RELG13001 *Contemporary Meanings and Religious Texts*

Term 2 - 2023

Profile information current as at 12/10/2024 05:35 pm

All details in this unit profile for RELG13001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student).The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, pre-service teachers in the Catholic Education strand of the Bachelor of Education courses prepare for pedagogical roles in the teaching of religion in Catholic schools. You will build professional knowledge of approaches to reading the Bible and interpreting religious texts that recognise the relationship between these texts and the cultural, historical and social contexts in which they were constructed. You will reflect on the guidance provided by official Church documents to explain ways in which interpretive frameworks make the intended meaning of Scripture accessible to and relevant for contemporary learners. In addition, you will make connections between contemporary meanings of religious texts and the rationale, aims and content of curriculum learning areas that focus on personal and social development and wellbeing (HPE) and human expression of culture and spirituality (The Arts) for the purpose of designing curriculum that is inclusive, engaging and relevant for students from diverse social, cultural and religious backgrounds. You will apply your knowledge of storytelling and meaning-making approaches to interpretation to design resources and select and justify strategies for teaching a parable or miracle as the basis for inclusive practices. A focus of this design process will be to explain values, religious experience and beliefs to learners from diverse social and cultural backgrounds in a chosen level of primary schooling (early, middle or upper primary year levels).

Details

Career Level: *Undergraduate*
Unit Level: *Level 3*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2023

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Practical and Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluations

Feedback

Clarify the links between the learning activities and assessment tasks

Recommendation

Explicitly identify how weekly content contributes to the knowledge, understanding and skills required to complete the assessment tasks.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Explain ways in which interpretation methods for reading sacred religious texts make their meaning accessible for contemporary audiences
2. Identify relationships between contemporary meanings of Scripture and the rationale, aims and content of curriculum learning areas that focus on human expression, personal and social development and wellbeing
3. Design resources that actively engage learners in understanding the contexts, symbolism and messages of foundational religious texts
4. Justify strategies for teaching the messages of Bible stories to contemporary learners from a diverse range of linguistic, cultural and socioeconomic backgrounds
5. Reflect on the support provided by official Church documents and Biblical commentaries as a source of professional learning for teachers in Catholic schools.

Successful completion of this unit provides opportunities for students to engage with the Australian Professional Standards for Teachers (Graduate Career Stage) focus areas of:

1.1 Physical, social and intellectual development and characteristics of students
1.2 Understand how students learn
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
2.1 Content and teaching strategies of the teaching area
2.2 Content selection and organisation
2.3 Curriculum, assessment and reporting
2.5 Literacy and numeracy strategies
3.2 Plan, structure and sequence learning programs
3.3 Use teaching strategies
3.4 Select and use resources
3.5 Use effective classroom communication
3.6 Evaluate and improve teaching programs
6.2 Engage in professional learning and improve practice
7.4 Engage with professional teaching networks and broader communities
Outcomes combine these standards with the knowledge and understanding required to be eligible for accreditation to teach in a Catholic school.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level • Introductory Level • Intermediate Level • Graduate Level ◦ Professional Level ◦ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•				•
2 - Practical and Written Assessment - 50%	•	•	•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving			•	•	
3 - Critical Thinking	•	•	•	•	•
4 - Information Literacy	•	•			•
5 - Team Work					
6 - Information Technology Competence					
7 - Cross Cultural Competence	•	•		•	•
8 - Ethical practice		•		•	•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•		•	•			•	•		
2 - Practical and Written Assessment - 50%	•	•	•	•			•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Kerry Aprile Unit Coordinator
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Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Unit introduction – The process of exploring meaning in texts The use of storytelling and written texts in the development of religious foundational texts The print version of oral texts and strategies for keeping the stories alive in contemporary settings	Bausch, W. J. (1984). The Emergence of Narrative Theology. Storytelling Imagination and Faith. Twenty-Third Publications. Shaw, S. M. (1999). Storytelling in Religious Education. Religious Education Press. Bausch, W.J. (2006). In the beginning there were stories John Garratt Publishing	

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Church documents guiding interpretation of the Bible Dei Verbum encyclical and biblical commentaries Interpretive tools to support the teaching of religion	Pontifical Biblical Commission (1994) The Interpretation of the Bible in the Church. Pauline Books and Media Latourelle, R. (1966) Theology of Revelation. Alba House Dogmatic Constitution on Divine Revelation (Dei Verbum) (online)	

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary approaches to reading and understanding religious foundational texts. “Three worlds of the Text” interpretive framework	Ryan, M. (2009). Reading the Bible; An introduction for students. Lumino Press.	

