

SASKATOON EXTENSION SITE – Winter, 2019

REL 491 S – Faith Formation in Religious Education

1. Dates: Jan. 11/12; Jan. 25/26; Feb. 8/9; March 1/2; March 15/16; April 5/6.

2. Times: Friday evenings: 6:30 – 9:30 p.m.; Saturday mornings: 9:00 - noon

3. Location: Trinity Manor Conference Room, 331 Cornish Road, Saskatoon

4. Instructor: Sister Teresita Kambertz, OSU, B.A., B.Ed., M.R.E., M.Ed., Ph.D.

5. Contact Information: Ph: (306) 653-1499; Email teresita@sasktel.net

6. Office: A204, Trinity Manor, 331 Cornish Road, Saskatoon

7. Office Hours: By appointment

8. Course Description: An examination of God's revelation and people's response of faith; a study of the theories of faith formation in children and young people aged 5-18 years; an exploration of how teachers and administrators can foster faith formation in young people.

“Newman Theological College should develop a ‘theology of childhood’ in today’s society where the innocence of childhood is in danger of being lost. The challenge for theologians and educators today is to understand the experience of childhood and to reflect on its gospel meaning” (Terese Cossitt, Newman Convocation speaker, Oct. 1989).

9. Course Objectives: To address the goals of theological education at Newman Theological College:

- a) Theological Instruction:** To grow in understanding of God's self-communication by becoming familiar with various aspects of faith development; and to clarify basic terminology, e.g., religious education, religious instruction, indoctrination, catechesis, faith formation, spirituality and evangelization;
- b) Religious Education Instruction:** To develop educational methodology that is faith formative, informative and transformative, age and faith-stage appropriate;
- c) Cultural Context:** To grow in understanding of God's self-communication within the cultural diversity in the church and world today by conducting a focused inquiry into the faith journeys of contemporary children and youth;
- d) Personal and Spiritual Formation:** To foster growth in one's spiritual life and in their vocation as Catholic educators and witnesses to the Gospel;
- e) Integrating Theory and Praxis:** To integrate theological knowledge and religious education formation in the professional work of Catholic education.

10. This is a core course in the MRE Program.

11. Requirements: (negotiable)

1. One short paper – 4 pages; worth 15% - due Feb. 8th
2. Small group discussions on selected chapters – Jan. 25; March 1st – 10%
3. Class presentation – worth 20% - due March 15th
4. One longer paper – 10 to 12 pages; worth 30% - due March 15th
5. Exam – worth 25% - due April 5th

1. Short Paper (15%)

Write a four-page paper, doubled-spaced, in which you compare and contrast (showing similarities and differences) **two** key concepts in **each** of the first three chapters of Feldmeier's textbook. How can these learnings help you to "get inside" the world of your students?

2/3. Class Presentation (20%) and corresponding longer paper (30%):

- i) Select a research question appropriate to the age-level of the students with whom you will conduct your research;
- ii) Prepare an appropriate research instrument e.g., questionnaire, interview guide, case study, focus group, Delphi, etc.
- iii) Conduct the research with 10-12 students at a selected age level;
- iv) Analyze your research findings and compare these with stage-theorists such as Fowler, Kohlberg, Gilligan and others;
- v) Show gender-related differences where possible;
- vi) Give a ten-minute presentation of your research findings and analysis;
- vii) Write your research study in publishable form.

Note:

- research must be conducted in compliance with the research policies of your School Division.
- research may be conducted with a fellow student and presented together, but the paper must be your own.

4. Exam (25%)

An exam on April 6th with question-topics distributed on March 16th.

12. Texts:

Feldmeier, Peter. *The Developing Christian: Spiritual Growth Through the Life Cycle*. Mahwah, NJ: Paulist Press, 2007.

Fowler, James W. *Stages of Faith: The Psychology of Human Development and the Quest for Meaning*. San Francisco, CA: Harper & Row, 1981 or 1995.

