### *Footnotes or Endnotes?*

The TCTS requires footnotes at the end of each page rather than endnotes at the very end of the whole essay. Please note that footnotes and bibliography require different formats.

### *When to reference*

When writing an academic essay or a report, you will invariably draw upon the research of others, directly or indirectly, and incorporate it into your own work. For example, you may choose to quote an author, paraphrase a section of an author's work, or simply use an idea or information from a text. In producing an essay, report, or dissertation, whenever you

- quote directly from another writer;
- paraphrase or summarise a passage from another writer;
- use material (e.g., an idea, facts, statistics) directly based on another writer's work;

It is your responsibility to identify and acknowledge your source in a systematic style of referencing. By doing this, you are acknowledging that you are part of the academic community. It is important to do this so that your reader, the person assessing your work, can trace the source of your material easily and accurately. The reader wants to know where your evidence or support for your argument(s) comes from. Direct quotations, paraphrases and ideas must always be acknowledged. Except in the case of quotations from the Bible, this is in footnotes. This shows the research that informs your written work.

Except for things that are generally known – common knowledge – such as the year of Augustine's death or that Darwin wrote *The Origin of the Species*, references to sources of information should be given, and if you attribute an opinion to an author you should say where he or she has expressed it. It may be appropriate to mention the source in the text itself (for instance, by saying, 'As Lee has shown' or 'As Buber said in *I and Thou*'), but full details should still be provided in a footnote.

Footnotes are also used to indicate sources of support for, or contrary opinions to, arguments advanced in the text. Brief explanations (of terms used or of issues not dealt with in the text) may be put in footnotes. Footnotes should not be used for extended or detailed argument.

A footnote is indicated by a superscript numeral at the end of the appropriate passage and always after a punctuation mark. Abbreviations commonly used in footnotes for page numbers are as follows:

- 24. – no longer necessary to write 'p.' as in 'p. 24'
- 12–24, 135–7 For multiple pages

The TCTS does not encourage the use of abbreviations such as *ibid.* or *op. cit.*, preferring the use of short titles in subsequent citations (see the examples below).

### *Format and style of footnotes and bibliography*

Bibliography style is used widely in literature, history, and the arts. This style presents bibliographic information in footnotes (or endnotes) and a bibliography.

The guidelines given here for citation and presentation of work are to be followed in all essays and class papers for the TCTS. The fullest version of Turabian, TCTS's preferred style, is published as: Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, 7th ed. (Chicago and London: The University of Chicago Press, 2007). While you may wish to purchase your own copy of Turabian, an abridged version covering most of the basic elements for essay writing may be freely accessed online:

[www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)

Below are some common examples of materials cited in this style (footnote and bibliographic entry). It also demonstrates how notes may be abbreviated upon the second and subsequent citations of a work. For a more detailed description of the styles and numerous specific examples, see chapters 16 and 17 of Turabian's *Manual* for bibliography style.

Online sources that are analogous to print sources (such as articles published in online journals, magazines, or newspapers) should be cited similarly to their print counterparts but with the addition of a URL and an access date. For online or other electronic sources that do not have a direct print counterpart (such as an institutional Web site or a Weblog), give as much information as you can in addition to the URL and access date. The following examples include some of the most common types of electronic sources.

### **Book (printed)**

#### *One author*

*Footnote (first):* Denis Edwards, *Breath of Life: A Theology of the Creator Spirit* (Maryknoll, NY: Orbis Books, 2004), 92.

*Footnote (subsequent):* Edwards, *Breath of Life*, 92.

*Bibliography:* Edwards, Denis. *Breath of Life: A Theology of the Creator Spirit*. Maryknoll, NY: Orbis Books, 2004.

#### *Two or three authors*

*Footnote (first):* Evelyn E. Whitehead and James D. Whitehead, *Wisdom of the Body: Making Sense of our Sexuality* (New York: The Crossroad Publishing Company, 2001), 111.

*Footnote (subsequent):* Whitehead and Whitehead, *Wisdom of the Body*, 111.

*Bibliography:* Whitehead, Evelyn E., and James D. Whitehead. *Wisdom of the Body: Making Sense of our Sexuality*. New York: The Crossroad Publishing Company, 2001.

#### *Four or more authors*

*Footnote (first):* A.K.M. Adam et al., *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation* (Grand Rapids, MI: Baker Academic, 2006), 132.

*Footnote (subsequent):* Adam et al., *Reading Scripture with the Church*, 132.

*Bibliography:* Adam, A.K.M., Stephen E. Fowl, Kevin Vanhoozer, and Francis Watson. *Reading Scripture with the Church: Toward a Hermeneutic for Theological Interpretation*. Grand Rapids, MI: Baker Academic, 2006.

#### *Editor(s), translator(s), compiler(s) instead of author(s)*

*Footnote (first):* Louise Ropes Loomis, trans., *The Council of Constance: The Unification of the Church*, ed. and annotated by John Hine Mundy and Kennerly M. Woody (New York: Columbia UP, 1961), 82.

*Footnote (subsequent):* Loomis, trans., *The Council of Constance*, 82.

*Bibliography:* Loomis, Louise Ropes, trans. *The Council of Constance: The Unification of the Church*. Edited and annotated by John Hine Mundy and Kennerly M. Woody. New York: Columbia University Press, 1961.

#### *Editor(s), translator(s), compiler(s) in addition to author*

*Footnote (first):* André Vauchez, *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*, ed. Daniel E. Bornstein, trans. Margery J. Schneider (Notre Dame, IN: University of Notre Dame, 1993), 107.

*Footnote (subsequent):* Vauchez, *The Laity in the Middle Ages*, 107.

*Bibliography:* Vauchez, André. *The Laity in the Middle Ages: Religious Beliefs and Devotional Practices*. Edited by Daniel E. Bornstein. Translated by Margery J. Schneider. Notre Dame, IN: University of Notre Dame Press, 1993.

#### *Chapter or other part of a book*

*Footnote (first):* Kristine A. Culp, " 'A World Split Open'? Experience and Feminist Theologies", in *The Experience of God: A Postmodern Response*, ed. Kevin Hart and Barbara Wall (New York: Fordham University Press, 2005), 48.

*Footnote (subsequent):* Culp, " 'A World Split Open'?", 60.



**Bibliography:** Culp, Kristine A. "‘A World Split Open’? Experience and Feminist Theologies." In *The Experience of God: A Postmodern Response*, edited by Kevin Hart and Barbara Wall, New York: Fordham University Press, 2005, 47–64.

*Primary Source within an edited volume*

**Footnote (first):** "Adrian VI's Instruction to Chierigati, 1522", in *The Catholic Reformation: Savonarola to Ignatius Loyola. Reform in the Church, 1495-1540*, ed. and trans. John C. Olin (New York: Harper and Row, 1969), 123.

**Footnote (subsequent):** "Adrian VI's Instruction to Chierigati, 1522", 123.

**Bibliography:** "Adrian VI's Instruction to Chierigati, 1522". In *The Catholic Reformation: Savonarola to Ignatius Loyola. Reform in the Church, 1495-1540*, edited and translated by John C. Olin. New York: Harper and Row, 1969, 119–127.

*Chapter of an edited volume originally published elsewhere (as in primary sources)*

**Footnote (first):** Thomas Brinton, "Convocation Sermon, 1376", in *Preaching in the Age of Chaucer: Selected Sermons in Translation*, trans. Siegfried Wenzel (Washington, D. C.: Catholic University of America Press, 2008), 247–254.

**Footnote (subsequent):** Brinton, "Convocation Sermon, 1376", 247.

**Bibliography:** Brinton, Thomas. "Convocation Sermon, 1376". In *Preaching in the Age of Chaucer: Selected Sermons in Translation*, trans. Siegfried Wenzel (Washington, D. C.: Catholic University of America Press, 2008), 241–254. Originally published in Mary Aquinas Devlin, O.P., ed., Thomas Brinton, *Sermons*, Camden Third Series 85–86. London: Royal Hist. Soc., 1954, vol. 2, 315–321.

*Preface, foreword, introduction, or similar part of a book*

**Footnote (first):** Gerald H. Anderson, In Memoriam—David J. Bosch, 1929–1992, in *Transforming Mission: Paradigm Shifts in Theology of Mission* (American Society of Missiology Series, No. 16), by David J. Bosch (Maryknoll: Orbis Books, 1982), xiii.

**Footnote (subsequent):** Anderson, In Memoriam—David J. Bosch, xiii.

**Bibliography:** Anderson, Gerald H. In Memoriam—David J. Bosch, 1929–1992. In *Transforming Mission: Paradigm Shifts in Theology of Mission* (American Society of Missiology Series, No. 16), by David J. Bosch. Maryknoll: Orbis Books, 1982.

**Book published electronically**

**Footnote (first):** Kenneth Scott Latourette, *Christianity in a Revolutionary Age: A History of Christianity in the Nineteenth and Twentieth Centuries. Volume III, the Nineteenth Century outside Europe: the Americas the Pacific, Asia and Africa* (New York: Harper Brothers, 1961), <http://www.archive.org/details/christianityinar012668mbp> (accessed 20 June 2010). [provide page number(s) if available]

**Footnote (subsequent):** Latourette, *Christianity in a Revolutionary Age*.

**Bibliography:** Latourette, Kenneth Scott. *Christianity in a Revolutionary Age: A History of Christianity in the Nineteenth and Twentieth Centuries. Volume III, the Nineteenth Century outside Europe: the Americas the Pacific, Asia and Africa*. New York: Harper Brothers, 1961. <http://www.archive.org/details/christianityinar012668mbp> (accessed 20 June 2010).

**Journal article (print)**

**Footnote (first):** Susan Brigden, "Religion and Social Obligation in Early Sixteenth-Century London", *Past and Present* 103 (1984): 72.

**Footnote (subsequent):** Brigden, "Religion and Social Obligation in Early Sixteenth-Century London", 72.

**Bibliography:** Brigden, Susan. "Religion and Social Obligation in Early Sixteenth-Century London". *Past and Present* 103 (1984): 67–112.

**Journal article (online)**

**Footnote (first):** Alexandra Walsham, "Unclasping the Book? Post-Reformation English Catholicism and the Vernacular Bible", *The Journal of British Studies* 42, no. 2 (Apr., 2003), 150, <http://www.jstor.org/stable/3594905> (accessed 20 June 2010).

**Footnote (subsequent):** Walsham, "Unclasping the Book? Post-Reformation English Catholicism and the Vernacular Bible", 150.

*Bibliography:* Walsham, Alexandra. "Unclasping the Book? Post-Reformation English Catholicism and the Vernacular Bible". *The Journal of British Studies* 42, no. 2 (Apr., 2003), 141–161, <http://www.jstor.org/stable/3594905> (accessed 20 June 2010).

### **Newspaper article**

Articles may be cited in running text ("As John Doe noted in *The Australian* on 20 June 2010, ...") instead of in a note or a parenthetical citation, and they are commonly omitted from a bibliography as well.

### **Website**

*Footnote:* Evanston Public Library Board of Trustees, "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach," Evanston Public Library, <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

*Bibliography:* Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach." Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html> (accessed June 1, 2005).

### **References to works which exist in many editions**

Works which exist in many editions are often divided into sections and these, not page numbers in this or that edition, should be used in references. Reference might be made to Augustine, *De Trinitate*, XV, 20 (meaning Book XV, ch. 20) and a Shakespeare play by act, scene and line. Certain works are referred to by the page in a particular edition, the pages of which are indicated in the margins of later editions. References to Aristotle look like this: Aristotle, *Nicomachean Ethics*, VIII, 12, 1161 b 11-15 (meaning Book VIII, ch. 12; 1161 in the Jaeger edition of Aristotle's works, column b of the two columns on the page, lines 11-15). References to the Fathers of the Church are often given by citing the volume, page number and column in Migne's edition (388 volumes in two series, *Patrologia Graeca*, abbreviated to PG, and *Patrologia Latina*, or PL). The documents of Vatican II and papal encyclicals since 1967 are referred to not by a page number but by their Latin title and section number; e.g. *Lumen Gentium* §20 or #20 or no. 20.

### **One source quoted in another**

It is advisable to avoid repeating quotations not actually seen in the original. If a source includes a useful quotation from another text then every effort should be made to cite the original, not only to verify its accuracy, but also to ascertain that the original meaning is fairly represented. If the original text is unobtainable, it should be cited as "quoted in" in the secondary source, for example: Dominique Barthélemy, *Les Devanciers d'Aquila* (Leiden: Brill, 1963), 146-147, quoted in John J. Collins, *Daniel*, Hermeneia (Minneapolis, MN: Fortress Press, 1993), 10.

## BIBLICAL REFERENCES

Biblical references are written with a colon (and space) between chapter and verse(s), and a semi-colon separating one reference from another: e.g., Matt 16:16; Mark 8:29; Luke 9:20. Single or other short references may be given in the text rather than in footnotes, as in: 'Do not shirk tiring jobs' (Sir 7:15). Biblical languages may be quoted in the original characters or in transliteration. If transliteration is used, the systems specified in the *Journal of Biblical Literature*, 107 (1998), 582–83, are preferred; but the form in which such material has been presented by lecturers is acceptable.

For abbreviations, the TCTS follows Patrick H. Alexander et al., *The SBL Handbook of Style for Ancient Near Eastern, Biblical, and Early Christian Studies* (Peabody: Hendrickson, 1996).

|           |                    |      |                              |
|-----------|--------------------|------|------------------------------|
| ch. / chs | chapter / chapters | NIV  | New International Version    |
| v. / vv.  | verse / verses     | NJB  | New Jerusalem Bible          |
| LXX       | Septuagint         | NRSV | New Revised Standard Version |
| MT        | Masoretic Text     | RSV  | Revised Standard Version     |

Biblical books are abbreviated as follows. Note that abbreviations for the Hebrew Bible / Old Testament, New Testament, Apocrypha, and Deutero-canonical books *do not* require a full stop and *are not* italicised.

### Hebrew Bible/Old Testament

|                |  |       |              |
|----------------|--|-------|--------------|
| Gen            | Genesis                                      | Isa   | Isaiah       |
| Exod           | Exodus                                       | Jer   | Jeremiah     |
| Lev            | Leviticus                                    | Lam   | Lamentations |
| Num            | Numbers                                      | Ezek  | Ezekiel      |
| Deut           | Deuteronomy                                  | Dan   | Daniel       |
| Josh           | Joshua                                       | Hos   | Hosea        |
| Judg           | Judges                                       | Joel  | Joel         |
| Ruth           | Ruth   | Amos  | Amos         |
| 1-2 Sam        | 1-2 Samuel                                   | Obad  | Obadiah      |
| 1-2 Kgdms      | 1-2 Kings (LXX)                              | Jonah | Jonah        |
| 1-2 Kgs        | 1-2 Kings                                    | Mic   | Micah        |
| 3-4 Kgdms      | 3-4 Kings (LXX)                              | Nah   | Nahum        |
| 1-2 Chr        | 1-2 Chronicles                               | Hab   | Habakkuk     |
| Ezra           | Ezra   | Zeph  | Zephaniah    |
| Neh            | Nehemiah                                     | Hag   | Haggai       |
| Esth           | Esther                                       | Zech  | Zechariah    |
| Job            | Job  | Mal   | Malachi      |
| Ps/Pss         | Psalms                                       |       |              |
| Prov           | Proverbs                                     |       |              |
| Eccl (or Qoh)  | Ecclesiastes (or Qoheleth)                   |       |              |
| Song or (Cant) | Song of Songs, Song of Solomon, or Canticles |       |              |

### New Testament

|         |                 |               |               |
|---------|-----------------|---------------|---------------|
| Matt    | Matthew         | 1-2 Thess 1-2 | Thessalonians |
| Mark    | Mark            | 1-2 Tim       | 1-2 Timothy   |
| Luke    | Luke            | Titus         | Titus         |
| John    | John            | Phlm          | Philemon      |
| Acts    | Acts            | Heb           | Hebrews       |
| Rom 1-2 | Romans          | Jas           | James         |
| 1-2 Cor | 1-2 Corinthians | 1-2 Pet       | 1-2 Peter     |
| Gal     | Galatians       | 1-2-3 John    | 1-2-3 John    |
| Eph     | Ephesians       | Jude          | Jude          |
| Phil    | Philippians     | Rev           | Revelation    |
| Col     | Colossians      |               |               |

**Apocrypha and Deutero-canonical books**

|          |                             |          |                         |
|----------|-----------------------------|----------|-------------------------|
| Bar      | Baruch                      | Ep Jer   | Epistle of Jeremiah     |
| Add Dan  | Additions to Daniel         | Jdt      | Judith                  |
| Pr Azar  | Prayer of Azariah           | 1-2 Macc | 1-2 Maccabees           |
| Bel      | Bel and the Dragon          | 3-4 Macc | 3-4 Maccabees           |
| Sg Three | Song of the Three Young Men | Pr Man   | Prayer of Manasseh      |
| Sus      | Susanna                     | Sir      | Sirach (Ecclesiasticus) |
| 1-2 Esd  | 1-2 Esdras                  | Tob      | Tobit                   |
| Add Esth | Additions to Esther         | Wis      | Wisdom                  |

## MINISTRY EDUCATION CENTRE

*The Ministry Education Centre prepares students for lay or ordained ministry in the Anglican Church, and assists students to discern their Christian vocation. The Centre also offers study days and programs for more general Christian education for ministry and mission. These are being developed and will be advertised in future.*

The Ministry Education Centre at Trinity offers:

- a diverse Anglican community with a rich liturgical life
- individual mentoring, vocational advice and discernment
- modern facilities for teaching and learning
- outstanding library resources
- support for resourcing parish ministry and mission.

