

**University of Windsor Faculty of Education**  
**2009 - 2010 Syllabus**

**80-200: Religious Education (Teaching in Catholic Schools)**  
**Tuesday – 1:30PM – 2:20PM Room 1123**

**Instructor:** Anne Shore  
**Phone Number:** 519 - 973 – 7033 ext. 3368  
or from a University of Windsor phone ext 3368  
**Email:** [ashore07@uwindsor.ca](mailto:ashore07@uwindsor.ca)  
**Web address:** [www.assumptionu.ca](http://www.assumptionu.ca) , Department of Theology, course 80-200  
**Office Address :** a. Assumption University, 2629 Riverside Drive West, 2<sup>nd</sup> floor  
b. Faculty of Education Room 1125 sessional offices  
**Office Hours:** a. Assumption – by appointment  
b. Faculty of Education: before or after class

**COURSE DESCRIPTION & EXPECTATIONS:**

The pre-service course in religious education is designed to prepare candidates to teach in Roman Catholic schools. To this end this program seeks to provide students with the necessary knowledge, skills and understanding they need to contribute to the Catholic Education community.

Catholic education is rooted in three major components:

- The formal teaching of religion and family life.
- The understanding that Catholic Church teaching permeates all areas of Curriculum.
- The understanding that Catholicity permeates all areas of school life.

This course seeks to provide students with the foundations of a Roman Catholic religious literacy, with the fundamental knowledge and skills necessary for the implementation of the Religious Education and Family Life curriculum, for the integration of Gospel values across the curriculum and for an understanding of the great variety of ways that the spiritual life of the Catholic school is lived out on a daily basis.

**Course Objectives:**

- To provide students with an introduction to the fundamental principles of Catholic education.
- To explore the many different features of Catholic education that makes it distinct.
- To develop an understanding of the unique role and call of the Catholic teacher.
- To enable candidates to become familiar with resources used in the teaching of Religious Education and Family Life programs.
- To provide students with knowledge about prayer in the class as well as opportunities to participate in, to prepare and lead prayer experiences.
- To develop an understanding of the connection of the Catholic teacher to the Catholic community.
- To assist students in coming to an understanding of their own spiritual development and growth.
- To provide students with an introduction to the language, concepts and themes that constitute religious literacy and the resources that support it.

**Learning Expectations:**

By the end of this pre-service course in Religious Education, candidates will:

- Have an understanding of their own faith journey and how it relates to their students.
- Identify the distinctive features of Catholic education.
- Be familiar with the current Religion and Family Life programs in operation in Ontario.

- Understand the connection and responsibility the Catholic teacher has with the Catholic community.
- Have an understanding of pertinent Catholic resources and how they can be used by all teachers in a Catholic school.
- Have an understanding of the Catholic school as a faith community tied together through prayer, the celebration of liturgy, an active mission life and a strong sense of community.
- Identify the role of technology in religious learning.
- Value the concept of teaching as a vocation.
- Have an understanding of the story and history of Catholic education in Ontario
- Become familiar with the basic themes, terms and language that constitute the basis of the Catholic Faith

### SUGGESTED RESOURCES

Jeep, Elizabeth McMahon. **Children's Daily Prayer for the School Year 2008 – 2009**. Chicago, IL: Liturgy Training Publications, 2008 This book can be purchased at [www.ltp.org](http://www.ltp.org) for \$15.00US plus shipping and handling and taxes.

Knox, Ian **Theology for Teachers**. Revised Edition Ottawa: Novalis, 1999. If you want to purchase this book, [www.novalis.ca](http://www.novalis.ca) The book costs \$29.95CAD plus taxes, shipping and handling.

Singer-Towns, Brian et al. **The Catholic Faith Handbook for Youth** Winona, MN: Saint Mary's Press, 2004. Also a Teaching Activities Manual for the book. Available for purchase at [www.smp.org](http://www.smp.org) The book in paper is \$16.95 US, the teaching manual is \$25.95 US plus shipping and handling and taxes. A second edition will be available in February 2009.

