

St. Peter's Seminary/King's University College  
at *the University of Western Ontario*

PASTTHEO 5574

## CATECHETICS

Fall 2018, Tuesdays, 7:00 to 9:00 p.m.  
Room 108

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office hours: Mondays, 2:00 to 4:00 p.m.

## 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.

## GOALS

This course will assist students to grow in the following 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 structure

## COURSE REQUIREMENTS

The above goals will be met by:

1. well-prepared and vigorous “full, conscious, and active participation” in class discussions
2. "discussion starter" questions prepared in advance of each class
3. practical project, preparing a plan for catechesis on one subject, for a particular demographic
4. final paper

Grading will be determined as follows:

|                      |     |
|----------------------|-----|
| discussion starters: | 25% |
| project:             | 25% |
| paper:               | 40% |
| participation:       | 10% |

## TEXTS

Canadian Conference of Catholic Bishops. *On Good Soil*.

Congregation for the Clergy. *General Directory for Catechesis*.

John Paul II, *Catechesi Tradendae*.

Other brief readings may also be added and supplied.

## ASSIGNMENTS

### *Discussion Starters*

For each class in which there are assigned readings, each student is to prepare a “discussion starter” question. The question may be based on any part of the readings, and should be a question that the student believes will provoke worthwhile and thought-provoking discussion. Along with the question, the student is to write up an explanation, of no more than a paragraph, providing the background or rationale behind the question. The write-up of the question and its explanation is to be submitted to the instructor at each class.

### *Paper*

Each student is to write a paper on an area, question, or issue in catechetics that is of particular interest. The paper is to:

1. describe the central theme/question and its significance for the Church,
2. analyze the theme/question from the perspective of relevant resources (theories, ideas, practices)
3. describe implications for catechetical and pastoral activity.

It is highly recommended that students consult with the instructor about the topic of the paper, ideally in a reasonable time before the paper is to be completed. The paper should be 8–10 pages, and will be due on November 13.

### *Practical Project*

Each student is to prepare an outline of a lesson plan, workshop plan, or series of sessions on any topic of the student’s choosing, intended for a hypothetical audience of a particular demographic in the Church. The project should be well-designed, grounded in good catechetical theory and employing appropriate strategies for learning. It should include the following:

1. outline of the logistical parameters (number of sessions, time allotted to each, etc.)
2. overview of content to be covered
3. statement of pastoral purposes for learning this content
4. resources to be employed (readings, learning materials, etc.)
5. description of learning activities to be used

This project should be creative and well planned. It will be due after the end of classes, on December 11.

## TENTATIVE CLASS SCHEDULE

| <b>Date</b> | <b>Topic</b>                         | <b>Reading</b>                             |
|-------------|--------------------------------------|--|
| Sept. 11    | introduction                         | —  |
| Sept. 18    | evangelization & catechesis          | GDC, 14–33, 36–76                          |
| Sept. 25    | nature and purpose of catechesis     | 77–91                                      |
| Oct. 2      | content of catechesis                | 92–136                                     |
| Oct. 9      | break                                | —  |
| Oct. 16     | pedagogy                             | 137–162                                    |
| Oct. 23     | adaptation to those to be catechized | 163–192                                    |
| Oct. 30     | RCIA                                 | selections from RCIA                       |
| Nov. 6      | catechesis in schools                |  |
| Nov. 13     | sacramental preparation              |  |
| Nov. 20     | adult faith formation                | <i>On Good Soil</i>                        |
| Nov. 27     | youth                                |  |
| Dec. 4      | social & cultural context            | GDC, 193–214<br><i>Catechesi Tradendae</i> |

## UNIVERSITY REGULATIONS & SUPPORT SERVICES

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following website:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Students are responsible for knowing the University's academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

### *Submission of Assignments*

It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.

### *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 textual similarity review with the software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

### *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.

### *Support Services*

Students who are in emotional/mental health distress should refer to Mental Health@Western (<http://www.uwo.ca/uwocom/mentalhealth/>) for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan): <http://westernusc.ca/services/>.

Information about Counselling and Student Development, including Services for Students with Disabilities at King's, is available at <http://tinyurl.com/nln6kpb>.

For emotional/mental health assistance see specifically: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>.

The web site for Academic Support Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>.

These services are not meant to replace those offered at the Seminary, but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.