# Unit Outline

## CHRISTIANITY AS A WORLDVIEW

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>CS300</th>
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</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
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<tr>
<td><strong>Pre-requisites:</strong></td>
<td>CS200 Survey of the Bible</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Sheridan College 18/7 Aberdeen St, Piccadilly Square West, Perth WA 6000</td>
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</tbody>
</table>
| **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) |

**Instructor/Unit Coordinator:** Mr Blake Hurst  
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**Email:** bhurst@sheridan.edu.au

**Academic Principal:** Dr Ray Dallin  
**Phone:** 9221-8170  
**Email:** rdallin@sheridan.edu.au
Introduction
Welcome to Christianity as a Worldview. This unit introduces you to worldview analysis, which is a philosophical framework for evaluating Christianity and other meta-narratives. A worldview is essentially a comprehensive ‘picture’ of the world based on certain fundamental assumptions about the nature of reality.

Worldview analysis argues that what we perceive in everyday life is always filtered through some worldview. Yet we often remain unaware of the assumptions that define our worldview. This unit will encourage critical interaction between the Christian worldview and your own worldview, as you learn to examine the Christian tradition from the standpoint of worldview analysis, and to identify and scrutinize the assumptions of your own worldview.

We will describe the worldview concept and its limitations, asking whether and in what sense Christianity can be usefully described as a worldview. To help you better understand what a worldview is, some influential alternatives to the Christian worldview will also be discussed. Lastly, attention will be given to the relationship between the Christian worldview and selected academic disciplines.

Christianity as a Worldview Learning Outcomes
Upon completion of the unit, students will be able to:

A. Describe the nature of a worldview.
B. Identify major criticisms of worldview analysis.
C. Define the fundamental elements of the Christian worldview.
D. Compare the leading features of the Christian worldview with those of other influential worldviews.
E. Explain how the Christian worldview applies to academic disciplines other than theology.
F. Explore the implications of their own worldview for their future professional lives.

Graduate Attributes
Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and 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.
**COLLEGE VISION STATEMENT**  
To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...

**COLLEGE GRADUATE ATTRIBUTES**  
Sheridan College graduates will be...

<table>
<thead>
<tr>
<th>1. Lovers of truth who:</th>
<th>2. Seekers of wisdom who:</th>
<th>3. Innovative thinkers who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.</td>
<td>a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.</td>
<td>a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.</td>
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<tr>
<td>b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.</td>
<td>b. Exercise sound, fair and ethical judgment in study and workplace learning environments.</td>
<td>b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.</td>
</tr>
<tr>
<td>c. Identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.</td>
<td>c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.</td>
<td>c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.</td>
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**METHODS OF EVALUATION**  
See unit assessment schedule for alignment with specific assessments.

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<tbody>
<tr>
<td>a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.</td>
<td>a. Perform tasks to the best of their own abilities and strive for a high academic standard.</td>
<td>a. Model respectful and ethical behaviour in team environments.</td>
</tr>
<tr>
<td>b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.</td>
<td>b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.</td>
<td>b. Serve the local, national and global community.</td>
</tr>
<tr>
<td>c. Promote respect, hospitality and understanding towards cultures and groups.</td>
<td>c. Take responsibility for their own learning and research.</td>
<td>c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.</td>
</tr>
</tbody>
</table>

... love truth...

... seek wisdom...

... embrace innovation...

... and become instruments of peace in the world.
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 extra-curricular 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. You will also have received a program prospectus when you enrolled at the College.

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 Suite 18, 7 Aberdeen Street, Perth WA 6000

Time: TBA
Room: TBA
Learning Resources

**Prescribed Reading(s)**


Irwin, Kevin. “A Sacramental World: Sacramentality as the Primary Language for Sacraments,” *Worship* 76, no. 3 (May, 2002): 197-211.


**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:

- VOCEDplus (www.voced.edu.au/journalbrowse)
- Stanford University’s Highwire site (http://highwire.stanford.edu/lists/freeart.dtl)
- Directory of Open Access Journals (http://www.doaj.org/)
- Open Directory Project (http://www.dmoz.org/Reference/Education/Journals)

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:

- Edith Cowan University: $88 ($22 with concession)  
- 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)  
- 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. Weekly Reading Review</td>
<td>40%</td>
<td>Weeks 2-11</td>
<td>A, B, C, D, E, F</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>2. Reflective Essay</td>
<td>30%</td>
<td>Week 10</td>
<td>A, C, D, F</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>3. Final Exam</td>
<td>30%</td>
<td>Week 13</td>
<td>A, B, C, D, E</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 for the unit, and to cultivate the Sheridan College graduate attributes.

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

1. Weekly Reading Review
Students are required to submit a response to the weekly assigned readings from weeks 1 to 4. Each reading review (about 350 words) should include three questions to be discussed further in class. The four reading response papers count 10% each toward the final grade.

