

This course was co-designed and co-taught by Cynthia Cameron and Theresa O'Keefe. It was a graduate-level elective in religious education for students in the Masters of Arts in Theology and Ministry program at Boston College's School of Theology and Ministry. It was taught in an intensive three week summer session, meeting three hours per day, four days per week.

TMRE 7161
Mission, Curriculum, and Pedagogy: Teaching High School Religion
July 18-August 4, 2016
Theresa O'Keefe, PhD
Cynthia Cameron, PhD Candidate

This course is designed to assist students in developing religion curriculum for adolescents, particularly within the setting of Catholic secondary schools. It considers the place of religious instruction within the larger ambit of the Catholic school's mission, including interaction with campus ministry and service learning. It attends to frameworks of faith development within adolescence. It includes the development of learning outcomes and assessment tools; pedagogy; curricular maps; and units and lesson plans. Finally, it calls participants to be self-aware of the teacher's role through the development of a pedagogic creed.

Learning Outcomes:

Upon completion of this course students will:

- Identify the place of religious education within the mission of the Catholic high school, and the place of integration among various aspects of the school.
- Identify religions curriculum that is appropriate to the faith development of adolescents.
- Design lesson plans within units for the high school classroom.
- Design assessment tools appropriate to learning outcomes
- Articulate a pedagogic creed or perspective that informs their teaching.

Readings:

Pre-readings:

Harris, Maria. *Fashion Me a People: Curriculum in the Church*. Louisville, KY: Westminster/John Knox Press, 1989.

United States Conference of Catholic Bishops. *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*. Washington DC: United States Conference of Catholic Bishops, 2008. Available online at: <http://www.usccb.org/beliefs-and-teachings/how-we-teach/catechesis/upload/high-school-curriculum-framework.pdf>

Along the way readings:

Larson, Bruce and Timothy Keiper. *Instructional Strategies for Middle and High School*. Second Edition. New York: Routledge, 2013.

Additional Readings listed below, available on the *Canvas* site.

Assignments

N.B. Full descriptions of assignments are to be found on the course *Canvas* site. Here are listed only the titles of the assignments and grade distribution.

1. **Pre-assignment: Case Study - My School: Part One (15%)** A PowerPoint presentation describing your school. *The pre-assignment is due in class on the first day of class, Monday, July 18th.*
2. **Case Study - My School: Part Two (15%)** A PowerPoint presentation that furthers your analysis of your school, based on our in-class conversations. *Due by midnight on Friday, July 22nd.*
3. **Glossary Terms (25%)** Students will be assigned an education term that will be defined on a wiki page on Canvas and presented in class on days indicated below. *Presentation dates vary but are all in the second and third week of the course. Canvas pages finalized by midnight on Wednesday, August 3rd.*
4. **Planning Portfolio (25%)** A collection of sample unit and daily lesson plans. *Due by midnight on Friday, July 29th.*
5. **Pedagogic Creed (20%)** Students will submit a short audio statement of their teaching philosophy. *Due by midnight on Monday, August 8th.*

Policies:

Attendance: Given the intensive nature of the summer class, attendance at all class meetings is expected. According to STM Policy (<http://www.bc.edu/schools/stm/acadprog/acadpol.html#8>), students must withdraw from a course in which they have been absent at least 30% of class meeting time. If a student with a 30% or greater absence rate does not withdraw from the course, the student will be given a failing grade for the course.

For Students with Disabilities: If you have a disability and will be requesting accommodations for this course, please contact the assistant dean for students at 617-552-3470. Advance notice and appropriate documentation are required for accommodations. We are committed to your success but, to be effective, these accommodations must be established within the first weeks of the semester.

Writing Assistance: The STM Writing Companions Corner offers students one-on-one help with writing research papers, exegesis papers, reflection papers, and other assignments frequently given by STM faculty. Please watch the STM news for more information on signing up for an appointment with the writing tutor.

Academic Integrity: Plagiarism is the act of taking the words, ideas, data, illustrations, or statements of another person or source and presenting them as one's own. Penalties at Boston College range from a grade penalty to dismissal from the University. To avoid plagiarism, any use of another's words or ideas must be fully cited. If in the original wording, quotation marks or blocked, indented quotations must be used. For more information regarding plagiarism and

other violations of academic integrity, please consult the STM website at <http://www.bc.edu/content/bc/schools/stm/acadprog/acadpol.html>.

