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:

Along the way readings:
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 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:

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:

Recommended reading:

Wednesday, July 20 – Student development

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


**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:**


**Friday, July 22 - No class meeting**

**Assignment 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


**Required Readings**


**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:


**Required Readings:**


**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:**


Rick Stiggins, “Assessment for Learning: An Essential Foundation of Productive Instruction” in *Ahead of the Curve* (59-76, 17 pages)

**Recommended Reading:**

**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:**
- 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:

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:

Recommended Readings:

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:

Recommended Readings:
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:

Assignment due:
● Peer review of Glossary terms (Written as comments within Canvas)

Monday, August 8
Assignment due:
● Pedagogical Creed (Uploaded to Canvas as a video or audio file)