

DRAFT

Subject to change. Full syllabus available in Canvas the week of May 20th.

**Loyola Institute for Ministry
Loyola University New Orleans**

Religious Education across the Curriculum 24M-LIM G839- Y1G0E

Summer 2024

Important! You will be notified by email to your Loyola email address when your course web site is available (normally the week before class begins). Please reply to the instructor's email when you receive it to confirm that you are ready to begin the course.

Course Description

This course envisions a school in which religious education is set at the center of the academic curriculum. Within such a school, religious education would obviously take the traditional form of a discrete subject that is concerned with passing on to students the distinctive teachings of the Catholic faith. This explicit focus of necessity remains but a part of the whole curriculum. What is needed and taken up in the course is a more comprehensive and integrated understanding and practice of religious education in which the religious educator partners with teachers to illumine the presence and activity of God, of the sacred, that ultimately and intimately pervades every subject and discipline as well as to affirm and support these teachers' more implicit practice of religious education. The essential, distinctive educational role and task of religious education is to facilitate a process and experience of discerning and interpreting the sacred in all its manifestations, utilizing any and every subject matter and means through which our students and parishioners encounter the source and ultimate expression of the sacred.

Such is the focus and commitment of this course: to inspire and engage religious educators in a consideration of the religious dimension of the spectrum of subjects and disciplines that constitute the academic curriculum and professions, and offering a methodology for illuminating and integrating this dimension in their practice of religious education. While the course may most immediately seem identified with academic contexts of Religious Education practice, the course also explores its relevance to congregational, parish settings. Consider what an informed perspective in the arts, music, economics, history, science, literature, philosophy, medicine, engineering, even sports offers the spiritual understanding and development and practice of members of a parish school of religion or members of a congregation at large. Students are invited to choose the context in which they will interpret and apply course material and activities.

Course Goals

By the end of this course, students should be able to

- achieve an interdisciplinary vision and practice of religious education.
- apprehend and articulate an incarnational theology and spirituality in which divine presence and grace abound throughout the phenomenal world.
- reference and integrate appropriate Catholic theological and ecclesial foundations for an interdisciplinary approach to Catholic Religious Education.
- demonstrate an understanding of what the various disciplines offer and how they relate to and contribute to Catholic Religious Education.
- in perceiving and linking the wisdom of the subjects constituting the curriculum with the Faith Tradition.
- reference and integrate relevant educational foundations for an interdisciplinary approach to Catholic Religious Education.
- become proficient in utilizing an inquiry methodology in their practice of REAC.
- serve as a resource curriculum consultant/facilitator for a school or parish program that seeks a coherent and comprehensive practice of Catholic Religious Education.
- develop a Manual/Guide to Religious Education Across the Curriculum for use in their school or parish.

Required Texts

Please order the required texts as soon as possible from the bookstore of your choice.

Directory for Catechesis. United States Conference of Catholic Bishops, 2020. ISBN-13: 978-1-60-137-669-5 (List Price: \$24.95)

Duffy, Michael, et al. *Children of the Universe: Cosmic Education in the Montessori Elementary Classroom.* 3rd edition, 2018. ISBN-13: 978-0-939195-50-3 (List Price: \$25.00)

Tchudi, Stephen, and Stephen Lafer. *The Interdisciplinary Teacher's Handbook: Integrated Teaching Across the Curriculum.* Boynton/Cook Publishers, 1997. ISBN: 978-0-86709-398-8 (List Price: \$47.50) (Please note, this book is out of print. Students may purchase a used copy if they wish; however, all readings are accessible through the Canvas course.)

Additional readings and media as included in the Canvas course.

Recommended Text

Groome, Thomas H. *Will There Be Faith?* HarperCollins Publishers, 2011. ISBN-13: 978-0-06-203728-2 (List Price: \$15.99)

Evaluation and Course Requirements

Sequence of Topics/Calendar of Assignments

Session	Topic	Assignments
Week 1 May 28– June 3	Introducing Ourselves and Religious Education across the Curriculum	Introduce self; complete readings, discussion questions
Week 2 June 4–10	Establishing Foundations of REAC: Approach and Methodology	Complete readings, media, discussion questions
Week 3 June 11–17	The Sciences as Context for Religious Education (June 19, Juneteenth holiday)	Complete readings, media, discussion questions; attend optional synchronous class meeting
Week 4 June 18–24	Mathematics as Context for Religious Education	Complete readings, media, discussion question
Week 5 June 25–July 1	Literature and Language Arts as Context for Religious Education	Complete readings, media, discussion questions; Mid-term Assignment due 7/1 by 11:59 pm CDT
Week 6 July 2–8	History and Social Studies as Religious Education (July 4, Independence Day holiday)	Complete readings, media, discussion questions
Week 7 July 9–15	Music as Religious Education	Complete readings, media, discussion questions; attend optional synchronous class meeting
Week 8 July 16–22	The Arts as Religious Education	Complete readings, media, discussion questions
Week 9 July 23–29 August 1	Working Break to Complete REAC Manual (Final Project)	
Week 10 July 30–5	Final Assignment and Course Evaluation	Final Assignment due 8/1 by 11:59 pm CDT