Bias Neutral and Inclusive Language: Language is not fixed or static, but is constantly evolving and changing as society's attitudes and practices change. Be aware of the development of new forms of expression that endeavor to describe persons in non-discriminatory ways that are appropriate, respectful, and just. In accordance with the Chicago Manual of Style and generally accepted contemporary canons of scholarship, the expectation is to use bias neutral language in academic writing. In addition to gender inclusive language, conscientious effort should be made to use appropriate language with reference to race, ethnicity, disability, age religion, social status, etc. Academic writings or discussions investigating the nature of God should be gender-neutral, except in places where the tradition demands otherwise (e.g., "the Son of Man").

Course Schedule

Week One (July 18-21)

Mission: Knowing the school and the student

Monday, July 18 – *What is Catholic about the Catholic School?*

Outcome: Students will place their school religion teaching within the larger school context and the mission of the Catholic school.

Required Readings:

- Thomas Groome, “What Makes a School Catholic?” in *The Contemporary Catholic School*, ed. Terence McLaughlin, Joseph O’Keefe, & Bernadette O’Keefe (Washington, DC: Falmer, 1996). (107-125, 18 pages).
- Anthony Bryk, Valerie Lee, & Peter Holland, “The Tradition of Catholic Schools” in *Catholic Schools and the Common Good* (Cambridge, MA: Harvard University Press, 1993). (15-54, 39 pages).

Assignment due:

- Case study: part one – Description (Uploaded to *Canvas* as *PowerPoint*).

Tuesday, July 19 – *In-school integration*

Outcome: Students will identify ties and potential ties between the religious education classroom and other aspects of school life.

Required readings:

- Theresa O’Keefe, “Companioning Adolescence into Adulthood: Secondary schools as communities of care and growth,” in *Education Matters: Readings in Pastoral Care for School Chaplains, Guidance Counselors, and Teachers*, ed. James O’Higgins Norman (Dublin, Ireland: Veritas, 2014). (132-146. 14 pages).
- Carmen Nanko, *Campus Ministry: Identity, Mission and Praxis* (Washington, DC: National Catholic Educational Association, 1997). (1-55, 55 pages). Available through the BC ERIC database at: <http://eric.ed.gov.proxy.bc.edu/?id=ED422216>

Recommended reading:

- Julie Dienno-Demarest, *Living the Vision: A Pastoral Guide to Service Learning in Catholic High Schools* (2008).
- USCCB, *Empowered by the Spirit: Campus Ministry Faces the Future*. Available online at: <http://www.usccb.org/beliefs-and-teachings/how-we-teach/catholic-education/campus-ministry/empowered-by-the-spirit-table-of-contents.cfm>

Wednesday, July 20 – *Student development*

Outcome: Students will observe the diversity among their students, interpret it, and respond to it appropriately.

Required Readings:

- James Fowler, “Stage Two: Mythic-Literal Faith” and “Stage Three: Synthetic-Conventional Faith” in *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (San Francisco, CA: Harper & Row, 1981). (135-173, 38 pages).
- James Fowler, “Faith Development Theory and the Human Vocation,” in *Becoming Adult, Becoming Christian: Adult Development and Christian Faith* (San Francisco, CA: Jossey-Bass, 2000). (37-61, 26 pages).
- Richard Lerner, “Promoting Positive Development: From Theory to Practice,” in *The Good Teen: Rescuing Adolescence from the Myth of the Storm and Stress Years* (New York: Crown Publishing, 2008). (19-44, 25 pages).

Thursday, July 21 – Outside-school integration

Outcome: Students will identify other contexts to which their high school students are connected and note the interaction of these spheres in the lives of students and families.