### RECOMMENDED READING:

Ontario Conference of Catholic Bishops. **Celebrating an Education for Justice and Peace**. [www.occb.on.ca/english/celebrating.html](http://www.occb.on.ca/english/celebrating.html)

Ontario Conference of Catholic Bishops. **Mass In A Moment** [www.occb.on.ca/english/MassInAMoment.html](http://www.occb.on.ca/english/MassInAMoment.html)

Sacred Congregation for Catholic Education. **Lay Catholics in Schools: Witnesses To Faith**. [www.vatican.ca/roman\\_curia/congregations/ccatheduc/documents/rc\\_con\\_ccatheduc\\_doc\\_19821015\\_lay-catholics\\_en.html](http://www.vatican.ca/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19821015_lay-catholics_en.html)

### CLASS NOTES & READINGS:

Notes for each class and some additional resources will be available on the website [www.assumptionu.ca](http://www.assumptionu.ca) the week that the topic is presented in class. Go to the **Department of Theology and then to the course number 80-200 on the left side of the web page**. The course syllabus, assignment information and rubrics are available there as well.

### REFERENCE BOOKS

The following two resources are great reference books for your usage. They are not meant to be read page by page, but as a resource for you to access for assistance in preparing your assignments, in supplementing what is presented in class and as a general reference for prayer, doctrine, learning about Jesus and the faith and teaching it to others. Every teacher who will teach in a Catholic school should have their own copy of each book.

**The Catechism of the Catholic Church**. Revised Edition. Ottawa: Canadian Conference of Catholic Bishops, 1999. **Available online** United States Catholic Conference, Office of the catechism [www.usccb.org/catechism/text](http://www.usccb.org/catechism/text). You will find the catechism, the table of contents, articles on the catechism and a search function.

**A Catholic Bible**. The version I particularly like is **The Catholic Youth Bible. New Revised Standard Edition**. Winona, MN: St. Mary's Press, 2000. There is a concordance that

goes with this bible - this is not a required text but a very helpful resource. **Essential Bible Concordance. New Revised Standard Version: Catholic Edition.** Winona, MN: St. Mary's Press, 2004. **Available online:** United States Catholic Conference. [www.usccb.org/nab/bible](http://www.usccb.org/nab/bible) for a copy of the New American Bible. You can access [www.devotions.net/bible/00bible.htm](http://www.devotions.net/bible/00bible.htm) for a search function for the New Revised Standard Version of the bible.

#### **GRADUATE OUTCOMES CONNECTED TO READINGS & RESOURCES:**

- Demonstrate commitment to the values of social justice, equity, and diversity and recognize the multidimensional aspects of teaching
- Develop practice from a strong base of academic and professional knowledge
- Recognize their shared responsibility and leadership role in facilitating student learning
- Demonstrate competence in critical reflection and commitment to lifelong professional learning in order to enhance and develop their practice

#### **ASSIGNMENTS:**

**Assignment One: Preparation of and participation in a prayer service.** The student will work with five other students to prepare a prayer service for use in the classroom. *Prayer service is to be 5 minutes.*

- **All students except for IS students** will develop a prayer service that would begin class. They can choose theme, liturgical season, age and grade level for the prayer.
- **IS students** need to prepare a service related to a class issue or school concern: death of student, student sickness, end of term, start of term, event to be celebrated

**Students, as a group, need to supply the following:**

- ❖ a copy of the prayer, on the provided forms, to me at the time of presentation
- ❖ an overhead of the prayer or written copies for each student for class participation

Each member of the group will participate in the service as it is presented in class.

The service is to ideally include music in some form or another. Resources for planning a service, templates, models of services will be presented in the classroom prior to this assignment and will be on the website. The prayer service forms and rubrics will be handed out the second week of class and will be available on the course website. Sign - up sheets will be available the first day of class.

**Due Date is the date chosen for the prayer presentation.**

#### **Assignment Two: A Faith / Spiritual Autobiography: 4 - 6 pages**

Papers are to be on time, typed on one side of paper only, double spaced, 12 point font, on white paper and include a title page with the assignment title, your name, date of submission; numbered sequentially and stapled.

*Students in the faculty of Education are expected to write with clarity, to adhere to the grammar and usage of Standard Canadian English, to spell and to punctuate according to the conventions of academic and professional writing*

The outline and rubrics for this faith/spiritual biography will be handed out the second week of class and will be available on the course web site

**Due Date: Tuesday, November 17, 2009**

#### **Assignment Three: Catholic education Assignment**

**For IS students: 2 – 3 pages** providing examples of concrete examples of incorporating Catholicity across the subject you are teaching. The student needs to provide at least 5 ways to incorporate Catholic Graduate Expectations, scripture, Catholic themes, church teachings or Christian living activities within specific curriculum.

