# Unit Outline

## INTRODUCTION TO CHRISTIANITY

<table>
<thead>
<tr>
<th>Unit Number:</th>
<th>CS100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Study:</td>
<td>Internal</td>
</tr>
<tr>
<td>Credit:</td>
<td>3 credit points</td>
</tr>
<tr>
<td>Pre-requisites:</td>
<td>Academic Writing</td>
</tr>
</tbody>
</table>
| Location:          | Sheridan College  
18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000 |
| Student Workload:  | 168 hours (12 hours per week over 14 weeks)  
Seminars – 36 hours (3 hours per week over 12 teaching weeks)  
Private Study – 132 hours (9 hours per week over 12 teaching weeks + 12 hours per week over 2 non-teaching weeks) |
Unit Reader – provided by Unit Coordinator |
| Learning Management System: | Canvas (canvas.sheridan.edu.au) |
| Unit Coordinator:  | Mr Blake Hurst | Phone: 9221-8170 |
| Email:             | bhurst@sheridan.edu.au |
| Academic Principal: | Dr Ray Dallin | Phone: 9221-8170 |
| Email:             | rdallin@sheridan.edu.au |
Introduction
Welcome to Introduction to Christianity. Historically, the Christian religion exercised a formative influence on many facets of Western culture—its political institutions, its modes of intellectual enquiry, its moral customs and habits, its art, music and architecture, to name a few. Even in today’s secular postmodern culture, the Christian community continues to contribute to public debates on issues as diverse as bioethics, terrorism, sustainable development, environmental protection, labour rights, family law, multiculturalism and immigration. Regardless of the religious beliefs you hold, if any, an understanding of the basic teachings of Christianity can help you better understand the sources of the social world we now inhabit.

This unit focuses on surveying the basic doctrines, moral teachings and practices of Christianity. The content is organized topically, drawing on a variety of theological perspectives. Attention will be given to some of the distinctive teachings of specific Christian traditions, including Eastern Orthodoxy, Roman Catholicism, the magisterial Reformation, and the Radical Reformation/Anabaptism.

Students are encouraged to engage in critical reflection on the Christian worldview in light of their own religious views and life experience as adult learners. The intellectual journey taken during this unit will encourage you to become a discerning thinker as you explore the foundations of Christian belief and practice.

Introduction to Christianity Learning Outcomes
Upon completion of this unit, students will be able to:

A. Analyze basic Christian assumptions, doctrines, symbols, practices, and institutions.
B. Employ critical reasoning skills when responding to theological arguments or claims.
C. Recognize key similarities and differences of the Eastern Orthodox, Roman Catholic, Protestant, and Anabaptist traditions within Christianity.
D. Evaluate the ethical implications of Christian teaching.
E. Identify the distinctive characteristics of a particular faith community.
F. Demonstrate how contextual variables have shaped the historical development of Christian doctrine.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic field. It can also have a transformational effect on your own nature. JP Moreland and WL Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs don’t necessarily follow in a direct line from learning outcomes (LOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
<table>
<thead>
<tr>
<th>COLLEGE VISION STATEMENT</th>
<th>COLLEGE GRADUATE ATTRIBUTES</th>
<th>METHODS OF EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

### 1. Lovers of truth who:
- a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
- b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
- c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

### 2. Seekers of wisdom who:
- a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
- b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
- c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

### 3. Innovative thinkers who:
- a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
- b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
- c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

### 4. Effective communicators who:
- a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
- b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
- c. Promote respect, hospitality and understanding towards cultures and groups.

### 5. Independent learners who:
- a. Perform tasks to the best of their own abilities and strive for a high academic standard.
- b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
- c. Take responsibility for their own learning and research.

### 6. Servant leaders who:
- a. Model respectful and ethical behaviour in team environments.
- b. Serve the local, national and global community.
- c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Academic Calendar
Units are delivered in 15-week trimesters. Each trimester comprises 12 weeks of teaching, two non-teaching study weeks, and an examination week.

Trimesters 1 and 3 are dedicated coursework trimesters. If you are enrolled full-time, you will take 3-4 core or elective units during this trimester.

Trimester 2 is a dedicated research trimester. Whether you are enrolled full-time or part-time, your only formal study during Trimester 2 will be a single research-related unit relevant to your field of study. The schedule provides a focused opportunity to acquire valuable research skills, and to practise applying those skills under the direction of the College faculty.

