

REL 465i – FOUNDATIONS OF RELIGIOUS EDUCATION Course Outline Fall, 2021

Class Start Date & End Date

September 8 – December 13, 2021

Class Meeting Time, Location, and Room

Online

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Course Description

An examination of Scripture and Tradition as they apply to religious education. The course will include a scriptural study of Jesus as teacher, the philosophy of Catholic education, Church documents that impact religious education, and the spiritual formation of Catholic teachers.

Course Objectives

- a) **Religious Education Instruction:** The program shall offer instruction in the discipline of Religious education.
- b) **Cultural Context:** The program shall foster a capacity to discern and engage the cultural context as it impacts Catholic education.
- c) **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.
- d) **Integrating Theory and Praxis** - The program shall offer integration of theological knowledge and religious education formation in the professional work of Catholic education.

Course Assignments and Evaluation

Assignment One - In a three-page reflection, describe the role of Jesus as Teacher and relate how his example assists you in your own formation as a spiritual leader in your classroom and school. – **10%**

Assignment Two - In a three-page reflection, discuss the historical implications that have impacted your work as a religious educator. – **10%**

Assignment Three - Based on the readings, compose a four-page reflection that describes what you know about constitutionally protected, government-funded Catholic education in Canada. – **10%**

Assignment Four - In two pages, analyze in your own words, the Religious Dimension of Education in a Catholic School. How does this Vatican document relate to your own work as a Catholic educator? – **5%**

Assignment Five - In a two-page reflection, discuss the importance and educational value of Catholic schools as emphasized in the Vatican document. – **5%**

Assignment Six - In a two-page reflection, discuss what you think was the most important topic at the Second Vatican Council and describe how it relates to the Religious Education classroom today. – **5%**

Assignment Seven - In a two-page reflection, discuss the key issues you think the Catholic Church faces in the twenty-first century, particularly in the area of Religious Education in Catholic Schools. – **5%**

Assignment Eight - In a three-page reflection, share your impressions of the reading and the video on Permeation and Religious Education. – **10%**

Assignment Nine - In a two-page reflection, discuss the contribution that the religious education curriculum can make to the formation of a student in the faith and in the life of the church. – **5%**

Assignment Ten - In two pages, create a lesson plan for use in an Elementary or Secondary Religious Education classroom. – **5%**

Assignment Eleven - Using your Program of Studies, plan and develop a Religious Education Unit for use in your own Religion classroom. Please include an introduction, overview, scope and sequence of the Unit, three detailed lesson plans, as well as timing, resources, and assessment and differentiated opportunities. – **20%**

Assignment Twelve - In a two-page critique, assess and evaluate your Religious Education Unit using the readings as your guide. – **10%**

Discussions

Participation in weekly discussions is mandatory. No less than three posts are required: one post specifically in regard to the question and two others in regard 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. This regular contact is extremely important.

Textbooks

[*The Catholic School.*](#)

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

Recommended Reading

[*Catechism of the Catholic Church.*](#)

[*General Directory for Catechesis.*](#)

The Holy Bible.

Late Submission Policy

Late submissions to be discussed directly with the instructor.

Course Schedule

Week One - Jesus as Teacher

Week Two - The Historical Perspectives of Religious Education

Week Three - Denominational Rights in Canada

Week Four - The Religious Dimension of Education in a Catholic School

Week Five - The Catholic School

Week Six - Religious Education in Catholic Schools

Week Seven – Contemporary Culture and the Catholic Teacher

Week Eight – Permeation and Religious Education

Week Nine – The Religious Education Curriculum

Week Ten – Outcomes and Lesson Plans

Week Eleven – Planning a Religious Education Unit

Week Twelve – Assessment and Evaluation in Religious Education

General Academic Information

Course Attendance

No credit will be given for a course if the student has been absent, for any reason whatever, from one-third or more of the lectures and/or seminars scheduled for the term. Likewise, no credit will be given if term assignments or other assignments are or remain incomplete.

Leave of Absence and Policy for Incompletes

Extensions 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 assigned 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 Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Adequate	C+	2.3
	C	2.0
	C-	1.7
Marginal	D+	1.3
	D	1.0
Fail	F	0.0

Graduate Studies		
Grade Meaning	Grade	Grade Point
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
	B-	2.7
Adequate	C+	2.3
	C	2.0
	C-	1.7
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 of 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:

- a) Kate Turabian, “A Manual for Writers of Term Papers, Theses, and Dissertations” (Chicago: University of Chicago Press).
- b) Joseph Gibaldi & William Ahters, eds., “MLA Handbook for Writers of Research Papers” (New York: Modern Language Association of America).
- c) 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 & 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 is 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:

A student with special needs that could affect their performance in class should contact their professor during the first week of the term so that appropriate arrangements can be made. They should also register with Student Services by contacting Sr. Zoe Bernatsky at 780-392-2450 ext. 2213; email zoe.bernatsky@newman.edu