Required Readings:

- Hosffman Ospino and Patricia Weitzel-O’Neill, *Catholic Schools in an Increasingly Hispanic Church: A summary Report of Findings from the National Survey of Catholic Schools Serving Hispanic Families*. Available online at: <http://www.bc.edu/content/dam/files/schools/stm/pdf/2016/Catholic%20Schools%20and%20Hispanic%20Families%20-%20Boston%20College%202016-FINALsec.pdf> (5-49, 44 pages)
- Richard Lerner, “Programs Promoting Positive Youth Development and Civil Society, in *Liberty: Thriving and Civic Engagement Among American Youth* (Thousand Oaks, CA: Sage Publications, 2004). (109-142, 33 pages)

Friday, July 22 - No class meetingAssignment due:

- Case study: part two – Analysis (Uploaded to *Canvas* as *PowerPoint*)

Week Two (July 25-28)***Curriculum: Planning, outcomes, and assessments*****Monday, July 25 – Curriculum planning and curation**

Outcome: Students will think broadly about curriculum; scope and sequence; and unit planning

From the Pre-Reading:

- Maria Harris, “Introduction,” “Church: A People with a Pastoral Vocation,” “Church: A People with an Educational Vocation,” and “Curriculum: The Course of the Church’s

Life” in *Fashion Me a People: Curriculum in the Church* (Louisville, KY: Westminster/John Knox, 1989). (Introduction and Chapters 1-3, 15-72, 57 pages).

- USCCB, *Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age*. (Washington DC: United States Conference of Catholic Bishops, 2008).

Required Readings

- Carrie J. Schroeder, “The USCCB Curriculum Framework: Origins, Questions, and a Call for Research,” *Journal of Catholic Education* 19, no. 1 (September 2015): 5-26. (22 pages).
- Bruce Larson and Timothy Keiper, “The Classroom Learning Community” and “Constructing Classroom Curriculum” in *Instructional Strategies for Middle and High School*, Second Edition (New York: Routledge, 2013). (1-60, 60 pages).

Terms of the Day:

- Eisner’s curriculums: explicit, implicit, and null
- Backwards design

Tuesday, July 26 – Lessons outcomes

Outcome: Students will begin to develop daily lesson plans

From the Pre-Reading:

- Harris, “Koinonia: the Curriculum of Community,” “Leiturgia: The Curriculum of Prayer,” “Didache: The Curriculum of Teaching,” “Kerygma: The Curriculum of Proclamation,” and “Diakonia: The Curriculum of Service” in *Fashion Me a People*. (Chapters 4-8, 75-163, 88 pages).

Required Readings:

- Larson and Keiper, “Preparing Learning Targets and Assessing Student Learning,” and “Long- and Short-Range Planning” in *Instructional Strategies for Middle and High School* (61-122, 61 pages)

Terms of the Day:

- Bloom’s taxonomy
- Vygotsky’s scaffolding

Wednesday, July 27 – Assessment

Outcome: Students will develop assessments for both units and daily lesson plans.

From the Pre-Reading:

- Harris, “Facilitating the Fashioning” in *Fashion Me a People*. (Chapter 9, 167-183, 16 pages).

Required Readings:

- Susan Brookhart, “General Principles for Assessing Higher-Order Thinking” and “Afterword” in *How to Assess Higher-Order Thinking Skills in Your Classroom* (Alexandria, VA: ASCD, 2010). (17-38 & 142-149, 28 pages).

- Thomas Guskey, “Using Assessments to Improve Teaching and Learning” in *Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning*, ed. Douglas Reeves (Bloomington, IN: Solution Tree, 2007). (15-29, 14 pages).
- Rick Stiggins, “Assessment for Learning: An Essential Foundation of Productive Instruction” in *Ahead of the Curve* (59-76, 17 pages)

Recommended Reading:

- Lynne Rominger, Suzanne Packard Laughrea, and Natalie Elkin, “Assessing Students” in *Your First Year as a High School Teacher: Making the Transition from Total Novice to Successful Professional* (New York: Three Rivers Press, 2001). (319-345, 26 pages).

Terms of the Day:

- Gardner’s multiple intelligence
- Differentiated instruction

Thursday, July 28 – Course and student evaluation

Outcome: Students will develop rubrics for evaluations.