The Trimester 2 schedule also offers you some freedom to pursue personal, professional and learning goals outside of your formal coursework. The College provides a range of informal extracurricular programs during this trimester for you to gain life experience and enhance your employability. A description of these programs can be found on the College website at http://sheridan.edu.au/index.php/home/academic-calendar.

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional nine (9) hours per week of private study, immersing yourself in the course material and completing the assessment requirements. Reading and preparation for each course week should be done prior to or during the early part of each course week. Students may choose to begin reading over the weekend prior to each course week, keeping a notebook of insights and questions to contribute during the week’s discussion.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit. For this unit, the instructor will nominate an additional one (1) hour either before or after class to be available for individual student queries. The specific times will be set after discussions with the class on the first day.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Piccadilly Square West campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.

Location
The unit will be taught at Unit 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA
Room: TBA
Learning Resources

Prescribed Reading(s)


Supplementary Reading(s)


College Library Resources
In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

**Cunningham Library**
Sheridan College is an institutional member of the *Australian Council of Educational Research’s Cunningham Library.*

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


**Aberdeen Street Campus Reserve Collection**
A growing physical reserve library of books will be maintained at the Aberdeen St campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

**Public Libraries**
You will have signed up with the *State Library of WA (SLWA)* and the *National Library of Australia (NLA)* when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

**Other Free Resources**
Access to free full-text journals can also be found through the following sites, among many others:

- Stanford University’s Highwire site ([http://highwire.stanford.edu/lists/freeart.dtl](http://highwire.stanford.edu/lists/freeart.dtl))
Community Memberships
If those are insufficient for research purposes, community memberships are also available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available at the following university and other higher education libraries:

- Curtin University: ($70.40) https://library.curtin.edu.au/borrowing/non-curtin-borrowers/community-borrowers.cfm
- Murdoch University: ($99) http://library.murdoch.edu.au/Our-services/Community-members/
- University of Notre Dame ($40) http://library.nd.edu.au/content.php?pid=50125&sid=642804
- UWA http://www.is.uwa.edu.au/about/visitors-friends/visitors#community

Please note: For some universities, community members may only be able to access online resources while logging in from a terminal within the university library itself.

Learning Support
Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>LOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Two case studies on church visits</td>
<td>30%</td>
<td>Weeks 6 and 11</td>
<td>A, C, E</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2. Oral presentation</td>
<td>30%</td>
<td>Weeks 2-11</td>
<td>A, B, C, D, F</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>3. Examination</td>
<td>40%</td>
<td>Week 13</td>
<td>A, B, C, D, F</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>

Explanation of Assessments
Sheridan College assessments are designed both to measure your successful demonstration of the full range of learning outcomes in the unit, and to cultivate the Sheridan College graduate attributes.

You must submit all assessments in order to satisfy the unit requirements.

1. Two Case Studies
The two case studies, each of which should be about 1000 words in length, will be written after visiting two Perth churches within different traditions—e.g., Greek Orthodox and Presbyterian. The first section of each paper will summarize the faith community’s beliefs and distinguishing characteristics. (Points to consider include the style of worship, the use of sacred space and symbolism, congregational demographics and so on). The second paper should also address the similarities and differences between the worship experiences observed at the two churches. Each
paper is to include a paragraph describing one’s personal reflections after visiting the church—what was learned about the church and about oneself?

<table>
<thead>
<tr>
<th>Category/ Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of the Main Issues/ Problems</td>
<td>Has not grasped the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Grasps many of the issues in this assignment</td>
<td>Sound grasp of most of the main issues in this assignment</td>
<td>Sound grasp of the main issues in this assignment</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Attempts to engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this assignment</td>
<td>Demonstrates ability to engage with the issues in this assignment</td>
<td>Demonstrates pronounced ability to engage with the issues in this assignment</td>
</tr>
<tr>
<td>Engagement with a Range of Scholarly Viewpoints</td>
<td>No evidence of engagement with scholarly viewpoints</td>
<td>Shows awareness of relevant scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Shows promise in the task of critically evaluating a range of scholarly viewpoints</td>
<td>Evidences ability to critically evaluate a range of scholarly viewpoints</td>
</tr>
<tr>
<td>Language Conventions</td>
<td>Poor spelling and grammar characterize the work</td>
<td>Many errors in spelling and grammar evidenced in paper</td>
<td>Some grammatical or spelling errors evidenced in the paper</td>
<td>Few grammatical or spelling errors are noted in paper</td>
<td>Consistently uses correct grammar with rare misspellings</td>
</tr>
</tbody>
</table>

2. Oral Presentation
Each student will make a 15 minute oral presentation dealing with a contested issue in theology or theological ethics (e.g., the Reformation-era debate over the doctrine of justification). Presenters are assessed on their ability to place the assigned topic in historical context, summarize arguments on both sides of the matter in question, and facilitate class discussion of relevant issues.

