MTW254.9 Effective Community Engagement

Name of Unit 1 (Unit Code 1)
Effective Community Engagement (MTW254.9)

SECTION 1 – GENERAL INFORMATION

1.1 Administrative details

Associated higher education awards	Duration	Level	Subject Coordinators
Graduate Diploma Masters	One semester	Advanced	Mark Riessen

1.2 Core or elective subject

Indicate if the subject is a

☐ core subject

☒ elective subject

☐ other (please specify below):

1.3 Subject weighting

Using the table below, indicate the credit point weighting of this subject and the credit point total for the course of study (for example, 10 credit points for the subject and 320 credit points for the course of study).

Subject credit points	Total course credit points
6 credit points	48 / 144 credit points

1.4 Student workload

Using the table below, indicate the expected student workload per week for this subject.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: ___0__ hours per week

1.5 Delivery mode

Tick all applicable delivery modes for the subject:

☒ Face to face on site

☒ e-learning (online)

☒ Intensive (provide details)

See "Mode of Delivery Policy"

☐ Block release (provide details)

☐ Work-integrated learning activity

☒ Mixed/blended

☐ Distance/independent learning (untimetabled)

☒ Full-time

☒ Part-time

☒ External

☐ Fast track (provide details)

☐ Other (please specify)

1.6 Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite subject for this subject?

☒ Yes   ☐ No

If YES, provide details of the prerequisite or co-requisite requirements below.

Pre-requisite: MTO140.8 Formation and Vocation

1.7 Other resource requirements

Do students require access to specialist facilities and/or equipment for this subject (for example, special computer access, physical education equipment)?

☐ Yes   ☒ No

If YES, provide details of specialist facilities and/or equipment below.

SECTION 2 – ACADEMIC DETAILS

Brief description of the content of the unit (key topics):
This unit provides students with an opportunity to explore how the Church is called to serve God's mission in the world, to incarnate Christ and bring foretastes of His Kingdom where it appears to be absent, transforming communities on every level: spiritual, physical, economic, and socio-political. It connects strongly with the MTC formation domain *Engaging the World & Others' Stories* in Tabor MTC's curriculum paradigm. Ultimately, this unit aims to deepen students' capacity to undertake community engagement in an informed and effective fashion. The key content of the unit includes: a theology of community engagement; the challenges, costs and opportunities of community engagement; community engagement methodologies and models; and asset-based community development.

Learning outcomes for subject:
(1) Evaluate contemporary community engagement methodologies that can be used in the Australian context, in light of historical Christian practice and contemporary scholarship
(2) Analyse the theological dimensions of Christian community engagement, drawing on the biblical text, church tradition and contemporary scholarship
(3) Create effective community engagement plans based on an awareness of contextual needs, limitations, challenges, and assets
(4) Reflect critically upon the practical implications of the relationship between Church and state within effective community engagement initiatives

Assessment tasks			
Type *	**Learning Outcome/s assessed**	**When assessed**	**Weighting**
1) Discussion Paper Students analyse the various community engagement models and methodologies presented in class, identifying the strengths and weaknesses of each. (2,000 words)	1	Week 13	30%
2) Theology of Community Engagement Paper Students draw on the Biblical text, Christian tradition and contemporary scholarship to outline key facets of their theology of effective community engagement. (2,000 words)	1, 2	Week 6	30%

Assessment tasks			
Type *	Learning Outcome/s assessed	When assessed	Weighting
3) Community Engagement Project Students prepare a project comprising of 3 parts **Part A** Students reflect personally upon their own participation in a community engagement initiative, discussing identified strengths and weaknesses of the model employed by that initiative, in the light of scholarship. (750 words) **Part B** Based upon part A, students develop a Community Engagement Program Implementation Plan, constructing a viable new program of church engagement. (750 words) **Part C** Students discuss the funding plan for the proposed Community Engagement Program, with reference to the possibilities of accessing government resources and the implications of this for the nature of the program itself. (500 words)	1-4	Week 13	40%

2.1   Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the subject.

Born, P. *Deepening Community: Finding Joy Together in Chaotic Times*, San Francisco, CA: Berrett-Koehler Publishers, 2014.

Corbett, S. and B. Fikkert. *When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor . . . and Yourself.* Chicago, IL: Moody Publishers, 2014.

Dzubinski, Leanne M., and Anneke H. Stasson. *Women in the Mission of the Church: Their Opportunities and Obstacles throughout Christian History*. Grand Rapids, MI: Baker Academic, 2021.Fitch. D. *Faithful Presence: Seven Disciplines that Shape the Church for Mission*. Downers Grove, IL: IVP, 2016.

Fitch, David. *What is the Church and Why Does It Exist?* Harvey, ND: Herald, 2021.

Gordon, W. and J. Perkins. *Making Neighborhoods Whole: A Handbook for Christian Community Development.* Downers Grove, IL: IVP Books, 2013.

Hjalmarson, L. *No Home Like Place: A Christian Theology of Place.* Portland, OR: Urban Loft Publishers, 2014.

Lupton, R. *Toxic Charity: How Churches and Charities Hurt Those They Help (and How to Reverse It).* New York, NY: HarperOne, 2011.

Mavis, B. and R. Rusaw. *The Neighbouring Church: Getting Better at What Jesus Says Matters Most*. New York, NY: HaperCollins, 2016.

Monsma, Nicholas W. *Worship, Mission, and the Church Year: How Union with Christ Forms Worshippers for Mission in Every Season*. Eugen, OR: Cascade, 2019.

Myers, B. *Walking with the Poor: Principles and Practices of Transformational Development.* Maryknoll, NY: Orbis Books, 2011.

Nelson, T. *The Economics of Neighborly Love: Investing in Your Community's Compassion and Capacity*. Downers Grove, IL: IVP, 2017.

Roxburgh, A. *Missional: Joining God in the Neighborhood.* Grand Rapids, MI: Baker Books, 2011.

Smith, C. *Slow Church: Cultivating Community in the Patient Way of Jesus.* Downers Grove, IL: IVP Books, 2014.

Sparks, P. *The New Parish: How Neighborhood Churches Are Transforming Mission, Discipleship and Community,* Downers Grove, IL: IVP Books, 2014.