Required Readings:

- Gini Shimabukuro, “Toward a Pedagogy Grounded in Christian Spirituality.” *Catholic Education: A Journal of Inquiry and Practice*, 11, no.4 (June 2008): 505-521. (16 pages)
- Douglas Reeves, “Grading is Feedback” and “Time-Saving Strategies for Busy Teachers” in *Elements of Grading: A Guide to Effective Practice* (Bloomington, IN: Solution Tree, 2011). (11-30 & 95-102, 26 pages)

Recommended Reading:

- Rominger, Packard, & Elkin, “Creating Your Grading System” in *Your First Year as a High School Teacher*. (301-317, 16 pages)
- Rominger, Packard, & Elkin, “On Display: Evaluations” in *Your First Year as a High School Teacher*. (346-356, 10 pages) - This reading is on teacher observations: when the teacher is observed (usually as a formative assessment) by a peer or superior.

Terms of the Day:

- Formative assessment
- Grading and rubrics

Friday, July 29

Assignment due:

- Planning Portfolio (Submitted as files on *Canvas*)

Week Three (August 1-4)

Pedagogy: The role of the teacher

Monday, August 1 – Who am I in the classroom?

Outcome: Students will identify and evaluate the characteristics of effective teachers.

Required Readings:

- Parker Palmer, “The Heart of a Teacher: Identity and Integrity in Teaching” and “A Culture of Fear: Education and the Disconnected Life” in *The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life* (San Francisco, CA: Jossey-Bass, 1998). (9-60, 51 pages)

Recommended Reading:

- United States Conference of Catholic Bishops, *To Teach as Jesus Did*.

Terms of the Day:

- Motivation - intrinsic, extrinsic, and flow
- Managing the learning environment

Tuesday, August 2 – *The student and teacher together*

Outcome: Students will reflect on the dialogical role of student and teacher.

Required Readings:

- Paulo Freire, “Chapter Four” in *Pedagogy of Hope: Reliving Pedagogy of the Oppressed* (New York: Continuum, 2006). (89-117, 28 pages)
- bell hooks, “Engaged Pedagogy,” in *Teaching to Transgress: Education as the Practice of Freedom* (New York: Routledge, 1994). (13-22, 9 pages)
- Kenda Creasy Dean, “Something to Die For: The Subversive Power of Passion” and “The Passion of Martyrdom: Why Youth Ministry Needs Passion” in *Practicing Passion: Youth and the Quest for a Passionate Church* (Grand Rapids, MI: Eerdmans, 2004). (29-53 & 246-257, 35 pages)

Recommended Readings:

- Paulo Freire, *Pedagogy of the Oppressed*, 30th Anniversary Edition (New York: Continuum, 2000).

Terms of the Day:

- Maslow's hierarchy of needs
- Bronfrenbrenner’s ecologies

Wednesday, August 3 – *Working beyond the classroom*

Outcome: Students will reflect on the role of the religion teacher within the context of the school, especially among other faculty, staff, and administrators.

Required Readings:

- Sacred Congregation for Catholic Education, *Lay Catholics in Schools: Witness to Faith*. Available online at: http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19821015_lay-catholics_en.html

Recommended Readings:

- Congregation for Catholic Education, *The Religious Dimension of Education in a Catholic School: Guidelines for Reflection and Renewal*.

Assignment due:

- Finalized Glossary page (Written as a page in *Canvas*)

Thursday, August 4 - *Personal integrity*

Outcome: Students will reflect on who they are as teachers in the school setting, negotiating among various commitments and agendas.

Required Readings:

- Edmundo F. Litton and Jason M. Stephens, “Justice and Care in Catholic Secondary Schools: The Importance of Student-Teacher Relationships,” in *Justice, Care, and Diversity: Addressing the Needs of All Students in Catholic Secondary Schools*, ed. Edmundo F. Litton and Shane P. Martin (Washington, DC: National Catholic Education Association, 2009). (7-15, 8 pages).
- Nel Noddings, “Shallow Educational Response to Deep Social Change” and “Caring” in *The Challenge to Care in Schools: An Alternative Approach to Education* (New York: Teachers College Press, 2005). (1-27, 27 pages)
- Graham McDonough, “The Problem of Catholic School Teachers Deferring to the Home on Controversial Religious Issues,” *Catholic Education: A Journal of Inquiry and Practice* 13, no.3 (March 2010): 287-305. (18 pages)

Assignment due:

- Peer review of Glossary terms (Written as comments within *Canvas*)

Monday, August 8Assignment due:

- Pedagogical Creed (Uploaded to *Canvas* as a video or audio file)