Recommended reading:

Dr. Gregory Popcak, What Stage is Your Faith? Catholic Exchange (Online)
May 12, 2014

Dr. Scott Peck. The Stages of Spiritual Growth. (Online)
<http://www.whale.to/b/peck1.html>

13. Schedule:

Jan. 11/12 – The experience of Christian faith; introduction to Fowler’s theory of stages of faith; models of spirituality; an examination of intuitive-projective faith.

Jan. 25/26 – Mythic-Literal faith; images of God; prayer; moral development; research methods and procedures.

Feb. 8/9 – Synthetic-Conventional faith; gender-related differences; multiple intelligences in faith formation.

March 1/2 – Individuative-Reflexive faith; stages of forgiveness; the male-female spiritual journeys.

March 15/16 – Presentations.

April 5/6 – Critique of stage theory and Fowler’s faith stages; integration seminar; final exam.

14. Essay Content and Style:

- Each essay must be written in a double-spaced, 12-point font, well-constructed, grammatically correct format that adheres to ONE of the accepted writing formats: MLA, APA, or Turabian.
- In your opening paragraph, outline briefly what you plan to say in this essay.
- Use sub-titles if this helps you to remain focused on your topic.
- When you make a significant statement or “claim”, substantiate it (“back it up”) with a quotation from an authoritative source.
- In your closing paragraph, summarize the basic claims or themes of your paper.
- You will be evaluated on style (25%) and content (75%).
- The bible and primary sources are considered primary texts; commentaries and other writings are considered secondary texts.

15. General Academic Information

Late Submission Policy.

Requests for extensions should be made prior to the due date and a new due date be arranged by the student and the instructor. Instructor and student will decide on how

this extension will affect the mark. (Please be assured that NTC instructors are reasonable and compassionate.)

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.

16. Grading System:

Grade Meaning	Mark	Grade	Grade Points
Excellent	90% - 100%	A+	4.0
	85% - 89%	A	4.0
	80% - 84%	A-	3.7
Good	77% - 79%	B+	3.3
	73% - 76%	B	3.0
	70% - 72%	B-	2.7
Adequate	67% - 69%	C+	2.3
	63% - 66%	C	2.0

	60% - 62%	C-	1.7
Fail	57% - 59%	D+	1.3
	53% - 56%	D	1.0
	0% - 52%	F	0.0

17. 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., "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 & 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:

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 doreen.bloos@newman.edu .

18. Journals

British Journal of Religious Education (emphasis on research studies)

Catholic Education: A Journal of Inquiry and Practice (focus on Catholic schools in the U.S with some research studies – a refereed journal)

Religious Education (a rather scholarly liberal Protestant journal with some Catholic contributions)

The Catholic School Journal (Australia) (combines opinion pieces with research studies)

The Living Light (the journal of the U.S. Catholic Conference of Bishops; contains official documents, articles on religious education, some research studies)

19. Libraries:

St. Thomas More College Shannon Library

Saskatoon Theological Union Library (St. Andrew's, Luther, Emmanuel and St. Chad)

Msgr. Michael Koch Library at Diocesan Pastoral Centre (Cathedral of the Holy Family, 123 Nelson Road)

U of S College of Education Library

Saskatoon Public Library

20. Websites:

ERIC (Educational Resources Information Center)

Catholic Resources by Felix Just, S.J.

www. Jesuitresource.com

websites to assist parents in handing on the faith to their children

21. Recommended Resources: (*: in Teresita's library)

*Benson, Peter et al. *The Quicksilver Years: The Hopes and Fears of Early Adolescence*. San Francisco, CA: Harper & Row, 1987.

*Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church*, (Part One – The Profession of Faith). Ottawa, ON: CCCB, 1994.

Carotta, Michael. *Sometimes We Dance, Sometimes We Wrestle*. Harcourt, 2001.

*Chamberlain, Gary. *Fostering Faith: A Minister's Guide to Faith Development*. NY: Paulist Press, 1988.

Dulles, Avery, S.J. *Models of Revelation*. Maryknoll, NY: Orbis Books, 1992.

*Fowler, James. *Life Maps: Conversations on the Journey of Faith*. Waco, TX: Word Books, 1978.