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Application of the framework to interpretation Focus on Author approaches (World behind the text)	Montague, G. T. (2007). Understanding The Bible: A Basic Introduction to Biblical Interpretation. Paulist Press	

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Reader approaches to interpretation - the World in front of the text The concept of hermeneutics - factors that shape readings of Biblical texts - exploring identity and sociocultural influences on meaning	Brown, J. K. (2007). Terminology and Context for Hermeneutics pgs. 19-29 Scripture as Communication; Introducing Biblical Hermeneutics. Baker Academic	

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
No tutorial		

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
The Arts, symbol systems and modes of human expression World of the Text – figurative language and creative responses to scripture – use of Religious Art in interpreting text. The Diocesan Religion Curriculum - Navigation and examination of resources for teaching Scripture	The Arts Australian curriculum – Rationale Godly Play resources – http://rokreligiouseducation.comPastoral	**Analysis and critical reflection** Due: Week 6 Friday (25 Aug 2023) 11:45 pm AEST

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Catholic schools and principles of pastoral care Personal, social and community health strands - underpinning relevance and contemporary meanings Responding to diversity and individual difference	Care Policy – Catholic Education Office, Diocese of Rockhampton. http://www.rok.catholic.edu.au/ Blood, P. (2009). Restorative practices: Building connectedness and fostering emotional literacy. http://www.wellbeingaustralia.com.au/wba/2009/06/restorative-practices.html HPE Australian curriculum –Australian Curriculum General Capabilities - Personal and social capability Mansouri, F. (2010). Building bridges: creating a culture of diversity. http://apo.org.au/research/building-bridges-creating-culture-diversity	

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Curriculum integration and relevance – wellbeing, personal, social and community competence. Looking at the Cross curricula Priorities in regards to teaching scripture Planning for the teaching of texts from the Scope and Sequence of Scripture from the Religion Curriculum Variety of literary texts within the Bible	Rationale of HPE and The Arts, General Capabilities and the Australian Curriculum Amy Jill Levine – Short stories by Jesus Rockhampton Religious Education website http://rokreligiouseducation.com Unicef – Child-friendly learning environments http://www.unicef.org/teachers/environment/	

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to parables and miracles and the literary form of Biblical texts/ genres Pedagogy, curriculum and links to the wellbeing, social and personal development and inclusion of contemporary learners	Religion Curriculum website: (Diocese of Rockhampton) www.newreligioncurriculum.com Maurice Ryan Resources – Reading the Bible and Teaching the Bible Smith, M What is pedagogy (online through Infed) http://infed.org/mobi/what-is-pedagogy/ Dolby, R. (2007). The circle of security: Roadmap to building supportive relationships. http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2013/12/RIP0704-sample-chapter.pdf	

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Parables – unpacking the genre Evaluation of resources for teaching parables Use of questioning frameworks, arts practices and Godly play as teaching resources for the early years and middle primary school years	Getty-Sullivan, M. A (2007). Parables of the Kingdom. Liturgical Press. (pp. 1-15) Hall, G. (2003). Jesus' Parables and Miracles. In M. Ryan (ed.) Reading the Bible (pp. 176-186). Social Science Press.	

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Miracles - unpacking the approaches to storytelling Evaluation of resources for teaching Healing and Nature miracles Use of questioning frameworks, arts practices and Godly play as teaching resources for the early years and middle primary school years	Hall, G. (2003) Jesus' Parables and Miracles. In M. Ryan (ed.) Reading the Bible (pp. 176-186). Social Science Press. Kun, J. (2005) Treasures Uncovered. The Word Among Us Press	

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Review		**Rationale, justification and design of a resource and teaching strategies for use of one Bible story in early, middle or upper primary school.** Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Analysis and critical reflection

Assessment Type
Written Assessment

Task Description
The Church document Dei Verbum (which means the Word of God) provides the following advice on the interpretation of sacred texts: "…since God speaks in Sacred Scripture through men in human fashion, the interpreter of Sacred Scripture, in order to see clearly what God wanted to communicate to us, should carefully investigate what meaning the sacred writers really intended, and what God wanted to manifest by means of their words."

1. Describe your understanding of the author/text/reader interpretative framework you have investigated as an approach to reading, studying and understanding the stories of the Christian Bible and explain how these approaches help you to understand the ways in which meaning making approaches to learning from Scripture are influenced by a reader's culture and experience in contemporary contexts.
2. Reflect on the value of these hermeneutical skills for teachers in the development of biblical theology and their practices in teaching religion to students in primary and/ or early years classes in Catholic schools.
Length: 1500 words
This task provides opportunities for demonstrating achievement of the following Australian Professional Standards for Teachers (Graduate Level): 2.1, 6.2, 6.4

Assessment Due Date
Week 6 Friday (25 Aug 2023) 11:45 pm AEST

Return Date to Students

Feedback on this assessment task will be returned following moderation and in sufficient time to allow for academic support and advice as necessary and to inform responses for Assessment Task 2.

