

UNIT INFORMATION

UNIT CODE	CS116														
UNIT NAME	Christian Foundations for Work and Vocation I														
ASSOCIATED HIGHER EDUCATION AWARDS	All CHC undergraduate awards, with the exception of School of Ministries awards														
DURATION	One semester														
LEVEL	Introductory														
UNIT COORDINATOR	Dr Stephen Beaumont														
TEACHING STAFF	Dr Lex Akers														
CORE / ELECTIVE	Core														
WEIGHTING	Unit credit points 10 (0.125 EFTSL) Course credit points 240 (3.0 EFTSL)														
DELIVERY MODE	Face to face on site External														
STUDENT WORKLOAD	<p><i>Face to face</i></p> <table> <tr> <td>Contact hours</td> <td>35 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>60 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>55 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p><i>External</i></p> <table> <tr> <td>Engagement with study materials</td> <td>90 hours</td> </tr> <tr> <td>Assignment preparation</td> <td>60 hours</td> </tr> <tr> <td>TOTAL</td> <td>150 hours</td> </tr> </table> <p>Student requiring additional English language support are expected to undertake an additional one hour per week.</p>	Contact hours	35 hours	Reading, study and preparation	60 hours	Assignment preparation	55 hours	TOTAL	150 hours	Engagement with study materials	90 hours	Assignment preparation	60 hours	TOTAL	150 hours
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PREREQUISITES / COREQUISITES / RESTRICTIONS	Nil														

RATIONALE

CS116 is the first core Christian Studies unit that is designed to help equip students to articulate and engage with a Christian understanding of work and vocation. This unit provides an introductory exploration into the cultural, historical, biblical and theological implications of work and vocation, and encourages Christian thinking about work and vocation.

This unit will present insight into professional life in a way that is imaginative and applicable. In order to assist students to begin to understand the relevance of a Christian worldview to their personal and professional lives, opportunities will be provided to begin to discover Christian worldview insights into the various vocational opportunities presented at CHC.

LEARNING DELIVERY PROCESS

Please check the semester and the mode that you are enrolled in as some units are offered in more than one mode (i.e. Internally or Externally).

INTERNAL

In an internal class, there will be 1 lecture per week (2 hours) followed by a tutorial for 1 hour. In general, the tutorial follows the lecture, but not in all cases. Please check the CHC timetable available on the CHC website.

Some guidelines for lectures:

- 80% attendance – a roll will be taken at each lecture.
- In case of illness, serious personal difficulties, major accidents and other extenuating circumstances, absences must be approved by the course coordinator with supporting evidence, but you must still meet the 80% attendance requirement.
- The lecture will be 2 hours in length with a 10-minute break in the middle.
- The lectures are very interactive, so please come prepared to contribute and you will get a lot more out of the lectures.
- Please don't be late as this is disruptive for other students and shows a lack of respect for your peers and the staff.

Tutorials begin in week 2 and end in week 13 so make sure that you know which class you are enrolled in by checking the CHC timetable before week 2 commences. Tutorials are the most vibrant part of your unit experience. They are a place where you will meet people, share ideas, have discussions, have disagreements and learn more about the particular topic than you could from just reading on your own. Thus, it is important to participate in tutorials and enjoy them for your own benefit and for the benefit of your peers. The crucial element to good tutorials is having all members of the class arrive having read at least the essential readings, answered the weekly activities and attended the lecture.

Some guidelines for tutorials:

- Avoid being late. This is unfair on other students who make an effort to get there on time. If you are going to be late, advise the lecturer/tutor in advance.
- You must do the readings. You will get a lot more out of the class if you do and very little if you don't.
- It should be noted that participation is not the same as attendance. Participation by all will ensure the subject is intellectually and personally significant.
- You will be given the opportunity to provide feedback on the unit at the end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit contents, materials and assessments.