<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 Presented by the Reading</td>
<td>Has not grasped the issues in this reading</td>
<td>Has begun to grasp the issues in this reading</td>
<td>Grasps many of the issues in this reading</td>
<td>Sound grasp of most of the main issues in this reading</td>
<td>Fully grasps all of the main issues in this reading</td>
</tr>
<tr>
<td>Analysis of the Issues</td>
<td>No analysis or engagement of the issues</td>
<td>Demonstrates engagement with some issues in this reading</td>
<td>Demonstrates ability to analyse many of the issues in this reading</td>
<td>Demonstrates a pronounced ability to analyse most of the issues in this reading</td>
<td>Demonstrates a pronounced ability to analyse all of the issues in this reading</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Are not responsive to issues in the reading</td>
<td>Address some peripheral issues in the reading</td>
<td>Address a few of the core issues in the reading</td>
<td>Address most of the core issues of the reading, evidencing systematic reflection on the reading</td>
<td>Address the cores issues of the reading with insight and creativity, suggesting ways to build on the ideas presented in the reading</td>
</tr>
<tr>
<td>Composition</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. **Reflective Essay**

Students will write an reflective essay of approximately 1500 words discussing the extent to which a Christian worldview is relevant to their professional life (e.g. education, entrepreneurship, or health care), or to one of the following fields: sport and leisure; politics; personal relationships; or the arts (focusing on one specific discipline such as music, literature, theatre, or pop culture). The essay should clarify how encountering a Christian worldview has altered or challenged your *actual* worldview. Your response may include the articulation of reasons to reject the application of a Christian worldview to this field of work or life.

<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><strong>Identification of the Main Issues/Problems</strong></td>
<td>Has not grasped the issues in this assignment</td>
<td>Has begun to grasp the issues in this assignment</td>
<td>Exhibits a sound grasp of many of the issues in this assignment</td>
<td>Exhibits a sound grasp of all the main issues in this assignment</td>
<td>Fully grasps all of the main issues in this assignment</td>
</tr>
<tr>
<td><strong>Analysis of the Issues</strong></td>
<td>Limited or no evidence of ability to analyse or engage with the issues in this assignment</td>
<td>Demonstrates engagement with the issues in this discussion</td>
<td>Demonstrates pronounced ability to engage with the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse the issues in this discussion</td>
<td>Demonstrates pronounced ability to analyse and evaluate the issues in this discussion</td>
</tr>
<tr>
<td><strong>Comments on Solutions or Strategies</strong></td>
<td>Limited or no evidence of ability to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Proposes appropriate solutions, or appropriately comments on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or comment on solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose appropriate solutions, or evaluate solutions or proposed solutions in this assignment</td>
<td>Demonstrates pronounced ability to propose and evaluate own solutions, or evaluate solutions or proposed solutions in this assignment</td>
</tr>
<tr>
<td><strong>Engagement with a Range of Scholarly Viewpoints</strong></td>
<td>Limited or no evidence of engagement with scholarly viewpoints</td>
<td>Evidences engagement with a range of scholarly viewpoints</td>
<td>Show promise in task of critically evaluating a range of scholarly viewpoints</td>
<td>Demonstrates ability to critically evaluate a range of scholarly viewpoints</td>
<td>Demonstrates pronounced ability to critically evaluate and empathetically assess a range of scholarly viewpoints</td>
</tr>
<tr>
<td><strong>Language Conventions</strong></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>

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 instructor will discuss this with you during your class. Please note also that Sheridan College deploys plagiarism-detection mechanisms. The Sheridan College Academic Integrity Policy is 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 instructor 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 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 lecturer. This is common practice in higher education and is designed to ensure that your marks are equivalent to students being assessed at comparable higher education institutions.
# Unit Outline

<table>
<thead>
<tr>
<th>WEEK NO.</th>
<th>TOPICS COVERED</th>
<th>READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Introduction to Worldview</strong>&lt;br&gt;Welcome, Unit Outline &amp; Structure; Administration Procedures; Discussion on Assessments; Assignment dates agreed.&lt;br&gt;Topic 1: What is a worldview?: Definition and Historical Background</td>
<td>Sire, 2004, Naming the Elephant</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Topic 2: What are the limitations of the worldview concept?</td>
<td>Pierson, 2009 “Evangelicals and Worldview Confusion”</td>
<td>Weekly Reading Review</td>
</tr>
<tr>
<td>4</td>
<td><strong>Contours of a Christian Worldview</strong>&lt;br&gt;Topic 4: Creation-Fall-Redemption</td>
<td>Wolters, 2005, “Creation”, “Fall” and “Redemption”.</td>
<td>Weekly Reading Review</td>
</tr>
<tr>
<td></td>
<td><strong>In-Trimester Study Week</strong></td>
<td></td>
<td></td>
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<tr>
<td>12</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Examination</td>
<td></td>
<td>Final Examination</td>
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</table>