Weighting
50%

Assessment Criteria
Knowledge and application of the Three Worlds of the Text interpretive framework (APST 2.1)
Understanding of the impact of personal, social and cultural backgrounds on interpretation and meaning making processes (APST 6.4)
Critical reflection on teachers' professional knowledge base for planning and teaching religion in primary / early years learning contexts(APST 6.2)

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload the task through the link on the Moodle site for Assessment Task 1.

assessmentOutcome

- Explain ways in which interpretation methods for reading sacred religious texts make their meaning accessible for contemporary audiences
- Reflect on the support provided by official Church documents and Biblical commentaries as a source of professional learning for teachers in Catholic schools.

assessmentGradAttribute

- Communication
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

2 Rationale, justification and design of a resource and teaching strategies for use of one Bible story in early, middle or upper primary school.

Assessment Type
Practical and Written Assessment

Task Description
Step 1: **Choose** a parable or healing miracle (examples include 'The healing of the blind Bartimaeus', 'The prodigal son', 'The good Samaritan', etc) that would be suitable for use at a particular year level in the primary school. Name the parable / miracle you have selected in the introduction to your task.
Step 2: **Create** a resource that would help you to share the meaning of the chosen text with learners in that year level and **outline three (3) teaching strategies** that would accompany the resource to make the message of the parable/ miracle accessible and relevant for a target group of learners characterised by diverse backgrounds and experiences. Your selected strategies should focus on using the "three worlds of the text" framework so that learners understand the meaning of the scripture passage you have chosen in Step 1. Provide sufficient detail in your description of the chosen teaching strategies to allow a teacher to use the materials effectively in the chosen year level.
Step 3: **Write** a rationale or justification for your design choices that clearly shows how you have used inclusive approaches to teaching about religious experience that consider the developmental stages of the chosen learner group and the diverse backgrounds and experiences of students enrolled in Catholic school settings. Your response must make explicit links to:
(a) the support provided by Church documents and theories underpinning interpretive frameworks for examining or understanding Biblical texts; and
(b) the rationale, aims and content of curriculum learning areas that teach knowledge, understanding and skills for personal and social development and creative expression at the chosen year level (Personal, social and community health strand of the Australian Curriculum for HPE and The Arts).
Length: 1000 words.Please note that the word limit applies to the rationale / justification only.

Please note: For this task, students enrolled in the Early Childhood degree course must use the F-2 levels of the

Australian Curriculum.
This task provides opportunities for engaging with and demonstrating the following Australian Professional Standards for Teachers (Graduate Level) at a consolidating stage: 1.1, 1.3, 2.1, 2.5, 3.3, 3.4, 4.1, 7.2

Assessment Due Date
Week 12 Friday (6 Oct 2023) 11:45 pm AEST

Return Date to Students

Feedback on this task will be returned to students following moderation and in accordance with university policy on certification of grades.

Weighting
50%

Assessment Criteria
Knowledge of Church documents and resources that guide interpretation of Biblical texts for contemporary audiences (APST 7.2)
Knowledge of developmentally appropriate teaching strategies and interpretive processes from the five subject areas of the Arts curriculum to support meaning making at specific levels of early middle or upper primary year levels (APST 1.1, 2.1, 3.3)
Ability to integrate religious education with HPE and Arts curriculum learning areas to design relevant and inclusive curriculum for all learners (APST 2.1, 3.3, 4.1)
Selection of resources that facilitate curriculum integration and promote personal, social and community health and wellbeing outcomes(APST 1.1, 1.3, 2.5, 3.4, 4.1)

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Upload the task using the link for assessment task 2 on the unit Moodle site.

assessmentOutcome

- Explain ways in which interpretation methods for reading sacred religious texts make their meaning accessible for contemporary audiences
- Identify relationships between contemporary meanings of Scripture and the rationale, aims and content of curriculum learning areas that focus on human expression, personal and social development and wellbeing
- Design resources that actively engage learners in understanding the contexts, symbolism and messages of foundational religious texts
- Justify strategies for teaching the messages of Bible stories to contemporary learners from a diverse range of linguistic, cultural and socioeconomic backgrounds

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?

Be Honest
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own

Seek Help
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)

Produce Original Work
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem