

## In Progress

Please note that this Unit Profile is still in progress. The content below is subject to change.



# RELG13001 Contemporary Meanings and Religious Texts

## Term 2 - 2024

Profile information current as at 19/05/2024 07:46 am

All details in this unit profile for RELG13001 have been officially approved by CQU University 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 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 documents to explain how frameworks can be utilised to assist contemporary learners to construct meaning from Scripture. 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 implementing curriculum that is inclusive, engaging and purposeful for students from diverse social, cultural and religious backgrounds. You will apply your knowledge of reading and interpreting religious texts to select and justify resources and strategies for teaching a parable or miracle that model inclusive practices. A focus of this process will be to explore religious perspectives, values and beliefs with 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 - 2024

- 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

#### 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 emails

**Feedback**

Excellent support from the lecturer

**Recommendation**

Maintain high levels of support and communication with students

#### Feedback from Student feedback

**Feedback**

Interesting content and engaging, interactive tutorials

**Recommendation**

Maintain content and high quality teaching practices

## Unit Learning Outcomes

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

1. Explain ways in which interpretation methods for 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. Select and justify resources that actively engage learners in understanding the contexts, symbolism and messages of religious texts
4. Select strategies for interpreting religious texts with contemporary learners from a diverse range of linguistic, cultural and socioeconomic backgrounds
5. Reflect on the support provided by official documents and sources 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



### Alignment of Assessment Tasks to Learning Outcomes

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

## Textbooks and Resources

Information for Textbooks and Resources has not been released yet.

This information will be available on Monday 17 June 2024

## Academic Integrity Statement

Information for Academic Integrity Statement has not been released yet.

This unit profile has not yet been finalised.