**For PJ, JI students: 2 – 3 pages or creative multi-media PowerPoint project on your vision of Catholic Education**

### **IF WRITING THE REFLECTION PAPER**

You will write a reflection paper on your vision of Catholic Education; on what you perceive as the distinctive elements/features of education in the Catholic school system. Resources to help you write this paper will be presented during class, in notes on the website and through the experiences in your practicums. Students who do not do their practicums in a Catholic school, can use what is presented in class as well as the notes on the website.

Papers are to be on time, typed on one side of paper, double spaced, 12 size font, on white paper and include a title page with assignment title, student's name, the date of submission; pages are to be numbered sequentially and to be stapled.

*Students in the faculty of Education are expected to write with clarity, to adhere to the grammar and usage of Standard Canadian English, to spell and to punctuate according to the conventions of academic and professional writing.*

Rubrics for this paper will be handed out the second week of class and will also be available on the course website.

**Due Date:      Tuesday, March 9, 2010**

### **IF DOING THE MULTI-MEDIA POWERPOINT PROJECT**

You will create a multi-media PowerPoint presentation which presents what you see as the distinctive elements/features of education in the Catholic school system. Resources to help you develop this vision of Catholic Education will be presented during class, in the notes on the website and through your practicum experiences. Students who do not do their practicums in a Catholic school can still use what is presented in class as well as the notes on the website.

Images, film clips, graphics, pictures, word statements, quotes from documents or people, music etc could be part of this project.

Project is to be handed into the teacher on CD-ROM or DVD-ROM.

Rubrics for this assignment will be handed out the second week of class and will also be available on the course website.

**Due Date:      Tuesday, March 9, 2010**

### **GRADUATE OUTCOMES CONNECTED TO ASSIGNMENTS**

- Demonstrate commitment to the values of social justice, equity, and diversity and recognize the multidimensional aspects of teaching
- Develop their practice from a strong base of academic and professional knowledge
- Provide students with learning opportunities that are collaborative
- Demonstrate competence in selecting and using appropriate teaching methods, resources and technology to response to needs of students
- Demonstrate competence in critical reflection and commitment to lifelong professional learning in order to enhance and develop their practice.

### **ATTENDANCE**

*The Faculty of Education expects teacher candidates to attend all classes. Those who miss more than 10% of their classes run the risk of being deemed to have failed. **Program guide, p. 7***  
Because of this expectation, 15% of the course mark is allocated to attendance and participation.

### **EVALUATION**

|  |     |
|--|-----|
| Assignment One Prayer Service:                     | 20% |
| Assignment Two Spiritual Autobiography:            | 40% |
| Assignment Three Reflection on Catholic Education: | 30% |
| Class Attendance & Participation:                  | 10% |

***THERE IS NO FINAL EXAMINATION FOR THIS COURSE.***

***A letter grade will be given for this class.***

**A Above Expectation 80 – 100**

Grades in this range are reserved for students whose work is clearly excellent and superior in quality to that generally submitted by students in the course. Superiority may be attributable to the degree of course content mastery, creativity and effort as demonstrated in assignments, and level of interest as evidenced by, for example, class participation.

**B As expected 70 – 79**

Grades in this range are awarded for solid and competent performance in a Pre-service course. Grades in the B range indicate that students comprehend the content of the course and are able to demonstrate an awareness of how to apply the content to classroom situations as appropriate. Their level of effort and participation in the course is good.

**C Below Expectation 60 – 69**

Grades in the C range are awarded for work which does not demonstrate as complete an understanding of the course content as would be expected. Students show some weakness in their ability to apply course content to classroom situations and their level of effort and participation in the class is lower than would be expected.

**D Barely Adequate 50 – 59**

The student's work demonstrates only a fair comprehension of course content and too little ability to apply the content to classroom situations where applicable. The limited level of achievement indicates insufficient commitment, effort, ability or knowledge.

