

# REL 465i – FOUNDATIONS OF RELIGIOUS EDUCATION

## Course Outline

### Location

Online

### Instructor

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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.

### 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

1. Study *Jesus as Teacher* using scriptural passages from The Bible – 3 Page Reflection
2. Using a variety of sources, discuss the historical implications that have impacted your work as a religious educator – 3 Page Reflection
3. Study the *Canadian Constitution* and the *History of Denominational Rights in Canada* – 4 Page Reflection
4. Read and discuss *The Religious Dimension of Education in a Catholic School* – 2 Page Reflection
5. Read and discuss *The Catholic School* Vatican Document – 2 Page Reflection
6. From the reading, discuss what you think the most important topic at the Second Vatican Council was and describe how it relates to the Religious Education classroom today – 2 Page Reflection
7. Using a variety of sources, 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 – 3 Page Reflection
8. Discuss permeation and Religious Education, sharing your impressions of the reading and video – 2 Page Reflection
9. From the reading, discuss the contribution that the religious education curriculum can make to the formation of a student in faith and in the life of the church – 3 Page Reflection
10. Create a lesson plan for use in a Religious Education classroom that connects one or more of the themes presented in the readings – 2 Page Lesson Plan
11. Plan and develop a comprehensive and detailed Religious Education Unit for use in your own Religion classroom – 10 Page Unit Plan
12. Critique, assess and evaluate your Unit using the readings as your guide – 2 Page Critique

## 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. This regular contact is extremely important.

### **Resources**

[\*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.*

### **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 Studies C.Th., Dip.Th., B.Th.			Graduate Studies M.T.S., M.Div., M.Th., 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 Aichters, eds., "MLS 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 stand 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. If you are not already registered with Student Services, contact Doreen Bloos at 780-392-2450 ext. 2212; email [doreenbloos@newman.edu](mailto:doreenbloos@newman.edu)