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Subject Knowledge</td>
<td>Subject Knowledge is not evident. Information is confusing, incorrect, or flawed.</td>
<td>Some subject knowledge is evident</td>
<td>Sound subject knowledge is evident.</td>
<td>Subject knowledge is evident. Most information is clear, appropriate, and correct.</td>
<td>Subject knowledge is evident throughout the project. All information is clear, appropriate, and correct.</td>
</tr>
<tr>
<td>Citing sources</td>
<td>Sources are not correctly cited</td>
<td>Few sources are correctly cited</td>
<td>Many sources are correctly cited</td>
<td>Most sources are correctly cited</td>
<td>All sources are correctly cited</td>
</tr>
<tr>
<td>Organisation of the Information</td>
<td>The sequence of the information is not logical. Paths to information is not evident</td>
<td>The sequence to information is somewhat logical. Paths to information are confusing and flawed.</td>
<td>The sequence to information is logical.</td>
<td>Paths to most information are clear and direct.</td>
<td>The paths to information is logical and intuitive. Paths to all information are clear and direct.</td>
</tr>
<tr>
<td>Quality of analysis of knowledge questions</td>
<td>Assertions are offered but are not supported</td>
<td>Arguments are somewhat clear but are not supported by effective examples</td>
<td>Some arguments are clear and supported by examples</td>
<td>Arguments are clear, supported by real-life examples and are evaluated</td>
<td>Arguments are clear, supported by effective real-life examples and are effectively evaluated</td>
</tr>
</tbody>
</table>

3. Final Exam
A 2-hour final examination consists of short answer questions and an essay.
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail before you commence your assignment. If you have any questions please ask your instructor to assist you. Do not ask other students, as they may not give you the correct information.

Presentation
- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used to identify the main points in your discussion and may be underlined.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity
- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware that there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Your lecturer will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy can be found at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. A guide to using the APA referencing style is posted on Canvas.

Submission
- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your lecturer before the due date, and provide documentation from a medical practitioner, or the student counsellor as to why you cannot adhere to the stated due date.
- Any assignment submitted after the due date without the instructor’s permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.
- All assignments must be submitted to assignments@sheridan.edu.au.

Assessment Moderation
- Your major assessment may also be marked by an external examiner, in addition to your instructor. This is common practice in the higher education sector and is designed to ensure that your marks are equivalent to students being assessed at other higher education institutions.
## Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
</table>
| 1    | **Sources of Christian Belief**  
Welcome, Unit Outline & Structure; Administration Procedures; Discussion on Assessments;  
| 2    | **Basic Christian Beliefs**  
Tuggy, 2013. | Oral Presentations |
| 3    | Topic 3: Jesus Christ | McGrath, 2011, pp. 58-76. | Oral Presentations |
|      | **In-Trimester Study Week** | | |
| 5    | Topic 5: Salvation | McGrath, 2011, pp. 77-96. | Oral Presentations |
| 6    | Topic 6: The Church and Sacraments  
Vander Zee, 2004, pp. 27-36 | | Oral Presentations; Church Visit Case Study #1 |
| 7    | **Christian Traditions**  
Topic 7: Roman Catholicism | Stanford, 2011. | Oral Presentations |
| 8    | Topic 8: Eastern Orthodoxy | Ware, 2013. | Oral Presentations |
| 9    | Topic 9: Anabaptism | The Sider Institute, 2013. | Oral Presentations |
| 11   | **Christian Ways of Living**  
Fedler, 2006, pp. 184-188.  
Comensoli, 2011, pp. 115-129. | Oral Presentations; Church Visit Case Study #2 |
| 12   | Review | | |
|      | **Pre-Exam Study Week** | | |
| 13   | Examination | | Final Examination |