**F Unacceptable Below 50**

The student's work clearly indicates an inadequate understanding of course content, and an unacceptable level of performance in course activities and assignments.

| Conversion | From | Number | To  | Letter | Grade |
|------------|------|--------|-----|--------|-------|
| 93         | 100  | A+     | 63  | 66.9   | C     |
| 86         | 92.9 | A      | 60  | 62.9   | C-    |
| 80         | 85.9 | A-     | 57  | 59.9   | D+    |
| 77         | 79.9 | B+     | 53- | 56.9   | D     |
| 73         | 76.9 | B      | 50  | 52.9   | D-    |
| 70         | 72.9 | B-     | 35  | 49.9   | F     |
| 67         | 69.9 | C+     |     | 34.5   | F-    |

**UNIVERSITY OF WINDSOR FACULTY OF EDUCATION PLAGIARISM POLICY**

Plagiarism is defined as: "The act of appropriating the literary composition of another, or parts of his or her writing, or the ideas or language of the same, and passing them off as the product of one's own mind." (Black's Law Dictionary.

It is expected that all students will be evaluated and graded on their individual merit and all work submitted for evaluation should clearly indicate that it is the student's own contribution.

Students often have to use the ideas of others as expressed in written or published work in preparing essays, papers, reports, theses and publications. It is imperative that both the data and ideas obtained from any and all published or unpublished material be properly acknowledged and their sources disclosed. Failure to follow this practice constitutes plagiarism and is considered to be a serious offense. Thus, anyone who knowingly or recklessly uses the work of another person and creates an impression that it is his or her own, is guilty of plagiarism.

Plagiarism also includes submitting one's own essay, paper, or thesis on more than one occasion. Accordingly, it is expected that a thesis, essay, paper or report has not been and is not currently being submitted for credit for any other course at this or any other University. In exceptional

circumstances and with the prior agreement of the instructor, a student may use research completed for one course as part of his or her written work for a second course.

A confirmed incident of plagiarism will result in a sanction ranging from a verbal warning, to a loss of credit in the course, to expulsion.

### **COURSE SCHEDULE**

|                     |  |
|---------------------|--|
| <b>September 15</b> | Overview of course and introductions                                     |
| <b>September 22</b> | What is prayer: Prayer in the class; leading prayer; templates, examples |
| <b>September 29</b> | Prayer in the class continued; introduction Catholic school              |
| <b>October 6</b>    | The Catholic School, philosophy, teacher                                 |

#### **October 13 – November 6    Practicum One – no class**

|                    |   |
|--------------------|---|
| <b>November 10</b> | Scriptures: overview, great themes,         |
| <b>November 17</b> | Scripture: Hebrew scripture / New Testament |
| <b>November 24</b> | Scripture: New Testament, Jesus             |
| <b>December 1</b>  | Jesus                                       |

### **MERRY CHRISTMAS**

|                   |  |
|-------------------|--|
| <b>January 5</b>  | Catholic Education – curriculum, religion program  |
| <b>January 12</b> | Catholic Education – Catholicity across curriculum |
| <b>January 19</b> | Catholic Education - Catholicity across curriculum |
| <b>January 26</b> | Moral Decision Making – morality                   |
| <b>February 2</b> | Sexuality and cultural messages                    |

#### **February 8 – 26 March 1 – 5**

#### **Practicum Two – no classes Study Week – no classes**

|                 |                       |
|-----------------|-----------------------|
| <b>March 9</b>  | Sexuality             |
| <b>March 16</b> | Sacraments – overview |
| <b>March 23</b> | Eucharist, evaluation |

The student evaluation of teaching forms will be administered in the last week of classes, in accordance with the Senate policy.

### **HAPPY EASTER**

### **GRADUATE OUTCOMES CONNECTED TO CLASS**

- Demonstrate commitment to the value of social justice, equity, and diversity and recognize the multidimensional aspects of teaching
- Develop their practice from a strong base of academic and professional knowledge
- Provide students with learning opportunities that are collaborative, inclusionary, value diversity, and prepare them for living in an international and multicultural context
- Demonstrate competence in selecting and using appropriate teaching methods, resources and technology to plan for and respond to student needs
- Demonstrate competence in critical reflection and commitment to lifelong professional learning in order to enhance and develop their practice.

## **CLASS POLICIES**

### **Expectations:**

- Students are expected to attend class each week and to be prepared to participate in a variety of large and small group activities. If the student is unable to attend, please email the teacher if possible noting your absence. Reasons for absence are not required.
- Students are expected to complete all assignments and have them in by the due date. If the student is unable to do this, he/she should contact the instructor, if possible, before the due date to establish a new one.

### **Special Needs:**

Students with special needs who require reasonable accommodations are encouraged to contact the Special Needs Program Office ([specneed@uwindsor.ca](mailto:specneed@uwindsor.ca)) early in each semester to complete the necessary forms.