

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 Adam Robinson	
TEACHING STAFF	Dr Adam Robinson	
CORE / ELECTIVE	Core	
WEIGHTING	Unit credit points Course credit points	10 (0.125 EFTSL) 240 (3.0 EFTSL)
DELIVERY MODE	Face to face on site External	
STUDENT WORKLOAD	<i>Face to face</i> Contact hours Reading, study and preparation Assignment preparation	35 hours 60 hours 55 hours
	TOTAL	150 hours
	<i>External</i> Engagement with study materials Assignment preparation	90 hours 60 hours
	TOTAL	150 hours
	Student requiring additional English language support are expected to undertake an additional one hour per week.	
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 ELABORATION

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.

This includes class engagement for internal students, and moodle engagement for external students. Simply turning up is not enough. You need to engage in all aspects of this class to pass this assessment. Expectations will be discussed with the class at the start of each semester.

A self report summarising level and quantity of engagement will need to be submitted to the lecturer by week 13. Students should record participation in a weekly journal.

TASK 2: E-JOURNAL

As you work through the course material you will be asked to respond to a series of questions relating to the course content. Three of these reflections will contribute to your grade for Task 2. They will be clearly identified as being graded assessment pieces, and will need to be submitted through “Turnitin.” They are due week 3, 5 & 7.

Remember to support your writing with reference to the relevant literature. In other words – don't just state what you think. Rather, demonstrate how what you think has been informed by the literature using appropriate, relevant citations. Sections containing personal reflection can be in first person.

TASK 3: CRITICAL ESSAY OR VIDEO WITH CRITICAL ANALYSIS

It is recommended that you approach this task using the following steps:

1. Comprehensively explore the lecture notes and recommended reading.
2. Spend significant time on independent research. In class, we will only touch on each subject at an introductory level; we expect your own research to be more comprehensive.
3. Think about how you want to structure your paper. It must have an introduction and a conclusion. However, it is up to you how you present the main body of your paper. Make sure your introduction makes it clear to the reader what your paper is about. You don't have to start with the words, "This paper is about...". However, your introduction should make it clear what is going to be discussed.
4. Your conclusion should tie the main elements of your paper together – It should draw some conclusion/s.
5. Include a topic sentence at the beginning of your paragraph. The topic sentence should direct the reader to what the content of the paragraph is about. The rest of the sentences in the paragraph must relate to the topic sentence. Take care with your control of written and textual features (grammar, spelling, sentence structure, cohesion and sequencing of ideas). You might find it useful to read your work to yourself out loud. Often your ears will pick up something that doesn't sound right when your eyes have become too familiar with what you have written to notice it. Please note that anything over 250 words needs to be split into two paragraphs.

References:

1. Whenever you make a statement it must be clear from where you are drawing the statement. When you read through your own work, pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using citations.
2. Check the CHC Style Guide and make sure you are using the correct referencing style according to your school of enrolment.
3. In this paper it is expected that you should use no less than five different sources credible (academic and peer-reviewed references e.g. journal articles or books) for the 2,000 word essay, and at least three for the 1,000 word essay. There is no "magic" number of sources or citations to use. It is really important that the reader can see from where you are drawing your ideas, and that what you are saying is clearly grounded in the literature.
4. Every source you cite in your paper must be included in the reference list. Only sources which have been cited in your paper are to be included in the reference list.

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.

