

**REL 467 – CONTEMPORARY THEORY AND PRAXIS IN
RELIGIOUS EDUCATION
Intersession, 2021
Course Outline**

Location

Online: May 3 – June 25, 2021

Instructor

Sandra Talarico

780-965-8086

Sandra.Talarico@ecsd.net

Course Description

REL 467 is a study and critique of issues and trends in contemporary religious education, including theories, curricula, Church documents, and the General Directory for Catechesis. Teaching strategies and their approach to religious education are discussed and practiced.

Program Goals

1. Religious Education Instruction: The program shall offer instruction in the discipline of Religious education.
Objective - The program shall offer the opportunity for students to achieve competency in a teaching concentration.
2. Cultural Context: The program shall foster a capacity to discern and engage the cultural context as it impacts Catholic education.
Objective - The program shall provide instruction in discerning the cultural and social contexts of contemporary Catholic education.
3. Personal and Spiritual Formation: The program shall offer students with opportunities to grow in their spiritual life and in their vocation as Catholic educators and witnesses to the Gospel.
Objective - The program shall offer a variety of spiritual and community formation experiences which can include prayer, scripture reflection, and liturgy.

Course Assignments and Evaluation

1. Read and review the *Handbook for Parents, Catholic School Version*, posted on the Alberta Education Site and notice how the characteristics related to faith education are described. Compose a three page reflection explaining your findings. **(10 Percent)**
2. Read *When You Teach in a Catholic School*. Select three of the reflection questions found in the book and compose a three page reflection explaining each of them. **(10 Percent)**
3. Read the *Religious Dimension of Education in a Catholic School*. Select one section from the document, share your personal thoughts on its content, and explain how the content is lived or not lived in your school. The reflection should be three pages in length. **(10 Percent)**
4. Review the *General Directory for Catechesis*, relating at least one section from the resource specifically to your *Religious Education Program of Studies*. Your reflection should be four pages in length. **(15 Percent)**
5. Read the *Catholic School* and in a three page reflection, share your impressions of the Vatican document. **(10 Percent)**
6. Read *How Each Child Learns*, and select from four of her Intelligences. In a three page reflection, describe one idea from your readings that you would use and implement in your own Religion Class. **(10 Percent)**
7. Select one Unit from your *Religious Education Program of Studies* and develop a lesson that provides an overview of its content; a brief summary of its general aim; and the context of how the lesson will be taught. Evaluate and comment on your lesson and share your experience of the most meaningful and least meaningful parts. **(25 Percent)**
8. Compose a Prayer Celebration from any part of your *Religious Education Program of Studies*. The celebration should include an opening song; an opening prayer; a reading; a ritual action; a closing prayer, and a closing song. **(10 Percent)**

Required Reading

Dunlap, Judith. *When You Teach in a Catholic School*.

[*General Directory for Catechesis*](#)

[*Handbook for Parents, Catholic School Version*](#).

Religious Education Programs of Studies.

Stankard, Bernadette T. *How Each Child Learns: Using Multiple Intelligence in Faith Formation*.

[*The Catholic School*](#).

[*The Religious Dimension of Education in a Catholic School*](#).

Recommended Reading

The Holy Bible – NRSV.

Course Requirements

Discussions

Participation in weekly discussions is mandatory. No less than three posts are required: one post specifically in regards to the question and two others in regards to posts from fellow students.

ELearning

ELearning is much different from learning in a classroom with a teacher presenting the lessons and pacing the students through the course. With independent self-paced learning. You are in charge of when, where and how you work on the lessons. Your success in this course will depend upon your ability to: set goals; organize your time; read and understand written directions and materials; stay on task; persevere through difficulties; and seek help as needed.

Independent self-paced learning is ideal for mature, motivated students. It is important that you ask for help when you have trouble with assignments or concepts. You are not alone. You are part of a 'virtual classroom' and you are encouraged to seek the assistance of your instructor and fellow classmates just as in any other classroom.

One important way to maintain communication with your instructor is through Email and the Pager in the D2L Platform. Students must maintain regular contact with the instructor, emailing at least once a week. This regular contact is extremely important.

General Academic Information

Late Submission Policy

Late submissions to be discussed directly with the instructor.

Leave of Absence and Policy for Incompletes

Extension to an incomplete grade may be granted in extenuating circumstances, but may not exceed 16 weeks following the end of the course. Students who fail to complete course work by the agreed deadline will have a grade assignment which is based on work completed.

Academic Integrity

Acts of academic dishonesty (plagiarism, cheating, etc.) are subject to an appropriate penalty. The grade "F" may be assigned to a student guilty of such acts by the professor of the course in which the infraction occurred. A second offense against academic integrity renders the student liable to automatic dismissal from NTC. Further details are available in the Student Handbook in the Academic Misconduct Policy.

Academic Grievances

Students may appeal grades received; the procedure is outlined in the Student Handbook in the Grade Appeal Policy. For other grievances, students will refer to the Student Grievances Policy also outlined in the Student Handbook.

NOTE: The GPA is computed on the basis of cumulative grade point (letter) values, not percentage values. All courses are included in this calculation except those exceeding degree requirements and/or received as transfer credits from other recognized institutions.

Grading System

Undergraduate C.Th., Dip.Th., B.Th.			Graduate M.T.S., M.Div., G.C.C.S.A., M.R.E.		
Grade Meaning	Grade	Grade Point	Grade Meaning	Grade	Grade Point
Excellent	A+	4.0	Excellent	A+	4.0
	A	4.0		A	4.0
	A-	3.7		A-	3.7
Good	B+	3.3	Good	B+	3.3
	B	3.0		B	3.0
	B-	2.7		B-	2.7
Adequate	C+	2.3	Adequate	C+	2.3
	C	2.0		C	2.0
	C-	1.7		C-	1.7
Marginal	D+	1.3			
	D	1.0			
Fail	F	0.0	Fail	D+	1.3
				D	1.0
				F	0.0

Written Assignments - Style and Format

Newman Theological College requires that all written work be submitted in acceptable academic format and style. Please note the following regulations:

Regulations

Research papers, book reports, article summaries, reflection papers, and essays should be double-spaced, printed on one side only, and submitted on white, 8.5" x 11" paper.

A Standard type style, such as Times New Roman, with a 12-point font size, must be used. The instructor will specify the most recent edition of the style manual to be used.

1. Kate Turabian, "A Manual for Writers of Term Papers, Theses, and Dissertations" (Chicago: University of Chicago Press).
2. Joseph Gibaldi & William Ahters, eds., "MLA Handbook for Writers of Research Papers" (New York: Modern Language Association of America).
3. American Psychological Association "Publication Manual of the American Psychological Association" (Washington: APA Publications).

Copies of these standard references may be purchased in the NTC Bookstore.

Ignorance of standard form is not considered an acceptable excuse for deviation from required standards of format and style.

Academic Regulations

The following Academic Regulations are located in the Academic Calendar for your reference:

- Changes in Registration: Add/Drop/Withdraw Notice
- Course Work
- Final Examination Schedule
- Incomplete Grade Policy
- Inclusive Language

Related Academic Matters

The following Related Academic Matters are located in the Academic Calendar for your reference:

- Grade Reports and Posting
- Glossary of Academic Terms

Other Related Policies

The following policies are located in the Student Handbook for your reference:

- Academic Misconduct Policy
- Grade Appeal Policy

Recording of Lectures

Audio or video recording of lectures, seminars or any other teaching environment by students are allowed only with the prior consent of the instructor. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Student Accessibility Services

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made.