*Gillespie, V. Bailey. *The Experience of Faith*. Birmingham, AL: Religious Education Press, 1988. (2 copies)

*Kelcourse, Felicity B. (ed). *Human Development and Faith: Life-Cycle Stages of Body, Mind and Soul*. St. Louis, MO: Chalice Press, 2004.

*Nuzzi, Ronald. *Gifts of the Spirit: Multiple Intelligences in Religious Education*. Washington, DC: National Catholic Educational Association.

*Stankard, Bernadette T. *How Each Child Learns: Using Multiple Intelligence in Faith Formation*. Mystic, CT: Twenty-Third Publications, 2003.

22. Qualitative Research Methods:

*Bogdan, Robert C. and Sari K. Biklen. *Qualitative Research for Education. An Introduction to Theory and Methods*. Boston: Allyn and Bacon, 1982.

*Hopkins, David. *A Teacher's Guide to Classroom Research*. Buckingham: Open University Press, 1985.

23. Other Resources: (not listed in alphabetical order)

*Blazer, Doris, ed. *Faith Development in Early Childhood*. Kansas City, MO: Sheed and Ward, 1989

*Hyde, Kenneth E. *Religion in Childhood and Adolescence*. Birmingham, AL: Religious Education Press, 1990.

*Cully, Iris V. *Christian Child Development*. San Francisco: Harper & Row, 1979.

*Westerhoff III, John H. *Will Our Children Have Faith?* Minneapolis, MN: Winston-Seabury Press, 1976.

*Cavaletti, Sofia. *The Religious Potential of the Child*. NY: Paulist, 1983.

*Goldman, Ronald. *Religious Thinking from Childhood to Adolescence*. NY: The Seabury Press, 1964.

Heller, David. *The Children's God*. Chicago: U of Chicago Press, 1986.

*Nelson, C. Ellis. *Where Faith Begins*. Atlanta: John Knox Press, 1971.

Coles, Robert. *The Spiritual Life of Children*. Boston: Houghton-Mifflin, 1990.

Coles, Robert. *The Moral Life of Children*. Boston: Atlantic Monthly Press, 1986.

Coloroso, Barbara. *the bully, the bullied, and the bystander*. HarperCollins, 2002.

Cruchon, Georges. *The Transformations of Childhood*. Dayton, OH: Pflaum, 1969.

Rahner, Karl. "Ideas for a Theology of Childhood." *Theological Investigations*. Vol. VIII, pp. 33-50. NY: Herder & Herder, 1971.

*Canadian Catholic School Trustees Association. *Build Bethlehem Everywhere: A Statement on Catholic Education*. Toronto, ON: CCSTA, 2002.

Taylor, Joanne. *Innocent Wisdom*. NY: Pilgrim Press, 1989.

Hull, John. *God-Talk with Young Children*. Philadelphia: Trinity Press, 1991.

*O'Doherty, Eamonn F. *The Religious Formation of the Elementary School Child*. NY: Alba House, 1973.

*Harris, Maria. *The Faith of Parents*. NY: Paulist Press, 1991.

Lang, Martin. *Acquiring our Image of God: Emotional Basis for Religious Education*. NY:



Paulist Press, 1983.

Apostolos-Cappodona, Diane. *The Sacred Play of Children*. NY: The Seabury Press, 1983.

*Porter, David. *Children at Risk*. Westchester, IL: Crossway Books, 1987.

Elkind, David. "The Child's Concept of Prayer" *Lumen Vitae* 22:1967, 441 ff.

Trau, J.M. "Exclusively Male Imagery in Religious Language" *Worship* 66:4 (1992) 255-259.

Santrock, John W. *Life-Span Development*. Dubuque, Iowa: Brown, 1992.

*Brusselmans, Christiane, ed. *Toward Moral and Religious Maturity*. Silver Burdett, 1980.

Best, Raphaela. *We've All Got Scars: What Boys and Girls Learn in Elementary School*. Indiana University Press, 1983.