EXTERNAL

If the unit is taken in an external mode, students will be required to engage with the material provided on CHC's LMS - Moodle. Materials will include PowerPoints, study guides, notes, readings and activities. Studying externally is popular because:

- It's flexible.
- You can study from home and work around your other commitments.
- You can choose your preferred hours and study when it suits you.
- You can access all of your course and study information in one place.
- The online system is user friendly.
- You can get the support you need to assist you with any advice, difficulties or enquiries you may have during your studies.
- Connect with online users in a friendly, open, safe online space.
- You are treated like an internal student and can still come on to campus for support, events, lectures, and activities whenever it suits.

Some guidelines for external study:

- Aim to spend approximately 10 hours per week on study for each unit in which you are enrolled.
- The 10 hours per unit may include: reading the lecture slides before watching or listening to the lectures online (if available).
- Get familiar with unit content by completing required readings.
- Listening to the lectures online and taking notes.
- Revising and rewriting the lecturer's notes.
- Participate in online discussions.
- Complete tasks on the LMS (Moodle).
- Research and write assessments.
- Get familiar with the library and what is available online as well as the journal database.
- Schedule assessment dates on a calendar/wall planner and put it somewhere visible in your study space.
- Plan regular (weekly) access to Moodle and email to keep in touch with the lecturer and other students.

You should treat Moodle as if it were your classroom - except it's online! Maximising your engagement with Moodle is the real difference between internal and external studies. Many lecturers will assess your engagement in online discussions, so it is important you are contributing regularly and know how to use Moodle.

STUDENT FEEDBACK

You will be given the opportunity to provide feedback on the unit throughout and at the end of semester to enable us to continually improve the subject. Feedback from previous years has been vital in reshaping course and unit content, materials and assessments.

CONTENT

1. Introduction to Christian Foundations for Work and Vocation:
 - Introduction to the unit material (found on Moodle).
 - Why study the Christian foundations for work and vocation?
 - The essence of a Christian foundation for work and vocation?
2. Biblical Theology of Work and Vocation:
 - What is a biblical theology of work and vocation?
 - Bible verses to consider regarding work and vocation.
 - Faith goes to work.
3. Christian History of Work and Vocation:
 - What was the reformation?
 - Thinking historically about vocation.
4. Formation for Life:
 - Celebration of Discipline- Richard J Foster.
 - Beyond information.
5. Discovering and outworking Your Call:
 - What does it mean to be "called?"
 - Why did God create you?
 - Tools to help discover gifts and calling.
6. Christian Foundations of Education:
 - The powerful impact of good teachers on student achievement.
 - What is Christian education?
 - How the Reformation changed education forever.
7. Christian Foundations of Business:
 - Biblical reflection on money and stewardship.

- Does God promise financial prosperity for Christians?
 - Owner or steward?
8. Christian Foundations of Arts and Culture:
 - What kind of person do you want to become?
 - Books that have shaped history.
 - Why use the socratic method?
 9. Christian Foundations of Human Services:
 - What is a social science practitioner?
 - Basic history of Christian social science.
 - Crucial questions for social science practitioners in today's context.
 10. Living at the Crossroads:
 - "Christ and Culture" by Richard Niebuhr.
 - Life on the crossroads.
 - Application to vocational context.
 11. Vocation and Social Responsibility:
 - What is Corporate Social Responsibility? (CSR).
 - Nine companies with great environmental initiatives.
 - Exploring the ethical fashion guide?
 12. Contemporary Trends of Work and Vocation:
 - It's not all about money.
 - True "happiness" indicators.
 - Emerging trends of work and vocation.

LEARNING OUTCOMES

On completion of this unit, students will have *demonstrated* that they have:

1. Understood the theological concepts which inform a Christian worldview of work and vocation.
2. Reviewed and discussed how a Christian worldview informs work and vocation.
3. Applied an understanding of a Christian worldview to their own work and vocation.
4. Identified areas of personal application when reflecting on a Christian worldview.
5. Communicated at an appropriate tertiary standard with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing, and presentation.

