RELG20003 *Liturgical Celebrations and Prayer*
Term 1 - 2022

All details in this unit profile for RELG20003 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, students develop a broad professional knowledge base and understanding of personal and communal prayer and liturgical celebrations as expressions of Christian beliefs and faith practices that are integral to Catholic school communities. Students examine the form and purpose of types of prayer and analyse approaches to teaching and experiencing prayer in classroom settings and the wider Catholic school community. They explore the origins, historical development, ritual structure and theological principles underpinning the Christian sacraments and reflect on the roles and responsibilities of teachers in the Catholic school system for participating in, and supporting students, families and the wider school community, in the liturgical practices and celebrations of the contemporary Catholic faith community.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
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 1 - 2022

- Distance
- 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 Postgraduate 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. **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

Links between unit content and practical classroom application need to be made

Recommendation

Enhance links between knowledge acquired in the unit and classroom application

Unit Learning Outcomes

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

1. Explain the development of prayers as sources of Christian beliefs and teachings
2. Examine the origins, historical development and ritual structure of the Christian sacraments
3. Evaluate the impact of theological principles on the practices underpinning celebration of the sacraments
4. Critically reflect on the role of teachers in Catholic schools in the formation of understanding and participation of contemporary Catholic families in faith traditions and rituals

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	●			●
2 - Written Assessment - 50%		●	●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	
2 - Communication				○
3 - Cognitive, technical and creative skills				○
4 - Research		○		○
5 - Self-management				○
6 - Ethical and Professional Responsibility				○
7 - Leadership				○
8 - 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
1 - Written Assessment - 50%	○			○	○		○	
2 - 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 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Personal and communal prayer • What is prayer? Why do we pray? • Prayer in the Catholic Christian tradition • Prayer and the Liturgical Year • Classroom connection	Unit resources for each weekly topic are provided on the moodle site	

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Perceptions of God • Images of God • Created in the image of God • Attributes of God • Classroom connection		

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Forms of prayer in the Catholic Christian tradition • Blessing and Adoration • Prayer of Petition, Prayer of Intercession, Prayer of Thanksgiving; • Prayer of Praise • Classroom connection.		

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic

Expressions of Prayer in the Catholic Christian tradition
• Vocal, Meditative, Contemplative
• Classroom connection

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Schools of Spirituality
• Ignatian, Marian, Josephite
• Classroom connection

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

Sacramentality and Sacraments
• Jesus as Sacrament
• The Church as Sacrament
• Classroom connection

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic

The Mass and Sacraments
• Overview of the Mass
• Overview of the 7 Sacraments
• Classroom connection

Analytic Response Due: Week 7 Monday (25 Apr 2022) 11:45 pm AEST

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Sacraments of Initiation
• Baptism - Origins, Ritual Elements and Theology
• Classroom Connection

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Sacraments of Initiation
• Confirmation: Origins, Ritual Elements and Theology
• Classroom Connection

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Sacraments of Initiation
• Eucharist; Liturgy of the Word; Liturgy of the Eucharist
• Origins, Ritual Elements and Theology
• Classroom Connection

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Sacraments of Healing
• Penance and Anointing of the Sick
• Origins, Ritual Elements and Theology
• Classroom Connection

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic

Sacraments of Commitment
• Marriage and Holy Orders
• Origin, Ritual Elements and Theology
• Classroom Connection

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Design of an Information Resource Due: Review/Exam Week Monday (6 June 2022) 11:45 pm AEST

Exam Week - 13 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Analytic Response

Assessment Type
Written Assessment

Task Description
Using course materials and some independent research **critically reflect on**:

- the role of teachers in Catholic schools to shape and model prayer practices in a contemporary primary classroom.
- how images of God influence prayer rituals and practices in a contemporary primary classroom.

Length: 2000 words

Context:
The assessment consists of a critical reflection of the issues and challenges facing teachers in Catholic schools teaching prayer in a contemporary classroom. Once these challenges and issues have been **identified** (several 3-4) the critical reflection will also include how images of God can impact these challenges and issues.
All challenges and issues facing teachers including the images of God are critically reflected on through the lens of the forms and expressions of prayer, the cycle of the liturgical year and the spiritual tradition chosen. The critical reflection will be supported with the **analysis** of the challenges and issues facing teachers in Catholic schools in teaching and expressing Christian prayer.
Scaffolding:
1. Choose __one__ of the following Christian spiritual traditions to support the critical reflection:

- Ignatian, St Ignatius of Loyola
- Marian, St Mary - Mother of God
- Josephite, St Mary of the Cross MacKillop

2. Use descriptions and explanations to **demonstrate** an in-depth knowledge and understanding of how to use the chosen spiritual tradition (eg. Ignatian, Marian, etc) in

- personal and communal prayer
- the forms of prayer
- the expressions of prayer
- the cycle of the liturgical year

3. **Identify** and **analyse** several (3-4) challenges and issues facing teachers in Catholic schools teaching and expressing Christian prayer.
4. Critically **reflect on** the images of God (in light of all of the above) that influence prayer rituals and practices in a contemporary primary classroom that is influenced by your chosen spiritual tradition above.
5. Critically **reflect on** teachers' roles in shaping and modelling prayer practices in primary classrooms using # 1, 2, 3 and 4 above.
6. The critical reflection will also **identify** possible strategies to address the challenges and issues using the knowledge and understanding and tradition of spirituality (Selected in Step 1).
7. Evidence of engagement with weeks 1, 2, 3, 4, 5 of course materials must be apparent in the sources used.

Example:
How do all of these factors impact the challenges and issues facing teachers?

- How can the aspects of (Ignatian, Marian, or Josephite) spirituality help a teacher with the identified challenges and issues of teaching prayer in the contemporary primary classroom?
- Does the (Ignatian, Marian, or Josephite) spirituality help teachers with the identified challenges and issues through forms and expressions of prayer. If so, how? If not, why not?
- Does the (Ignatian, Marian, or Josephite) spirituality help teachers with the identified challenges and issues through the liturgical year? If so, how? If not, why not?
- How does the (Ignatian, Marian, Josephite) spiritual tradition envisage the image of God and can this assist teachers with the identified challenges and issues as well as their role to shape, model, teach and build learners' understanding of personal and communal prayer in a contemporary primary classroom? If so, how? If not, why?

Definition of cognitive verbs that apply to completion of this task can be found in the description for Assessment Task 1 on the Moodle site.

Assessment Due Date
Week 7 Monday (25 Apr 2022) 11:45 pm AEST

Return Date to Students

Feedback on this assessment task will be returned following moderation and in sufficient time to inform students in preparation for Assessment Task 2.

Weighting
50%

Assessment Criteria
Knowledge and understanding of prayer and traditions of spirituality as expressions of Christian beliefs.
Analysis of the challenges and issues in teaching and expressing Christian prayer in a contemporary primary classroom.
Critical reflection on images of God that influence prayer rituals and practices.
Critical reflection on teachers' roles in shaping and modelling prayer practices in contemporary primary classrooms.

Referencing Style

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

Submission
Online

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

Learning Outcomes Assessed

- Explain the development of prayers as sources of Christian beliefs and teachings
- Critically reflect on the role of teachers in Catholic schools in the formation of understanding and participation of contemporary Catholic families in faith traditions and rituals

Graduate Attributes

- Knowledge
- Research
- Self-management
- Leadership

2 Design of an Information Resource

Assessment Type
Written Assessment

Task Description
Using course materials (references supplied throughout) and some independent research (recommended sites given):

- **Create and design** a PowerPoint (PPT) resource (including notes) suitable for a professional development session that will inform and teach Catholic school primary teachers about one of the Catholic Christian sacraments of initiation
- Critically **reflect on:**
    - the resource by **justifying** your decision/s about the design and its effectiveness for the target audience (must be explicitly described e.g. 100 primary school teachers predominantly of Catholic faith background with 10-15 of other faith traditions or no faith tradition)

- the contemporary pastoral and practical issues associated with explaining and teaching the sacrament to the target audience**.**

Context:
The resource will **demonstrate** knowledge of one of the sacraments of initiation and explicitly **explain and communicate** the theological links between the three Catholic sacraments of initiation and how the sacraments of initiation support the Church's mission in the broader school community.
The resource will show an **understanding** of a diverse target audience (Catholic primary school teachers), and **consideration** of their needs.
The reflection will **justify** your decision/s about the resource design and its effectiveness for the target audience and **demonstrate** an understanding of the contemporary pastoral and practical issues associated with explaining and teaching the sacrament to the target audience.

Length:
Resource (PowerPoint) has no word limit
Critical reflection 1000 words

Scaffolding:

- Throughout the resource there must be evidence of engagement with weeks 6, 7, 8, 9 and 10 of the course materials.
- Explicitly explain and communicate the theological links between the three Catholic sacraments of initiation.
- The resource needs to be considered in its entirety rather than done in specific segments. (That is, the origin, theology and mission of the Church should be referred to and documented throughout the presentation.)
- Engagement with the Rite of the Sacrament is a must, e.g.
    - Rite of Baptism
    - Order of Confirmation
    - The Order of the Mass

Structuring your response:

- Suggested length of resource: 30 – 50 slides with accompanying notes pages below the slide to support the information on the slide.
- Notes are very important and will support the slide and indicate your in-depth knowledge of the origin, theology, ritual elements and mission
- Please see information on Moodle site pertaining to creating an effective and informative PPT presentation.
- Use the comprehensive list of references supplied for your **Reference List** and include the in-text reference in the notes -not on the slide
- Use the images in the lecture PPTs as they have been acknowledged in the correct format.
- The reflection is to be written in essay format with a distinct introduction, body and conclusion.
- Justification and reasoning must be evident.
- Check Assessment Task 2 PPT on the Moodle site for more information

Assessment Due Date
Review/Exam Week Monday (6 June 2022) 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
In-depth knowledge of the origin, ritual elements, structure and theology of a Sacrament of initiation
Consideration of background knowledge and understanding of diverse target audiences
Evidence of reflection and understanding of the contemporary pastoral and practical issues underpinning celebration and teaching of the ritual elements of the chosen Sacrament
Evidence of design that engages and educates the target audience to support the Church's mission in the broader school community

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.

Learning Outcomes Assessed

- Examine the origins, historical development and ritual structure of the Christian sacraments
- Evaluate the impact of theological principles on the practices underpinning celebration of the sacraments
- Critically reflect on the role of teachers in Catholic schools in the formation of understanding and participation of contemporary Catholic families in faith traditions and rituals

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

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