### WHAT IS MINISTRY EDUCATION?

The Ministry Education Centre draws on models of integrative learning. Its programs are oriented to help students embrace the various fields of learning, including life experience. Ministry Education helps students to develop life practices that are shaped theologically and holistically so that they can grow as persons in ministry, with values and relationships that embody the ideals of the Christian heritage.

Ministry Education therefore aims to:

- prepare men and women for lay and ordained ministry and mission in today's world
- grow in ministerial character and be effective in relationships and competent in organizational leadership
- deepen individual and communal life in Christ and Christian spiritual practice
- develop ability to communicate effectively and live responsibly in our world.

The three strands of Ministry Education include:

- *Theological education* – Students learn to reflect theologically and undertake academic programs that include the study of the scriptures, systematic and moral theology, the Church's history, its ministry and mission and pastoral care. All these are studied as part of the Christian tradition, with a mind to today's social, cultural and environmental context.
- *Christian spirituality* – At the heart of the life of the Church is our life with God in Christ, empowered by the Holy Spirit. This is seen in worship, service and outreach. As students gather for theological reflection and personal and ministry education, and the annual retreat, their relationship to God is nurtured by prayer and worship in the Chapel with other members of the College community and in their parish supervised field placements. All Ministry Education arises from commitment to prayer and worship.
- *Ministry praxis* – The program seeks to develop and nurture people able to work at all levels of our faith communities to enable the development of effective mission. Students learn to be reflective and committed ministers of Christ's gospel. For those seeking ordination or academic accreditation this includes Supervised Field Education, intentional engagement in selected ministry placements with supervision by experienced ministers.

In these ways students participate in a learning community in which they learn more about giving voice and body to the gospel of Christ Jesus, to represent the Christian people and Christian traditions, that is, to serve God's mission in the world.

Ministry Education comprises five elements:

- **The Academic Program**
- **Ministry Education Intensives and the "Monday Program"**
- **Supervised Theological Field Education (STFE)**
- **Clinical Pastoral Education (CPE)**
- **Spiritual retreats**

## THE ACADEMIC PROGRAM

Students undertaking ministry education normally complete either a BTheol or and MDiv and for ministry education students (especially those in the ordained stream) this includes the following units in Practical Theology, offered over the course of two years at Trinity:

1. **Ministerial Formation in the Anglican Tradition (DA1100T/DA8100T):**  
An exploration of Anglican understandings of baptism and ordination, and public representative witness, giving special attention to the ordinal.
2. **Spiritual Formation in the Christian Tradition (DS3100T/D8300T):**  
A wide-ranging introduction to the riches of Christian spirituality through time and across cultures. It covers some of the main movements and contemporary interests, and provides firm foundations for developing a rule of life deeply engaged with Christian wisdom.
3. **Mission and Leadership for Contemporary Australia (DP1300T/DP8300T):**  
An exploration of Anglican understandings of mission and evangelism, and how they engage and are challenged by contemporary Australian cultures, with special reference to the Five Marks of Mission and the global migration of “mission-shaped church” initiatives to create church for the unchurched.
4. **Practices of Ministry (DA1600T/DA8600T):**  
A guide to major day-to-day concerns of Christian leadership: contextual study, mission auditing, listening and pastoral conversation.

As well as other units in biblical studies, theology and church history, the following additional units of practical theology are required to those seeking ordination:

- **Introduction to Liturgical Thought and Practice (DL1200T/DL8200T)**
- **Preaching in the Liturgy (DP2100T/DP9100T)**
- **Prayer Book Studies (DL3200T/DL9200T)**
- **Theology and Practice of Pastoral Care (DP2500T/DP9500T)**
- **Developing a Theology of Mission Today (DM1000P/DM8000P)**

## MINISTRY EDUCATION INTENSIVES AND MONDAY PROGRAM

Students who are part of Ministry Education (including the ordination track) are expected to participate in the Intensive held at the beginning of each semester and in the Monday program.

- **The three day Intensive** runs from Thursday through Saturday prior to commencement of EACH Semester (refer Timetable).
- **The Monday Program** that will include Morning Prayer, Lectures or Tutorials, Ministry Integration, and the Eucharist. Times for refreshment and lunch are included (see Timetable).

## SUPERVISED THEOLOGICAL FIELD EDUCATION (STFE)

Students engagement in this program undertake at least two forms of placement:

### 1. Major placement: usually in a parish

One major placement is arranged for candidates for ordination for a two-year period of participation in the program, usually mapping onto semester time (March-October, inclusive). It is usually in a parish setting, and involves students across the wide range of the public witness of the parish: the outreach, worship, learning, nurture, groups and committees, partnerships and prayer life of the community as it engages with the peoples of the local area in which it is set. A significant feature of this placement is the student's involvement in leadership of a missionally focused activity. Appropriate placements are arranged for students who choose a ministry pathway in the Diaconate or Chaplaincy.



## **2. Minor placement: in a different context**

Offered alongside the Major placement, this minor placement is an intensive ministry experience which takes place in each year of the major placement. It is very important that this takes place in a context recognizably different, in social location and ministry style, from the major placement. It usually takes place mid-year and is a shorter immersion experience.

The minor placement may be strongly focused on a pioneer or innovative ministry, in which the student is involved with the church's task of creating church for persons with no experience of inherited church, especially where their major placement has not provided such an opportunity.

## **3. Minor placement: other years**

Minor Placements are also arranged for those (i) who are 'Aspirants', in a Year of Discernment with their respective Diocese, and (ii) in the years prior to or following their major placement requirements as ordination candidates.

STFE may be taken as a subject for academic credit at undergraduate and postgraduate levels. Please note that candidates for ordained ministry are also required to undertake a further placement in Clinical Pastoral Education. In most cases, this is done outside rather than alongside the two years in which major and minor placements are engaged.

## **CLINICAL PASTORAL EDUCATION (CPE)**

Clinical Pastoral Education is offered through the University of Divinity in partnership with the Association for Supervised Pastoral Education in Australia, Inc (ASPEA). The program is required by some churches for formal ministry accreditation or ordination, and is available to many pastoral and spiritual carers who wish to include it in their formation, professional development or formal studies. Most units are offered in hospital or clinical contexts but some can be undertaken in a variety of ministry contexts. The CPE program is led by ASPEA's accredited supervisors.

Students interested in taking a unit of CPE should speak with Trinity staff. You will be required to make formal applications that include an interview with a CPE Centre Director before you can be offered a place in the program (if one is available). With the letter of offer, a student can then enrol in the required unit.

## **SPIRITUAL RETREATS**

The Theological School holds annual retreats for candidates and aspirants, and occasional Quiet Days. These provide opportunities for spiritual refreshment and guidance. The Retreat allows staff and students to get away from the humdrum of regular work and study, to set aside time for quiet reflection, and to participate in community in a way few of us can usually manage.

Short spiritual reflections punctuate shared meals, prayer, and bible study, enabling participants to listen, ponder, meditate and think in an environment relatively free of stress and decision-making. The Retreat is usually held during semester two.

## **FIVE PRACTICES OF MINISTRY EDUCATION**

Ministry Education at Trinity is based around five practices in which all members participate.

### **1. Common Worship**

Each Monday of Formation involves common worship: daily prayer and the Eucharist. Participation in these times of prayer helps to form us together in community. Furthermore, each student is assigned to a worship group that offers ministry at the community Eucharist at least once per semester. This group engages students, accompanied by a faculty member, in planning, leading, reflecting upon and reviewing the celebration. As we make common worship central to our time together, we centre our common life on God's gracious self-revelation to us in word and sacrament, and we give and receive leadership amongst each other.

