

UNIT INFORMATION

UNIT CODE	CS216														
UNIT NAME	Christian Foundations for Work and Vocation II														
ASSOCIATED HIGHER EDUCATION AWARDS	All CHC undergraduate awards, with the exception of School of Ministries awards														
DURATION	One semester														
LEVEL	Intermediate														
UNIT COORDINATOR	Dr Stephen Beaumont														
TEACHING STAFF	Dr David Stone														
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>36 hours</td> </tr> <tr> <td>Reading, study and preparation</td> <td>59 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	36 hours	Reading, study and preparation	59 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

CS216 is the second core Christian Studies unit that seeks to lay a foundation for the ongoing development of a Christian worldview as a paradigm that guides professional life.

Core questions such as, "Where did I come from?", "Who am I?" and "Where am I going?" are essentially spiritual questions regarding reality, meaning, purpose, identity and ultimate destiny. The Christian faith has long held that these core questions and their answers can be effectively explored within the context of a Christian worldview grounded in the Scriptures.

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. You are what you love**
 - Descartes or not?
 - "Thinking Thingism."
 - What's love got to do with it?
- 2. You might not love what you think**
 - Automaticities.
 - Habit forming rituals.
 - *Cardia* and *Telos*.
- 3. The Spirit meets you where you are**
 - The backwards bike.
 - Ordinary means of grace.
 - Faith and belief in Australia.
- 4. What story are you in?**
 - Augustine or Anthony?
 - The nature of worship.
 - Christian Imaginary.
- 5. Guard your heart**
 - Critical assessment of marriage and baptism.
 - Liturgical audit.
 - Liturgies of narcissisms.
- 6. Teach your children well**
 - Teaching for transformation.
 - All education if formative.
 - Communal practices.
- 7. You make what you want**

- Image.
 - Unfold.
 - Occupy.
- 8. Epistemology**
- Mere epistemology.
 - Can truth be known?
- 9. Morality**
- The nature of a human being.
 - Sin, brokenness and suffering.
- 10. Faith, work and vocation**
- Faith on the frontline.
 - Five ways to make a difference at work.
- 11. Participation in the Western story**
- Goheen and Bartholomew.
 - Revisioning Australian colonial Christianity.
- 12. Life at the crossroads**
- When faith and culture collide.
 - Erasing the sacred/secular divide.

LEARNING OUTCOMES

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

1. Understood the Bible as an authoritative voice in a Christian worldview.
2. Evaluated the key features and imperatives of a Christian worldview.
3. Engaged with principles of biblical study and understood specific Bible passages relating to human life.
4. Critically analysed elements of their own worldview in the light of their understanding of a Christian worldview.
5. Engaged with problem-solving tools to respond to social issues through the application of a Christian worldview.
6. 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: TEXTBOOK REFLECTIONS

Provide 4 x 500 word written responses to the topics covered from week 1-7.

Responses must interact with the textbook, plus at least one secondary source to demonstrate a critical understanding of course content.

1. Smith claims that to be human "is to be on the move, pursuing something, *after* something" (p 8). Do you agree with Smith's claim that being on the move is what constitutes a human? Support your answer with both Scripture and one secondary source other than Smith (due Wed, week 2) 12.5%
2. Would you open the door to the room in the scene from *Stalker* (p. 28)? Why might you hesitate? (due Wed, week 4) 12.5%

- Smith lists two things that are required for new disciplines to take hold: a community and a commitment to practices we might not initially enjoy. Can you think of, and evaluate, a change in your life that required these two things (p. 62)? (due Wed, week 6) 12.5%
- Our mission, or calling, can be summarized in three words: image, unfold, occupy (pp. 172-74). Which sounds most familiar to you, and which is most surprising to consider as a calling? (due Wed, week 9) 12.5%

Word Length/Duration: 2,000 words (4 x 500 words)
 Weighting: 50%
 Learning Outcomes: 2-4, 6
 Assessed: Week 2, 4, 6, 9
 Method of Submission: Turnitin

TASK 2: ESSAY

Based on the lecture content, textbook reflection, and independent research, students are to choose ONE of the following questions and write a 2,000-word essay.

- Are human beings good creatures that do bad things, or bad creatures that do good things?
- Subjective morality is good for human flourishing. Discuss this Idea.
- If something I believed was flawed, how would I know?

Word Length/Duration: 2,000 words
 Weighting: 50%
 Learning Outcomes: 1, 2, 5, 6
 Assessed: Week 13
 Method of Submission: Turnitin

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcomes	Content	Course Objectives	Graduate Attributes
Task 1	2-4, 6	1-7	A, C, F	A, B, D, F
Task 2	1, 2, 5, 6	8-12	A, C, F	A, B, D, F

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Smith, J. K. A. (2016). *You Are What You Love: The Spiritual Power of Habit*. Baker.

RECOMMENDED READINGS

BOOKS

Bartholomew, C. G. & Goheen, M. W. (2014). *The Drama of Scripture: Finding our place in the Biblical Story* (2nd ed.). Baker Academic.

Colson, C. W. and Pearcey, N. (2001). *The Christian in today's culture: Developing a Christian worldview (How now shall we live?)*. Tyndale House.

Fee, G D. & Stuart, D. (2014). *How to read the Bible for all it's worth: A guide to understanding the Bible* (4th ed.). Zondervan.

- Goheen, M. W. & Bartholomew, C. G. (2008). *Living at the crossroads: An introduction to Christian worldview*. Baker Academic.
- Huffman, D.S. (2011). *Christian Contours: How a Biblical Worldview Shapes the Mind and Heart*. Kregel Publications.
- Moreland, P. & Craig, W. L. (2017). *Philosophical foundations for a Christian worldview* (2nd ed.). Intersity Press.
- Ryken, P. G. (2006). *What is the Christian Worldview: Basics of the reformed faith*. P&R Publishing.
- Sire, J. W. (2020). *The Universe next door: A basic worldview catalogue* (6th ed.). Intersity Press.
- Sunshine, G.S. (2009). *Why you think the way you do: The Story of Western Worldviews from Rome to Home*. Zondervan.
- Wilkins, S. & Sanford, M. L. (2009). *Hidden worldviews: Eight cultural stories that shape our lives*. Intersity Press.

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