*Strommen, Merton, ed. *Research on Religious Development*. NY: Hawthorn Books, 1971.

*Nelson, Hart. M. et al. *The Religion of Children*. Washington, D.C.: USCC, 1977.

*Godin, A., ed. *Child and Adult before God*. Chicago: Loyola U Press, 1963.

*Godin, A., ed. *From Religious Experience to a Religious Attitude*. Chicago: Loyola University Press, 1963.

*McAuley, E. Nancy. *Faith Without Form: Beliefs of Catholic Youth*. Sheed & Ward, 1986.

*Bibby, Reginald and Donald Posterski. *The Emerging Generation: An Inside Look at Canada's Teenagers*. Toronto: Irwin Publishing, 1985.

*Bibby, Reginald and Donald Posterski. *Teen Trends: A Nation in Motion*. Toronto: Stoddart Publishing, 1992.

*Bibby, Reginald. *There's Got to be More! Connecting Churches and Canadians*. Winfield, BC: Wood Lake Books, 1995.

*Bibby Reginald. *Mosaic Madness: The Poverty and Potential of Life in Canada*. Toronto: Stoddart, 1990.

*Bibby, Reginald. *Fragmented Gods: The Poverty and Potential of Religion in Canada*. Toronto: Irwin Publishing, 1987.

- *Donze, Mary Terese. *Prayer and Our Children: Passing on the Tradition*. Notre Dame: Ave Maria Press, 1987.
- *Francis, Leslie. *Teenagers and the Church: A Profile of Church-Going Youth in the 1980's*. London: Collins, 1984.
- *Crawford, Marisa and Graham Rossiter. *Missionaries to a Teenage Culture*. Sydney, Australia: Christian Brothers Province Resource Group, 1988.
- *Shelton, Charles M. *Adolescent Spirituality*. Chicago: Loyola U Press, 1983.
- Conger, John J. *Adolescence and Youth* (4th ed.). HarperCollins, 1991.
- Elliot, Glen and S. Feldman. *At the Threshold*. Cambridge: U Press, 1990.
- Mulligan James T. *Evangelization and the Catholic High School*. Novalis, 1988.
- *Parks, Sharon. *The Critical Years: The Young Adult Search for a Faith to Live By*. San Francisco: Harper & Row, 1986.
- Warren, Michael, ed. *Readings and Resources in Youth Ministry*. Winona, Minn.: Saint Mary's Press, 1987.
- *Kohler, Mary Conway. *Young People Learning to Care*. NY: The Seabury Press, 1983.
- *Harris, Maria. *Portrait of Youth Ministry*. NY: Paulist Press, 1981.
- *Strommen, Merton. *Five Cries of Youth*. San Francisco: Harper & Row, 1988.
- *Warren, Michael. *Youth, Gospel and Liberation*. San Francisco: Harper & Row, 1987.
- *Posterski, Donald C. *Friendship: A Window on Ministry to Youth*. Scarborough, ON: Project Teen Canada, 1985.
- Leavy, Carmel et al. *Sponsoring Faith in Adolescence*. Sydney, Australia: E. Dwyer, 1991.
- Dykstra, Craig and Sharon Parks, eds. *Faith Development and Fowler*. Birmingham, AL: Religious Education Press, 1986.
- Droege, Thomas A. *Faith Passages and Patterns*. Philadelphia: Fortress, 1987.
- Rizzuto, Ana-Maria. *The Birth of the Living God*. U of Chicago Press, 1981.
- Bettelheim, Bruno. *The Uses of Enchantment*. Random, 1977.
- Shelton, Charles M. *Morality and the Adolescent: A Pastoral Psychology Approach*. Harper, 1987.