## **2. Small Groups**

Each student is assigned to a small group (the same as the worship group) for prayer, for vocational exploration, and for pastoral care. This is a context for intensive and sustained engagement over time in which we are able to share with none another at a deep level. With the small group, we invite a culture of openness and encouragement in which to develop intentional conversation about ministerial lifestyle and character, and we explore together criteria for selection for public ministry in the Anglican tradition.

## **3. Ministry Integration**

Students in the Monday program meet as a large group for bible study and for regular theological reflection on ministry, church growth, and leadership. We ground our wider studies here in an intentional consciousness of realities of parish, pioneer and other ministries. Through the plenary, we constantly connect with experience on Supervised Theological Field Education, and we seek the integration of the theological disciplines we are studying, as well as reflecting on the dynamics between prayer and theology.

## **4. Mission Visits**

We regularly make visits to parishes and other groups who exemplify good practice in public witness and missional engagement with their wider communities, in care of enquirers and members, and in practices of ministry. By experiencing and reflecting on mission visits, we are challenged by the demands of Christian witness and leadership in specific settings, and we are given glimpses of what is possible.

## **5. Rule of Life**

All members of the Ministry Focus Program are invited to develop a personal Rule of Life, with common prayer and public service at its centre. As students in Ministry Education we are all part of a learning community, despite living apart and being busy in other parts of our lives. The making and keeping of a rule helps us to prioritise, remain centred amidst many demands, and learn a culture of accountability, which is necessary for Christian leaders. In this way, we cultivate disciplines for the renewal of our intimacy with God.

## **APPLYING TO JOIN THE FORMATION PROGRAM**

If you are interested in joining Trinity College Theological School's Ministry Education Program, you should arrange a time to talk to the Director of the Ministry Education Centre.

### **Contact:**

Director of the Ministry Education Centre: The Revd Dr Don Saines  
([dsaines@trinity.edu.au](mailto:dsaines@trinity.edu.au))

Coordinator of Supervised Field Education: the Revd Dr Cecilia Francis  
([cfrancis@trinity.edu.au](mailto:cfrancis@trinity.edu.au))

Or Telephone 03 9348 7127 to speak to the Registrar.

When applying for *Ministry Education* please also complete the **Ministry Education Application Form** and forward it to the Trinity College Theological School office.

## GENERAL INFORMATION FOR STUDENTS

### PERSONAL BEHAVIOUR, CONDUCT AND RIGHTS

At Trinity College, we take seriously the rights and responsibilities we have towards one another. We strive to treat each other in a way that respects the other's personhood, including race and gender, and we have developed appropriate structures for dealing with grievances. We are governed by codes of conduct from Trinity College, the Anglican Church and the University of Divinity.

#### Trinity College Code of Conduct

Behaviour and responsibility is covered by two documents, the "Trinity College Student Code of Conduct" and the "Trinity College Staff Code of Conduct". These important documents, which outline both expectation and processes for dealing with breaches and complaints, may be found on the main Trinity College website at: [www.trinity.unimelb.edu.au/about/values--future-vision/code-of-conduct.html](http://www.trinity.unimelb.edu.au/about/values--future-vision/code-of-conduct.html). The specific Theological School Student Code of Conduct is given in full on the following pages of this Handbook.

All students enrolled at Trinity College are expected to be familiar with the content of the Code of Conduct, and to abide by the concepts contained within it. The basis of the Code is that all students must advocate and practice respect and empathy for all people, regardless of gender, race, religion, disability, marital status, sexual orientation or any other attribute, demonstrate the highest level of personal integrity, take responsibility for themselves and for their actions, and uphold the good name and reputation of the College.

Conduct not consistent with respect for others may be the subject of investigation and may result in disciplinary action relevant to the seriousness of the behaviour. Harassment is illegal. The College works hard to uphold the *Equal Opportunity Act* (Victoria) and the *Anti-Discrimination Act* (Commonwealth). The College will not tolerate any form of harassment, including victimisation and assault. If you are the victim of any form of harassment, there are staff advisors to help you. If you do not wish to talk to a member of the Theological School staff, there are trained staff in other parts of the College, such as the Chaplains, at Foundation Studies (Pathways School) and the Residential College.

#### Alcohol

The responsible enjoyment of alcohol is a matter of free choice within community, but remember:

- You should never compel or influence another person to drink alcohol against his or her will
- You should be aware of cultural and religious issues surrounding the use of alcohol.
- Consumption of alcohol in licensed venues by persons under the age of eighteen years is prohibited by law in the State of Victoria.
- Being drunk in a public place is an offence.

#### The Anglican Church

All people working in the Church are expected to abide by the guidelines contained in: "Faithfulness in Service: A National Code for Personal Behaviour and the Practice of Pastoral Ministry by Clergy and Church Workers" ([www.psu.anglican.asn.au/images/uploads/Faithfulness\\_in\\_Service\\_2012.pdf](http://www.psu.anglican.asn.au/images/uploads/Faithfulness_in_Service_2012.pdf)).

#### The University of Divinity

The University has issued a "Statement of Rights, Responsibilities, and Conduct of Members of the University", [www.divinity.edu.au/wp-content/uploads/2013/12/Statement-of-Rights-and-Responsibilities.pdf](http://www.divinity.edu.au/wp-content/uploads/2013/12/Statement-of-Rights-and-Responsibilities.pdf)

Please ensure that you are well versed in your responsibilities and rights by reading carefully these codes of conduct.

# THE STUDENT CODE OF CONDUCT

## Introduction

1. Trinity College (the College) is an Anglican foundation and an affiliated College of the University of Melbourne. The Trinity College Theological School (the Theological School) is a College of the University of Divinity, and is in partnership with the Diocese of Melbourne, the Province of Victoria, and various other dioceses around Australia.
2. As an educational community, the College expects all conduct to be based on:
  - a) respect for and responsibility to self;
  - b) respect and empathy for, and responsibility to others;
  - c) ethical and honest behaviour.

The Code explicitly prohibits discrimination, harassment or any form of bullying based on gender, race, age, religion, disability, marital status, sexual orientation, or any other attribute. All students of the College are expected to know and to adhere to this Code and all other College policies, particularly in respect to all forms of harassment.

3. Allegations of conduct not consistent with the Code may be subject to investigatory and disciplinary processes (see **Appendix B**). Because the Theological School has responsibilities also to the University of Divinity, the Diocese of Melbourne and the Province of Victoria, some breaches of the Code may also be subject to other policies and procedures (see **Appendix D**).

## Scope

4. This Code applies to all students of the College community, including resident and non-resident students, students attending short courses or other programs, and online students.
5. Any student wishing to gain admission to any part of the College, including the Theological School, must agree to be bound by the Code and its associated procedures. Abiding by this Code is a requirement for any student's continued membership of or place at the College.

## Respect for and responsibility to self

6. Students are expected always to behave responsibly in looking after themselves, and are responsible for their own conduct at all times. Students are expected to seek help if and when it is needed.
7. All members of College staff are in a position of authority over students. Therefore, relationships of a sexual or otherwise intimate nature between staff and students are not acceptable in any circumstances. While the primary responsibility for this lies with members of staff, all students are expected to conduct themselves with integrity and propriety.

## Respect and empathy for, and responsibility to others

8. Students are expected to show respect, empathy and consideration for others, so that all may live, study, and work in harmony, and so that community members of every background may feel respected, safe, and included. College students are to permit others to live, work, and study in a safe, respectful environment and are entitled to expect such an environment for themselves.
9. Bullying is inappropriate and unacceptable behaviour. The College will not tolerate workplace bullying under any circumstances. Discrimination, harassment, vilification, victimisation, and inappropriate touching are expressly prohibited.
10. Students should be aware that their statements and actions have an impact upon other members of the College and on the reputation of Trinity College as a whole. Students are to ensure that they act and speak in such a way as to not bring disrespect upon

themselves, upon others or upon the College, nor bring the College into disrepute. This includes online interaction.

### **Ethical and honest behaviour**

11. a) All students of the College are expected to behave with personal integrity and honesty. They are to accept the consequences of their own actions, apologise where appropriate, and practise ethical and responsible behaviour in their dealings with others.
- b) At all times, and in all dealings with external parties, students of the College are to uphold the good name of the College. No use of the College's name, crest, logos or other identifying emblems may be made without the express, prior, written permission of the Warden.

