

Pastoral Theology 5574A Catechetics (Tentative)

Tuesday 9:30am – 11:20am

St. Peter's Seminary Room 115

Instructor: Richard Corneil

Office hours: by appointment

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COURSE DESCRIPTION

The course explores the theory and practice of catechetics. Emphasis is placed on developing skills for: facilitating faith development across the life span, designing program models to meet the need for a variety of pastoral contexts, and developing catechetical approaches for parish and diocesan settings.

LEARNING GOALS

This course will assist students to grow in the following areas of knowledge, skills, and attitudes:

1. To understand the nature of catechesis within the Church's mission of evangelization.
2. To recognize the elements of good pedagogy of faith, in the spirit of divine pedagogy.
3. To be able to choose appropriate elements of methodology, in keeping with the spirit of divine pedagogy, and suitable for children, youth and adults.
4. To analyze diverse circumstances and be able to adapt the principles of catechetical theory to meet the needs arising from this diversity.
5. To respect the various roles and responsibilities in catechetical ministry, and the importance of facilitative structures.

REQUIRED READINGS

1. Congregation for the Clergy, *General Directory for Catechesis*, Vatican, 1997. A copy of the *GDC* also will be placed on reserve in the A.P Mahoney Library.

NB: The *GDC* is our main "textbook." However, over the course of the term additional required readings will be assigned in the following forms:

2. Selections from The Bible and the *Catechism of the Catholic Church* (it's assumed that students have access to a copy of both texts, in either online or hardcopy formats).
3. Other primary source handouts to be provided, as needed.

ASSESSMENT

1. Attend all classes, read required readings prior to class, and participate in discussions. **10%**

2. “In Your Own Words” Presentation (IYOWs): Prepare and deliver a 15 minute presentation based on a piece of assigned reading. Your goal in the presentation is to explain in your own words:

- The reading’s key theme(s).
- “The point” of the reading – what, in your view, is the central idea of the reading.
- “The take away” – articulate a question arising from the reading which you think is important for your audience to consider.

IYOW #1

- a) Reading: Select a passage from Scripture
- b) Audience: Adults in a parish-based bible study group
- c) Due: in class on **September 30th**

IYOW #2

- a) Reading: Select a passage from Scripture
- b) Audience: Adults in RCIA
- c) Due: in class on **October 14th**

IYOW #3

- a) Reading: Select a passage from the *Catechism*
- b) Audience: Either an elementary or secondary school class
- c) Due: in class on **October 28th**

Three (3) IYOWs x 10% = **30%**

NB: Please submit a one page, type-written summary of your presentation. Point-form is fine.

3a. Develop a brief essay based on an area or question in catechetics that is of particular interest to you. Confirm your topic in consultation with the Instructor. Focus the paper according to the following:

- Describe the central theme/question and its significance for the Church;
- Analyze your theme/question from the perspective of the relevant resources (theories, ideas, practices);
- Describe the practical outcomes for catechetical and pastoral activity that follow from your analysis.

No longer than 2500 words. Due November 18, 2014. **30%**

3b. Make a 20 minute presentation on your essay. Date: November 18 or 25, 2014. **30%**

Note: There is no final exam.

STRUCTURE OF THE COURSE

Format:

Planned are lectures, group discussions, presentations, use of media and other interactive processes.

Outline:

September

9 Introduction

16 Introduction con't

Readings: *GDC* nos. 14-33 and 77-91; Other readings TBD

September

23 Catechesis in the Church's Mission of Evangelization /History of Catechetics

30 **IYOW#1** and Mission/History con't

Readings: *GDC* nos. 36-76; Other readings TBD

October

7 The Content of Catechesis

14 **IYOW#2** and The Content of Catechesis con't

Readings: *GDC* nos. 92-136; Other readings TBD

October

21 Methods in Catechesis

28 **IYOW#3** and Methods in Catechesis con't

November

4 Methods in Catechesis con't

11 Methods in Catechesis con't

Readings: *GDC* nos. 137-214; Other readings TBD

November

18 **Paper Due and Presentations begin**

25 **Presentations con't**

Readings: TBD

December

2 Catechesis within the Mission of Evangelization

Readings: *GDC* nos. 215-285; Other readings TBD

POLICY REGARDING SUBMISSIONS OF ASSIGNMENTS

All assignments have due dates. The Instructor will grade assignments turned in on time promptly with appropriate written comments. Assignments turned in late will be graded down 10% a day with few, if any, written comments. Unless otherwise specified, late is considered anytime after the beginning of class on the due date. Assignments may not be submitted electronically (unless a specific arrangement has been made).

For a serious reason, a student may approach the professor before the due date, and may be granted an extension at the discretion of the professor. Any medical reasons will be confirmed by proper documentation as approved by the Dean's Office.

Please consult the Instructor if you have any questions.

UNIVERSITY REGULATIONS

Students are responsible for knowing the University's academic policies and regulations and any particularities of their own course of study. These can all be found at the University's website (<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>). Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt by quotation marks and/or footnotes. Plagiarism is a major academic offense. Students may be required to submit their work in electronic form for plagiarism checking.

Selection and Registration of Courses: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.