ASSESSMENT TASKS

ALL ASSESSMENTS MUST BE PASSED IN ORDER TO PASS THE UNIT.

TASK 1: PARTICIPATION

You will be assessed on your participation in class discussions, Moodle exercises, and necessary weekly preparation. This may include pre-reading, Moodle discussions, and involvement in "work and vocation" interviews. This is a pass/fail assessment.

Word Length/Duration:	N/A
Weighting:	10%
Learning Outcomes:	1-4
Assessed:	Weeks 2 - 13
Method of Submission:	In-class

TASK 2: E-JOURNAL

Provide 3 x 500 word written responses to the topics covered from weeks 1 - 5.

Responses must interact with at least 1 source, appropriately referenced, and demonstrate understanding of content covered in Lectures and Unit Guides.

2 a. What is a Basic Biblical Theology of Work and Vocation? (Use content from weeks 1-2).

2 b. What was Martin Luther's understanding of Vocation? (Use content from week 3).

2 c. What does it mean to be "Called" to Work and Vocation? (Use content from weeks 4-5).

Word Length/Duration: 1,500 words (3 x 500 words)
 Weighting: 40% (e-journal 2a: 10%, e-journal 2b: 15% and e-journal 2c: 15%)
 Learning Outcomes: 1-5
 Assessed: Weeks 3, 6 and 8
 Method of Submission: Turnitin

TASK 3: CRITICAL ESSAY OR VIDEO WITH CRITICAL ANALYSIS

Describe and explore how a Christian Foundation for Work and Vocation relates and applies to 1 area covered in weeks 6-9 (Education, Business, Arts and Culture, or Human Services). There are two options for this task:

Option A: A 2,000 word Essay – you must interact with a *minimum* of **5 sources** and reflect understanding of lecture content and further research on your topic.

OR

Option B: A 4-5 minute creative video. A simple "talking head" will be considered entry level effort. The accompanying 1000-word critical essay must interact with a *minimum* of **3 sources** and reflect understanding of lecture content and further research.

Word Length/Duration: Option A: 2,000 words or Option B: 4-5 minute video plus 1,000 words
 Weighting: 50%
 Learning Outcomes: 1, 2, 5
 Assessed: Week 14
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Objectives	Graduate Attributes
Task 1	1-4	2-12	C, F	A, B, G, H
Task 2	1-5	1-6	C, F	A, B, F, G, H
Task 3	1, 2, 5	7-12	C, F	A, B, F, G, H

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Nil.

RECOMMENDED READINGS

BOOKS

- Banks, R. (1999). *Faith Goes to Work: Reflections from the Marketplace*. Wipf and Stock Publishers.
- Goheen, M. W., & Bartholomew, C. G. (2008). *Living at the Crossroads: An Introduction to Christian Worldview*. Baker Academic.
- Keller, T. J., & Alsdorf, K. L. (2014). *Every Good Endeavour: Connecting Your Work to God's Plan for the World*. Hodder & Stoughton.
- Kara, M. (2018). *Workship 2: How to Use Your Work to Worship God*. Graceworks.
- Cornelius, P. (2002). *Engaging God's World: A Christian Vision of Faith, Learning, and Living*. W.B. Eerdmans.
- Sherman, A. L. (2011). *Kingdom Calling: Vocational Stewardship for the Common Good*. IVP Books.
- Stackhouse, J. G., Jr. (2018). *Why You're Here: Ethics for the Real World*. Oxford University Press.
- Stevens, R. P. (2012). *Work Matters: Lessons from Scripture*. William B. Eerdmans Pub. Co.
- Volf, M. A. (2013). *Public Faith: How Followers of Christ Should Serve the Common Good*. Brazos Press.
- Volf, M. (2001). *Work in the Spirit: Toward a Theology of Work*. Wipf & Stock.

JOURNALS

Nil.

OTHER

In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV 2011) or The Holy Bible: New King James Version (NKJV).

These and other translations may be accessed free on-line at <http://www.biblegateway.com>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.

SAMPLE