### **Breaches of the Code**

12. Students who are concerned about a possible breach of this Code, whether in respect of themselves or another student, are expected to discuss their concerns with one of the Advisors listed on the Trinity Portal.
13. Serious misconduct is defined in paragraph 26 below (see **Appendix A**). That definition is not exhaustive and characterisation of conduct as "serious misconduct" will be a matter for the College to determine in each particular case.
14. The College will treat all possible breaches of the Code seriously. However, the College recognises that a student's conduct may be regarded, in any given circumstance, on a scale from minor to extremely serious. For that reason, the processes to be applied in determining whether a breach of the Code has occurred, and what the consequences of any established breach should be, are matters reserved to the absolute discretion of the College.
15. Students must be aware that all possible breaches of this Code that are characterised by the College as capable of amounting to serious misconduct may be:
  - a) investigated, whether or not a person makes a complaint about the conduct;
  - b) the subject of a determination, after investigation, of whether the student concerned has engaged in serious misconduct; and capable of resulting in, after a determination, consequences such as exclusion or expulsion from the residential college, non-admission to the residential college, conditional admission, termination of membership of Trinity College, termination of membership of Trinity College Foundation Studies and termination of membership of the Trinity College Theological School.

## **Appendix A**

### **Definitions**

16. The "relevant Division Head" is the head of the school in which the student is enrolled or participating: the Dean of the College (for resident and non-resident students), the Dean of the Trinity College Theological School, or Dean of Pathways School.
17. A "designee" will be a member of the College staff or of the Trinity College Board. In cases where a process is initiated that involves the relevant Division Head as one of the parties (either complainant or respondent), the Warden will appoint the committee. In cases where a process is initiated that involves the Warden as one of the parties (either complainant or respondent), the Board will appoint the committee.
18. "Bullying" is when people repeatedly use words or actions against someone or a group of people to cause distress, embarrassment, anxiety and risk to their wellbeing. These actions are usually done by people who have more influence or power over someone else, or who want to make someone else feel less powerful or helpless. Bullying is not the same as

conflict between people (like having a fight) or disliking someone, even though people might bully each other because of conflict or dislike. Bullying can occur online, in writing or pictures, or by conduct. It can include acting unpleasantly near or towards someone, giving nasty looks, making rude gestures, spreading rumours, stalking, and taking advantage of having power over someone.

19. "College" includes the Warden, Council and the Board of Trinity College, and includes each of them acting in a way authorised by the *Trinity College Act 1979*, the Constitution of Trinity College, or any other policies and procedures from time to time in place at Trinity College.
20. "Complaint" means a written complaint about a possible breach of the Code.
21. "Discrimination" means conduct that makes distinctions between people so as to disadvantage some and to advantage others, or treats some people less favourably than others in similar circumstances, on the basis or because of an attribute or status they possess (eg sex, race, disability, age, physical characteristics, religious belief, sexual orientation, political opinion).
22. "Foundation Studies students" means students currently enrolled in Trinity College Foundation Studies. All Foundation Studies students are also "non-resident students" of the College.
23. "Harassment" occurs when someone is made to feel intimidated, insulted or humiliated, in circumstances where it was reasonable to expect that the behaviour complained of would have had that effect. Harassment involves behaviour that is unwelcome, often unsolicited and repeated, and usually unreciprocated. Sexual harassment is included in this definition and is one particularly serious form of harassment. It involves conduct (including the use of words and remarks) of a sexual nature.
24. "Non-resident students" means current students of the College who are not in residence. This includes students currently enrolled in the College's non-resident program, students currently enrolled in the Theological School and students currently enrolled in Foundation Studies.
25. "Residential student" means currently enrolled students who are in residence in the College.
26. "Serious misconduct" is conduct which involves sexual assault, physical violence, blackmail, victimisation, serious harassment, use or sale of illicit drugs, an abuse of a position of power or responsibility within the College, repeated breaches of the Code of Conduct, dishonesty, fraud, the deliberate making of false allegations against another student or a staff member, serious verbal abuse or vilification.
27. "Theological students" means students currently enrolled in the Trinity College Theological School.
28. "Trinity College student community" means currently enrolled students of Trinity College, whether resident or non resident and includes Foundation Studies and Theological School students.
29. "Victimisation" means any unfavourable treatment of a person because he or she has made a complaint, or allegation, about a breach of this Code of Conduct, whether the complaint is written or verbal and irrespective of whether the person asked for the complaint to be conciliated or investigated or not.



30. "Vilification" in this Code means any form of conduct not undertaken reasonably and in good faith in the course of a genuine academic, artistic or public discussion, publication or debate that:
- a) incites hatred against, contempt for, or revulsion or severe ridicule of another person or class of person on the grounds of their race, religious beliefs or practices, sexual orientation or gender identity; or
  - b) is done because of the race, religious beliefs or practices, sexual orientation or gender identity of another person and is reasonably likely to offend, insult, humiliate that other person.

## **Appendix B**

### **Process**

#### **General Guidelines**

- 31. The process in relation to any complaint, or where the College decides itself to investigate a student's conduct, will be at the discretion of the College.
- 32. In cases where information about a possible breach of the Code has come to the attention of the College, no matter how this information comes to the attention of the College, the College may unilaterally initiate a process to investigate and resolve the matter.
- 33. In cases where such information comes to the attention of any member of the staff of the College, including a trained Advisor, the staff member has a duty to report possible breaches to the relevant Division Head.
- 34. Allegations of conduct which may amount to a breach of criminal law will ordinarily be reported to the police by the College.
- 35. Processes will be undertaken and concluded as quickly as is reasonably possible. The College accepts that it has a responsibility to ensure that any investigation and determination process adopted under this Code is fair.
- 36. The College reserves the right to determine the nature of the process depending upon the gravity of the possible breach of the Code, issues of confidentiality, and the number of students involved. The College will seek and take account of the views of students involved in deciding what processes to adopt, but the final decision of which processes to adopt in a particular case will be made by the College.
- 37. The procedures in this document do not derogate from the normal disciplinary powers and responsibilities of relevant staff members, which may still be exercised as appropriate.
- 38. The steps in relation to possible breaches of the Code are shown below. These steps can be used where a person wishes to complain about a possible breach of the Code, but will also be available to the College when it becomes aware of a possible breach of the Code and decides to investigate the matter itself.
- 39. At all times the College aims to deal with complaints about possible breaches of the Code in a confidential manner, to the extent that is appropriate in a given case and insofar as the maintenance of confidentiality does not conflict with other obligations and responsibilities the College has. Participants in any process under the Code will be reminded about the importance of confidentiality, and will be expected to adhere to any directions they are given about maintaining and respecting it. Failure to maintain and respect confidentiality when directed to do so may itself be considered by the College to be a breach of this Code.

### **Complaint-based, or individual-initiated, processes**

40. An individual may always seek advice from a trained Advisor. Names and contact details of trained Advisors are available on the College Portal. Individuals may also make use of a broad range of community-based mechanisms, such as the Victorian Equal Opportunity Commission.

a) Step 1: Speak with a trained Advisor.

b) Step 2: Decide, with the assistance of your Advisor, whether the behaviour is likely to be a breach of the Code. If not, then speak with your Advisor about other means of support. If the behaviour is likely to be a breach of the Code, then an individual can use the steps that follow to resolve the matter.

c) Step 3: Decide whether you wish to make a complaint. If you wish to make a complaint, you will be asked to put your complaint in writing. An Advisor can assist you with this. The complaint must identify those you allege have breached the Code and what you allege they have done. It should be as specific as possible. The complaint will be forwarded to the relevant Division Head and the Director of Human Resources, and a copy will ordinarily be provided to the respondent.

d) Step 4: Conciliation. Unless the College decides otherwise, all complaints will need to go through a conciliation process. A conciliator will be appointed to meet with each party individually to discuss and try to reach agreement regarding the complaint, possible redress and future behaviour. The outcome of conciliation, whether successful or unsuccessful, will not preclude the possibility of a formal investigation being conducted by the College.

### **Outcomes of Conciliation.**

41. Conciliation is not a disciplinary process, and disciplinary outcomes will not necessarily result from this process. Details of an agreement will be communicated to the relevant Division Head and other relevant parties. Breaches of an agreement reached via conciliation may result in additional action consistent with these procedures.