RUBRICS**TASK 2: E-JOURNAL****WEIGHTING: 40%**

	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Criterion 1 Understood the theological concepts which inform a Christian worldview of work and vocation	Used the Bible and credible Christian Scholarship to thoroughly understand and interact with the theological concepts that inform Christian Work and Vocation	Used the Bible and credible Christian Scholarship to effectively interact with the theological concepts that inform Christian Work and Vocation	Used the Bible and credible Christian Scholarship to understand and interact with the theological concepts that inform Christian Work and Vocation	Used the Bible and credible Christian Scholarship to understand and interact with the theological concepts that inform Christian Work and Vocation at an entry level	Did not use the Bible and credible Christian Scholarship to understand and interact with the theological concepts that inform Christian Work and Vocation
Criterion 2 Reviewed and discussed how a Christian worldview informs work and vocation	Profound insights indicate accurate understanding of the key Christian concepts of work and vocation	Cohesive insights indicate accurate understanding of the key Christian concepts of work and vocation	Clear insights indicate a sound understanding of the key Christian concepts of work and vocation	Basic insights indicate an entry-level understanding of the key Christian concepts of work and vocation	Inadequate reflection upon or engagement with key concepts of work and vocation or did not complete all 3 journal responses
Criterion 3 Applied an understanding of a Christian worldview to their own work and vocation	Profound insights made in all posts with application to their own work and vocation	Significant insights made in all posts with application to their own work and vocation	Made relevant insights in the majority of the posts, with application to their own work and vocation	Some relevant insights made with application to their own work and vocation	Inadequate and/ or inaccurate insights made in the discussion
Criterion 4 Identified areas of personal application when reflecting on a Christian worldview	Deeply insightful discussions were provided that were relevant to areas of personal application when reflecting on a Christian worldview;	Highly relevant discussions were provided relating to areas of personal application when reflecting on a Christian worldview;	Clear discussions were provided relating to areas of personal application when reflecting on a Christian worldview;	Basic discussions were made around areas of personal application when reflecting on a Christian worldview;	Reflective engagement with the academic literature is inadequate and/or inaccurate
Criterion 5 Communicated at an appropriate tertiary standard: with special attention to design elements, grammar, usage, logical relations, style, referencing and presentation, making use of direct references to the reading	Consistently controls conventions of the reflective posts to create clear meaning including appropriate referencing with consistent control of conventions.	Controls conventions of the reflective posts to clearly convey meaning including appropriate referencing with possible minor lapses in control of conventions.	Very few minor lapses in controlling the conventions of the reflective posts including possible referencing omissions	Some minor lapses in controlling the conventions of the reflective posts with possible frequent referencing omissions	Reflective posts demonstrate frequent lapses of control of language conventions including lack of adequate referencing or inappropriate adherence to the conventions.



COMMENT**TASK 3: CRITICAL ESSAY OR VIDEO WITH CRITICAL ANALYSIS****WEIGHTING: 50%**

Unit Outline: CS116 Christian Foundations for Work and Vocation I

CRICOS Provider Name: Christian Heritage College

CRICOS Provider Number: 01016F

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	HIGH DISTINCTION	DISTINCTION	CREDIT	PASS	FAIL
Criterion 1 Understood the theological concepts which inform a Christian worldview of work and vocation	Clearly and accurately described and explored the theological concepts that inform a Christian Foundation for Work and Vocation	Strongly described and explored the theological concepts that inform a Christian Foundation for Work and Vocation	Described and explored the theological concepts that inform a Christian Foundation for Work and Vocation at a commendable level	Satisfactorily described and explored the theological concepts that inform a Christian Foundation for Work and Vocation	Did not describe and explored how a Christian Foundation for Work and Vocation relates and applies to personal area of work and vocation
Criterion 2 Reviewed and discussed how a Christian worldview informs work and vocation	Demonstrated and communicated a profound understanding of key concepts of work and vocation	Demonstrated and communicated solid insight into the key concepts of work and vocation	Clearly demonstrated and communicated insight into key concepts of work and vocation	Provided basic understanding of key concepts of work and vocation	Provided inadequate insight into key concepts of work and vocation
Criterion 3 Applied an understanding of a Christian worldview to their own work and vocation	Profound insights made in discussion of a Christian worldview, with application to own work and vocation	Significant insights made in discussion of a Christian worldview, with application to own work and vocation	Provided relevant insights into the discussions of a Christian worldview, with application to own work and vocation	Some relevant insight and understanding of Christian worldview, with application to own work and vocation	Inadequate and/ or inaccurate insights made in the discussion
Criterion 4 Identified areas of personal challenge when reflecting on a Christian worldview	Utilised an excellent range of resources to creatively reflect on the implications Christian thinking can have on work and vocation	Utilised a significant range of resources to creatively reflect on the implications Christian thinking can have on work and vocation	Utilised a commendable range of resources to creatively reflect on the implications Christian thinking can have on work and vocation	Utilised an adequate range of resources to creatively reflect on the implications Christian thinking can have on work and vocation	Did not utilise resources to creatively reflect on the implications Christian thinking can have on work and vocation
Criterion 5 Communicated at an appropriate tertiary standard: with special attention to design elements, grammar, usage, logical relations, style, referencing and presentation, making use of direct references to the reading	Consistently controls conventions of the reflective posts to create clear meaning including appropriate referencing with consistent control of conventions.	Controls conventions of the reflective posts to clearly convey meaning including appropriate referencing with possible minor lapses in control of conventions.	Very few minor lapses in controlling the conventions of the reflective posts including possible referencing omissions	Some minor lapses in controlling the conventions of the reflective posts with possible frequent referencing omissions	Reflective posts demonstrate frequent lapses of control of language conventions including lack of adequate referencing or inappropriate adherence to the conventions.

COMMENT