- Shelton, Charles M. *Achieving Moral Health: An Exercise Plan for your Conscience*. NY: Crossroads Publishing, 2001
- Gore, Mary E. *Raising PG Kids in an X-Rated Society*. Abingdon, 1987.
- Oser, Fritz. *Religious Judgment: A Developmental Approach*. REP, 1991.
- Damon, William, ed. *Child Development Today and Tomorrow*. San Francisco: Jossey-Bass Publishers, 1989.
- Nelson, C. Ellis. *Helping Teenagers Grow Morally*. Atlanta: West/Knox, 1991.
- Pead, Catherine. *Bridges to Faith*. Ottawa: Novalis, 1991.
- Brown, Carolyn. *Forbid Them Not*. Abingdon, 1991
- Leslie, Karen. *Faith and Little Children*. 23rd Publishers, 1991.
- Sandell, Elizabeth. *Including Children in Worship*. Augsburg, 1991.
- Garbarino, James. *What Children Can Tell Us*. Jossey-Bass, 1989.
- Berryman, Jerome. *Godly Play*. Harper, 1992.
- Nelson C. Ellis. *How Faith Matures*. Westminster, 1989.
- Moseley, R.M. *Manual for Faith Development*. Emery University, 1986.
- Dobbins, R. *Venturing into a Child's World*. Revell, 1985.
- Fragomeni, Richard. *Liturgical Catechesis for Children*. St. Anthony Press, 1991.
- Jeep, Elizabeth. *Children's Daily Prayer*. Liturgy Training Publications, 1992.
- Astley, Jeff and Leslie Francis. *Christian Perspective on Faith Development*. Grand Rapids, Mich.: Eerdmans, 1992.
- *Gilligan, Carol. *In a Different Voice*. Cambridge, Mass.: Harvard University Press, 1982.
- *Coloroso, Barbara. *Kids are worth it! Giving Your Child the Gift of Inner Discipline*. Penguin Books, 1994.
- *Fowler, James. *Faith Development and Pastoral Care*. Philadelphia: Fortress Press, 1987.
- Loder, James E. *The Logic of the Spirit: Human Development in Theological Perspective*. San Francisco: Jossey-Bass, 1998.

*Hample, Stuart and Eric Marshall. *Children's Letters to God*. NY: Workman Publishing, 1991.

*Wickes, Frances G. *The Inner World of Childhood: A Study in Analytical Psychology*. Signet Book, 1927.

*Fulghum, Robert. *All I Really Need to Know I Learned in Kindergarten*. NY: Villard Books, 1990

*Tamminen, Kalevi. *Religious Development in Childhood and Youth: An Empirical Study*. Helsinki: Suomalainen Tiedeakatemia, 1991.

“Those who lead many to righteousness, shall shine like the stars forever and ever” (Daniel 12:3)

CHILDREN'S VIEWS ON WHY PEOPLE PRAY

Philip May surveyed almost 5000 British children, aged 10 to 18, on prayer. He asked four questions:

- 1) What do people pray about?
- 2) Why do people pray?
- 3) Do prayers have any results afterward?
- 4) Should people pray?

Their responses fell into three broad categories:

1. Concern for self

- 1.1 – *Placating – keep God happy, avoid punishment
- 1.2 – *Relieving – brings psychological relief; calming, relaxing
- 1.3 – *Idiosyncratic – appeal to themselves – like it, they “worked”
- 1.4 – +Expedient – God as the magical source of gifts, rewards
- 1.5 – +Intrinsic – makes one feel happier, comforted, refreshed
- 1.6 – +Irrational – can't explain; don't know

2. Toward other people

- 2.1 – *Conforming – others pray; others have experienced answers
- 2.2 – *Obeying – have been taught to do so; a duty
- 2.3 – +Empathic – concern for others; desire to help others
- 2.4 – +Reforming – care about the problems of the world, society

3. References to God or Jesus

- 3.1 – *Authoritative – God should be worshiped; creator, sustainer
- 3.2 – *Innate – because God is good, loving
- 3.3 – *Effecting – because God has done; will do for people
- 3.4 – +Committing – engenders trust in God; increases faith, love
- 3.5 – +Revelatory – helps me to know God better
- 3.6 – +Transforming – become better persons; more Christ-like

*Concept of God as “Being” (Theocratic)

+Concept of God as “Doing” (Theotechnic) (from *Learning for Living*)