42. Prior to a conciliation agreement being finalised, the College will inform the parties involved if, in its opinion, there is likely to be an investigation by the College of the allegations of a breach of the Code, irrespective of the outcome of the conciliation, so that the parties may take that fact into account in their negotiations.

In all cases involving allegations of serious misconduct, the outcome of the conciliation MUST be reported to the relevant Division Head and to the Warden. The outcome will be kept confidential by the relevant Division Head and the Warden, save for any disclosures they deem necessary and appropriate.

e) Step 5: After an unsuccessful conciliation any party to the conciliation may ask for the matter to be investigated. The relevant Division Head, in consultation with the Warden, will decide whether a complaint will be investigated. In making this decision, the views of all those involved will be considered.

If it is decided that a complaint will be investigated, the Warden or her/his designee will constitute a Committee to investigate the matter formally. The College reserves the right to take appropriate disciplinary action without referring the matter to a Committee if the circumstances warrant.

### **Non complaint-based, College-initiated processes**

43. Where the College receives information about a possible breach of the Code, it may decide to investigate the matter regardless of whether or not there has been a complaint.

44. If the possible breach may involve serious misconduct as defined below, the College may investigate the matter regardless of whether or not there has been a complaint.

45. If a complaint is made about a possible breach of the Code, the College may await the outcome of any conciliation process and any application by the complainant for the complaint to be investigated. If conciliation is unsuccessful and the complainant does not apply for an investigation, then the College may itself still decide to investigate the allegations.
46. For all possible breaches of the Code, including serious misconduct, the manner in which the College investigates the matter will be determined by the College on a case-by-case basis.
47. Where the College is satisfied the possible breach or breaches may amount to serious misconduct, the Warden may appoint a committee to investigate the matter formally.

### **Outcome of Investigations**

48. If a committee has been appointed it will present its findings about what occurred, and will make recommendations to the relevant Division Head or designee, who will make the final decision whether there has been a breach (or breaches) of the Code, how serious those breaches are and what consequences (if any) should follow for the student(s) involved. Consequences may include, but are not limited to, apologies (including public apologies where appropriate), personal or professional counselling, the imposition of conditions on continued residence or membership, payment of compensation for property damage, suspension or expulsion from the residential College, and termination of membership of Trinity College.
49. There will be no internal appeal or review processes within the College if there has been a formal investigation and report. If any party is dissatisfied with the outcome of these processes, they may discuss their dissatisfaction with the Warden. Students of course retain access, as do all members of the Australian community, to HREOC/EOCV processes, to Victoria Police and to the Courts.

### **Trinity College Advisors**

50. The role of an Advisor is to listen, and to inform the individual of their options for dealing with possible breaches of the Code. Advisors are staff members who have received training in respect of all forms of harassment and are specifically available to students in respect of information about this Code, and in particular, the various options available to a student in the case of a breach of the Code. Speaking with an Advisor does not mean that a complaint is being made.
51. Students must be aware, however, that where the information they give an advisor suggests the possible breach may involve serious misconduct, Advisors must bring the matter to the attention of the relevant Division Head.
52. Advisors may indicate if, for any reason, they are unable to provide appropriate assistance owing to a conflict of interest. A list of staff who serve as Advisors is available on the Trinity Portal.
53. In cases where there is a conflict of interest for an Advisor, or if a student requests this, External Advisors can be contacted to assist students with information and support.
54. The relevant Division Head or designee manages arrangements for contacting External Advisors. The relevant Division Head or designee will also liaise with External Advisors in their capacity as External Conciliators when appropriate. The Divisional Heads are:
  - Dean of the College
  - Dean of the Trinity College Theological School
  - Dean of the Pathways School

## **Community mechanisms for complaint, information and support**

- Equal Opportunity Commission of Victoria  
<http://www.equalopportunitycommission.vic.gov.au>
- Centre Against Sexual Assault (CASA) <http://www.casa.org.au>
- Commonwealth Human Rights and Equal Opportunity Commission  
<http://www.hreoc.gov.au>
- Victoria Police: Melbourne North Police Station (open 24 hours) 36 Wreckyn Street, North Melbourne. Phone: (03) 8379 0800
- Victoria Police Crime Department, Sexual Offences & Child Abuse Co-ordination Office Level 6, 452 Flinders Street, Melbourne, Victoria, 3004. Phone: (03) 9611 8800
- University of Melbourne Department of Health, Counselling & Disability Services: Counselling Service, Level 2, 138 Cardigan Street, Carlton. Phone: (03) 8344 6927 / 8344 6928 <http://www.services.unimelb.edu.au/counsel/>

## **Role of staff in respect of the Student Code of Conduct**

### **The Warden**

55. The Warden is responsible for the good government of the College. At her or his discretion the Warden may act in any capacity in respect of possible breaches of the Code as set out in this document.
56. Where a complaint has been addressed to the Warden, she/he will usually direct the matter to the relevant Head of Department/Division to be dealt with under the processes set out in this Code.
57. Where the Warden becomes aware of a complaint that may be referred to legal counsel or Victoria Police she/he will inform the Chairman of the Board. The Warden will retain executive responsibility for the processing of the complaint.

### **Division Heads**

58. The relevant Division Head will have responsibility for responding to all matters relating to possible breaches of the Code as set out in this document. Division Head is also available to Advisors in respect to advice and support. The relevant Division Head may also appoint a member of the Senior Staff to act as her/his designee.

### **Advisors**

59. Advisors are staff who have received particular training and are specifically available to students in respect of information about this Code, and in particular, the various options available to students in the case of a possible breach of the Code. Speaking with Advisors does not mean that a complaint is being made. A complaint is not made until it is put in writing and given to an Advisor or relevant Division Head. Students must remember, however, that where an Advisor believes there has been a possible breach of the Code which could amount to serious misconduct as defined in this Code, the Advisor is obliged to bring the matter to the attention of the relevant Division Head.
60. Advisors may indicate to students if, for any reason, they are unable to provide appropriate assistance, including owing to a conflict of interest.

### **External Advisors/Conciliators**

61. In cases where there is a conflict of interest for an Advisor, or if a student requests this, External Advisors can be contacted to assist students with information and support.
62. The relevant Division Head or designee manages arrangement for contacting External Advisors. The relevant Division Head or designee will also liaise with Advisors in their capacity as External Conciliators when appropriate.

## **Chaplains**

63. The Chaplains and other clergy in the College offer pastoral care, support and encouragement to all the College community. They are available to discuss any matter. However, under the National Code of Practice for Clergy, they are required to adhere to strict rules regarding confidentiality. These rules will be explained to staff and student when meeting with them.

## **Other staff members**

64. All members of staff have a responsibility to report serious breaches of the Student Code of Conduct, particularly those in the case of students under the age of 18. However, if students wish to discuss possible breaches of this Code, they should do so either with an Advisor, or with the relevant Division Head.

## **Other students**

65. As outlined in the Code students concerned about possible breaches of the Code of Conduct are expected to discuss their concerns with an Advisor.
66. Students are encouraged to seek the advice of an Advisor in the first instance or to encourage other students to do so. If desired, more than one student can seek the advice of the same Advisor if this is helpful to the individuals concerned, or where more than one person has been affected by a possible breach of the Code.
67. Students are strongly advised not to discuss such matters with other students, or with staff other than those indicated in the Code

## **Appendix C**

### **Advisors**

The names and contact details of Advisors who may be consulted can be found on the College Portal at General Internet Links (<https://portal.trinity.edu.au/portal/links/links.php>)

The Chaplain, Fr Samuel Dow, is also available as a reference point, along with the Honorary Associate Chaplain of the Theological School, the Revd Marilyn Hope.

## **Appendix D**

### **TCTS Additional Guidelines**

Any student who is enrolled in a unit or course of study through the University of Divinity is also subject to the policy on

- Academic Misconduct <http://www.divinity.edu.au/documents/academic-misconduct-policy/> and the
- Statement on Rights, Responsibilities and Conduct <http://www.divinity.edu.au/documents/statement-rights-responsibilities-conduct/>

The University has separate processes for investigation and action.

Candidates for ordained ministry are subject to the General Synod's

- Faithfulness in Service document. [http://www.anglican.org.au/governance/commissions/pages/professional\\_standards.aspx](http://www.anglican.org.au/governance/commissions/pages/professional_standards.aspx)

## OTHER POLICIES

### PRIVACY OF INFORMATION

The administrative officers of both the University of Divinity and Trinity College take your right to privacy seriously, and we are committed to using information you provide only for the purpose(s) for which it was collected. The Trinity College Privacy Policy applies to all students and staff of the Theological School, and can be found on the College's website ([www.trinity.unimelb.edu.au/privacy-policy.html](http://www.trinity.unimelb.edu.au/privacy-policy.html)).

### SMOKE-FREE CAMPUS

Trinity College is committed to providing a safe and healthy environment for all staff, students, contractors and visitors. Under the Occupational Health and Safety Act 2004 (Vic), it is imperative for a business to protect the health of all workers. The College implemented a smoke-free campus policy on 1 December 2014, with transitional provisions operating until December 2015. Smoking is now prohibited across the campus at both Trinity College and the University of Melbourne.

## SCHOLARSHIPS

### STUDENTSHIPS

In addition to the financial support scholarships listed below, the Theological School also has available Theological Studentships for those accepted as Candidates for ministry in the various Dioceses of the Province of Victoria. If you are studying and are a Candidate or in the Year of Discernment, please contact the Director of the Ministry Education Centre to enquire about these living-allowance Studentships. Current Studentships include:

- Florinda Anderson Studentship (1926) for candidates from the Diocese of Ballarat
- Albury Studentship (1991) for candidates from the Diocese of Wangaratta
- Marley (1887), Bishop's, Payne, Rupertswood, Florence Stanbridge and Kew (1878) and Combedown (1898) studentships for candidates from the Diocese of Melbourne
- Richard Grice (1879), Henty (1879), Moorhouse (1921) and Frank Woods (1977) for candidates within any one of the several Dioceses in the Province of Victoria
- Upton-Everest (1963), A.V. Green (1964), A.F. Tweedie (1964), Esmond Sutton (1980), Daisy Searby (1983), Sydney Smith (1986), Alfred Bird (1998) and John Liversidge (2012) studentships to assist the training of candidates for the Anglican Ministry
- A.M. White Studentship (1943)
- Joseph Burke Studentship (1993)
- Nigel and Margery Herring Studentship (2011)

## SCHOLARSHIPS

### Joan Adams Scholarship

Founded in 2016, the Joan Adams Scholarships are to be used to attract outstanding students to study theology at the School. A particular focus is on applicants who have the ability to provide leadership in the academic environment of the College, and in the wider Church, both during the term of the scholarship, and during their subsequent careers. The Scholarships may include College residence and a living allowance.

### Geoffrey and Edith Pitcher Scholarships

Established in 2013 by Dr Meron Pitcher in memory of her parents, the scholarships are awarded to Ordinands, with a particular focus on students in the liberal catholic tradition of Anglicanism.

### Morna Sturrock Doctoral Scholarship

Established in 2006 and named after a founding member of the Movement for the Ordination of Women, the scholarship is awarded, at the College's discretion, to a woman who qualifies for enrolment as a doctoral student and is likely to exercise leadership, as a lay or ordained person, in the Anglican Church. Note: this scholarship is not currently being awarded.

### Rosemary Young Scholarship

Established in 2014 in memory of a former student of the Theological School. Awarded at the Dean's discretion to a female student who has been offered a place to study at TCTS, who is seeking ordination, who will contribute to the Church through their study, and whose financial circumstances would otherwise render them unable to study divinity.

### Susan Sandford Theology Scholarship for Women

Established in 2014 by Mr Paul Brothie in honour of his wife Susan Sandford, both of whom were former students of the Theological School. The fund provides a scholarship for a female theological student at TCTS, and is awarded at the Dean's discretion to a student who has been offered a place to study at TCTS, who is preferably not seeking ordination, who will contribute to the Church through their study, whose financial circumstances would otherwise render them unable to study divinity, and who is likely to make a valuable contribution to Australian society.



## ACADEMIC PRIZES

### **Bromby Prizes for Biblical Greek and Biblical Hebrew**

Established in 1873 with a donation of £400 from the Revd Dr John Bromby, Headmaster of Melbourne Church of England Grammar School, and a member of the Trinity College Council. First awarded in 1880. A prize awarded in alternate years (subsequently annually) for the “encouragement of the critical study of the Old and New Testaments in the original languages”.

### **Catherine Laufer Prize for Excellence in Systematic Theology**

Established in 2014 by the Revd Dr Catherine Laufer, to provide a prize for a student studying at TCTS who has excelled in the subjects in Systematic Theology. The prize is awarded annually at the Dean’s discretion to the student with the best overall results for units in the discipline.

### **Franc Carse Essay Prize**

Established in 1920 by Mr John Carse in memory of his brother, Captain Franc Samuel Carse, a member of the College who was killed in the First World War at Bullecourt in 1917. The prize is awarded for an essay on a set topic of national or international importance, and will be awarded for the best essay of 3,000 words. The Prize will be judged by the Dean and Head of Academic Programs at Trinity College, and is open to any resident or non-resident undergraduate student of the College, including students of the Theological School. This Essay competition may not be run every year.

### **Leeper Scripture Prize**

Established in 1934 under the will of the first Warden of Trinity College, Dr Alexander Leeper, the prize is open to any currently enrolled member of the College and is awarded to the author of the best 3,000-word essay on a set topic. The Prize will be judged by the Chaplain of the College. The competition may not be run every year.

### **Stanton Archer Prizes**

Established originally at the United Faculty of Theology, the prize was transferred to Trinity in 2015. It is awarded in the area of either Biblical Studies or Church History. The prize is awarded annually at the Dean’s discretion to the student with the best overall results for units in the discipline.

### **Valentine Leeper Book of Common Prayer Prize**

Established in 2002 following a bequest from the estate of the late Valentine Alexa Leeper, daughter of the first Warden. The prize is awarded for studies in the book of Common Prayer, and based on submission of an essay on a set topic. The prize is open to theology students only.

## STUDENT SERVICES AND RESOURCES

### Libraries

Students at the Theological School have access to two main libraries. Trinity students have full access to the Dalton McCaughey Library (DML), which is housed at the Centre for Theology and Ministry on College Crescent, a few minutes walk from Trinity College. The DML holds a world-class research theology collection. Trinity College provided substantial funding to the DML—which is a partnership between the Uniting Church and the Society of Jesus (Jesuits)—when it moved to its new premises in 2007.

The staff at the DML are experienced with theological education needs, and the library provides access to a wide range of online resources, scholarly journals and reference works. Students need to register separately with the DML by completing and submitting a form, available from their website.

DML Library hours are 8.45–6.30 Monday and Wednesday, 8.45–7.30 Tuesday, 8.45–5.00 Friday and 1.00–5.00 Saturday Monday and Wednesday during term, and 9.00–5.00 Monday to Friday out of term.

Trinity College's own main library holds two collections relevant to Theology, the Mollison Collection of the Anglican Diocese of Melbourne, and the Leeper Collection. Between them, these collections include standard theological works and the set texts for Ministry Formation courses. The library also provides access to a wide range of electronic resources of special importance to online students of the Theological School. The collections have a strong focus on works relevant to the Anglicanism, as well as on liturgy, spirituality and missions. There are also extensive collections on such matters as the role of Christianity in the modern world, including bio-medical ethics, issues of peace and war, and the role of women in the Church. The Leeper Library also holds modest paper holdings of current periodicals, subscribes to significant full-text services online, and holds a comprehensive collection of early Church journals and Australian Anglican official publications.

Leeper Library hours are 10.00–7.30pm Monday to Thursday, and 10.00–5.00 Friday during University of Melbourne term dates, and 10.00–5.00 outside term.

### *Printing, photocopying and scanning*

Students may purchase credit for scanning, photocopying and printing on their Trinity student cards in the Library. All requests for copies of material held at the Trinity College Library must comply with the Copyright Act of 1968. Help with these services is always available.

### *Computer access*

The Leeper Library has computer terminals for searching the Library catalogue and conducting online research. Network connections at each table enable students to work on their own laptops.

### *Inter-library loans*

Library staff can facilitate inter-library loans from other Australian libraries at standard rates. Current, enrolled students may request loans and copies of materials not held in the Trinity College Library for \$13.20 per item.

### Academic Support

The Theological School runs regular academic study skills sessions for all students, but focusses especially on those with ESL needs. In addition, there may be Essay Writing Skills Workshop offered from time to time.

### Pastoral Support

While Trinity encourages everyone to take responsibility for their own health and welfare, the College recognises there are times and situations when students may value extra support or advice. Students need to feel healthy, secure and well cared for as they contribute to making a

better-educated and more successful community. Trinity is concerned with all members of its community and takes each individual's welfare seriously. Dealing with the stresses of student life – concerns over career and studies, personal problems, dispute and health issues – can sometimes be overwhelming.

Trinity students should feel free to talk in strict confidence to any member of the Theological School staff, if they are feeling stressed, unsure or confused by any aspects of their community, family or personal life. Many of the lecturers and staff of the Theological School are ordained ministers, and are available as a first point of call should you be anxious, or just feel like talking. We can then refer you to appropriate professional assistance if you would like further help. The members of the College's Chaplaincy team are also there to help.

There are several levels of the pastoral care network, depending on whether a student wishes to speak to a member of staff, or a fellow student, about what is on their mind. Students must be aware of the College's Code of Conduct, which sets out expectations of behaviour and provides mechanisms for reporting or dealing with situations that may have caused you distress.

### **Chapel and Chaplaincy**

The Chaplaincy team minister to students, staff and alumni on any matter of concern or interest whether the matter is spiritual or not. They also prepare and lead worship and plans Chapel activities. The Chaplains at Trinity College provide the highest possible standard of pastoral care and worship to all members of the Trinity College community. Chaplains are available to students and staff across all areas of the College, to people of all faiths and none, and have an open door for whoever might drop by at any time.

They can provide hospitality, offer counselling, assist in the resolution of academic and life issues as brokers or advocates, marshal resources in times of need or crisis, accompany individuals and groups through various challenges, and provide theological and non-theological mentoring to students. The Chaplains also ensure that the College Chapel and The Prayer Spaces at 715 Swanston Street and in the Old Warden's Lodge are lively centres of worship by encouraging creative, respectful interaction across and within the different faith traditions represented in Trinity's diverse community.

### **Worship Times**

Monday: 9.00am Morning Prayer / 3.30pm Theological School Eucharist

Tuesday: 9.00am Morning Prayer

Wednesday: 8.00am Said Eucharist

Thursday: 9.00am Morning Prayer / 5.45pm Choral Evensong with the Choir of Trinity College

Friday: 9.00am Morning Prayer

Saturday: 5.30pm Contemplative Service (Taizé Service first Saturday of the month)

Sunday: 5.00pm Choral Evensong (during term only) with the Choir of Trinity College

### **Medical Assistance**

Trinity does not have any on-campus medical facilities, although there is a Nurse available in the Bishop's Building near main College Reception who can deal with emergencies and general advice. Students with a Trinity College student card may access the University of Melbourne's Department of Health at 138–146 Cardigan Street, Carlton, which is open from 8.45am to 5pm Monday to Friday. This is a bulk billing service. In order to avoid a direct charge, it is necessary to have the number of your own or your family's Medicare card. You can phone for an appointment on 8344 6904 or 8344 6905. Their website is [www.services.unimelb.edu.au/health](http://www.services.unimelb.edu.au/health).

We can also recommend Carlton Family Medical, as they often will fit in our students.

The Betta Health Medical Centre: 30 Sydney Road, Brunswick. Tel: 9380 2866.

The Tambassis Pharmacy is open from 8am to midnight, located next door at 32 Sydney Road, Brunswick. Tel: 9387 8830.

## TRANSPORT

Trinity College is easily accessible by public transport. The no. 19 Elizabeth Street tram connects directly from Flinders Street and Melbourne Central train stations to stop no. 12 on Royal Parade (stop 10 is Royal Melbourne Hospital and stop 11 is University of Melbourne). Alternatively, it is a ten-minute walk across the University of Melbourne campus to all Swanston Street trams at the University terminus. There is a shuttle bus (401) that connects North Melbourne train station to the University of Melbourne, and bus routes 200/203/205 (Doncaster to City via Lygon Street), 402 (Footscray to East Melbourne via Grattan Street), and 546 (Heidelberg to Melbourne University via Royal Parade) all stop nearby.

### *Myki Travel Passes*

To use any public transport in Melbourne, travellers will require a valid Myki pass. These can be obtained at major train stations, newsagents and convenience stores such as 7-Eleven. You must have added enough credit to cover your journey, and you must “touch on” on every different train, tram or bus on which you travel. On all trains and busses, and outside Zone 1 on a tram, you also need to “touch off” at the end of your journey in order to receive the cheapest fare.

Concession fares are available to eligible full-time undergraduate students and those on pensions and other forms of assistance. To claim a concession fare, you must carry a Eligible student aged 17 and over (or younger students who wish to purchase a student pass) must carry a valid Victorian Public Transport Concession Card. Details of the Myki system can be found at the Public Transport Victoria website (<http://ptv.vic.gov.au/tickets/myki>).

### *Myki for international students*

Overseas students are not currently eligible for concession fares unless they have refugee status, are studying as part of an approved overseas exchange program or hold an Australian Commonwealth Awards Scholarship. Following considerable negotiations with the tertiary sector, the Victorian Government will trial discounted public transport travel for international tertiary students for three years from 2015. The University of Divinity has opted to participate in this scheme. This scheme is open only to student visa holders enrolled in Diploma, Advanced Diploma, Associate Degree or Bachelor Degree (including a Bachelor Honours Degree) who are purchasing an annual Myki Pass. For more information, please refer to the Public Transport Victoria website (<http://ptv.vic.gov.au/tickets/concessions/international-students/>). Eligible overseas students interested in purchasing the Annual Myki Pass for 2015 should contact the Quality and Compliance Officer, [nchang@divinity.edu.au](mailto:nchang@divinity.edu.au) towards the end of January 2015.

From January 2015, international tertiary students on student visas have been eligible for public transport concession fares. This is a Victorian Government initiative in partnership with institutions opting into this scheme for a trial period of three years. Eligible students will get a discount of 50% on the Annual Myki Pass, with the other 50% to be borne by the State Government and the institution. The University of Divinity has opted to participate in this scheme. Colleges will not be asked to contribute to this cost. This scheme is open only to undergraduate student visa holders enrolled in one of the following programs and purchasing an annual Myki Pass:

- a) Diploma
- b) Advanced Diploma
- c) Associate Degree
- d) Bachelor Degree (including a Bachelor Honours Degree).

Eligible overseas students will be allocated a unique iUSE Pass code to purchase their concession Myki Pass online. For more information, please refer to the Public Transport Victoria website (<http://ptv.vic.gov.au/tickets/concessions/international-students/>).

## OVERSEAS STUDENTS

International students are defined by the Australian Government as those who do not hold Australian or New Zealand citizenship and have not been granted Permanent Resident status in Australia. You may only enter and remain in Australia as an international student if you hold a valid student visa. The Commonwealth Government's Department of Immigration and Citizenship (DIAC) requires all international students to study full time. (Note that international students not resident in Australia may study online at Trinity without a student visa.)

Obtaining a student visa can take considerable time, and applications should be made well in advance of enrolment closing dates. For further information about student visas, please visit the 'International Students' section of the University of Divinity website (<http://www.divinity.edu.au/study/international-student-resources/>). Students are also strongly advised to view the Australian Government website 'Australian Education International' (<https://internationaleducation.gov.au>).

International students intending to undertake study should note that payment of tuition fees must be made in advance, together with the completion of all necessary documentation required by DIAC, including evidence that they can meet all living costs during their time in Australia. The English standard requirement for undergraduates is an IELTS average across all bands of at least 6.5 with no band under 6.0, and for graduate programs an average across all bands of at least 7.0, with no band under 6.5.

If a student fails to satisfy course requirements, the University of Divinity must report this to DIAC. This is a legal requirement, and no exceptions can be made. Students must also inform Trinity College and University of Divinity of any change to their contact details. In cases of withdrawal, the refund of fees for International students will be paid to the person who originally paid the course fees. The University of Divinity also requires international student applications to be accompanied by an admission fee.

In accordance with visa requirements, it is compulsory for International students studying on campus to attend Trinity College Orientation days at the beginning of each semester (mid-February or mid-July).

Most student visa holders are entitled to work up to 20 hours per week while their course is in session and unlimited hours during scheduled course breaks. Students must commence their course before they are eligible to start work. Please ensure you check your visa as entitlements may vary.

Students must inform their education provider (the University of Divinity) of their current residential address within seven days of arrival and of any change of address in Australia within seven days of the change. Students must also notify their current provider of any change of enrolment to a new provider.

The Department of Immigration and Border Protection (DIBP) requires that international students have Overseas Student Health Cover (OSHC) for the duration of their studies in Australia, prior to applying for a student visa.