Wednesday, August 7: deadline for posting final grades

Week One Assignments

- 1) Read overview in Canvas

- 2) Participate in a Discussion on Canvas by introducing yourself and greeting your fellow students
- 3) Indicate your preferences for synchronous class meetings (attendance is optional).
- 4) Read the linked texts located in Canvas
 - Summary of Ecclesial and Theological Support (PDF in Canvas)
 - Stephen Tchudi and Stephen Lafer, *The Interdisciplinary Teacher’s Handbook*, chapter 1 (PDF in Canvas; this text is available as an ebook at the [Internet Archive Library](#), but you must set up a free account to access it.)
 - Dominic Aquila, “The Value of a Catholic Liberal Arts Education.” (PDF in Canvas)
 - Peter Gilmour, “Worlds of Knowledge within the World of Religious Education: An Interdisciplinary Reality.” (PDF in Canvas)
 - Philip Phenix, *Education and the Worship of God*, pp. 13-33. (PDF in Canvas)
 - [The Church in the Modern World](#) (*Gaudium et Spes* [GS]) # 1-11, the rest of the chapter is recommended. Note: The text on the Vatican website does not use gender inclusive language.

Recommended Reading

- Kathy Lake, “Integrated Curriculum.” (PDF in Canvas)

Familiarize yourself with:

- Lorraine A. Ozar, [National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools](#)

Optional Texts: Documents Related to Other Christian Traditions

- [National Association of Episcopal Schools](#)
- [United Methodist Association of Preschools](#)

- 5) Complete Discussion Questions 1 and 2

Assessment

Each student’s final grade will include the following parts:

		Percentage of Grade	
		Graduate	CEU
1	Substantive participation in weekly discussion via online postings	40%	85%
2	Spiritual Connections	5%	5%
3	Midterm Assignment: Lesson Plan	15%	–
4	Final Assignment: REAC Manual (graduate students) REAC Posting (CEU students)	40%	10%

1) Substantive participation in weekly discussion via online postings (40% graduate / 85% CEU)

The modules of this course include assignments for reading, video segments, and discussion questions. These are provided in the weekly modules in our Canvas course. In addition to reading all the materials assigned and watching assigned videos, all students will also be expected to participate in the class discussions online.

You will also be asked to participate in two virtual small group sessions that you will initiate and assess. That is included as part of this participation grading.

Specific details regarding the schedule for posting, length requirements, discussion leaders, and small group meetings will be included in the final syllabus posted in Canvas the week of May 20th.

2) Spiritual Connections Assignments: (5% graduate and CEU students)

In Weeks 2, 4, and 8, students will submit their prayerful reflections to the spiritual connection prompts in the format of discussion board posts.

3) Midterm Assignment: Lesson Plan (15% graduate students)

In 3-5 pages, create a lesson plan for practicing religious education following another subject or disciplines. Complete details can be found in the final course syllabus in Canvas.

4) Final Assignment

A) REAC Manual (40% graduate students)

Students will create a manual for REAC as a model of Catholic Religious Education as an interdisciplinary model of Catholic education for schools or parishes. Complete details can be found in the final course syllabus in Canvas.

B) REAC Posting (10% CEU students)

CEU Students will provide a brief 1-2 paragraph reflection discussing the key insights from this course on their praxis.

Grading Scale

A	93-100	B-	80-82.9
A-	90-92.9	C+	77-79.9
B+	87-89.9	C	70-76.9
B	83-86.9	F	0-69.9

Overall Grading Scale

Letter Grade	Quality Points	Characteristics of Student Work
A	4.0	Work done with distinction. An outstanding use of all four evaluation criteria as a catalyst for critical reflection.
A-	3.7	Work done with distinction, with a few minor corrections needed.
B+	3.3	Work of very good quality. The assignment is addressed in an exceptional manner with a good balance of personal insight and academic documentation.
B	3.0	The standard for the master's degree. The assignment is adequately addressed in a clear and concise manner with appropriate documentation. If subsequent work meets this standard of quality, the degree will be awarded.
B-	2.7	The work is slightly below the standard for master's level work. The assignment is addressed, but a number of corrections is needed to address the assignment in a clear and concise manner. If subsequent work continues at this level, the student may not continue in the degree program.
C+	2.3	Substandard graduate work. Evaluation criteria are not adequately met in the assignment. Moderate improvement is needed. If subsequent work continues at this level, the student may not continue in the degree program.
C	2	Less than graduate-level work. Evaluation criteria are not met. If subsequent work continues at this level, the student may not continue in the degree program.
F	0	Assignment not addressed at all, incomplete assignment, or not submitted on time.

Please note that the LIM grading scale uses B as the standard for graduate-quality work. A and B+ indicate graduate work done with distinction, with B- and below signifying levels below graduate standards.

Course Policies

Incomplete Grade Policy

Students are subject to the university policy regarding incomplete grades with the following additions to university policy. Grades of Incomplete are given at the instructor's discretion. Students must complete LIM's Incomplete Grade Request Form found in the Resources, Policies, Forms, & Services section of their Canvas course. Students should first inquire of their instructor whether or not they are eligible for an incomplete; this must occur with sufficient time to complete the process explained here. To be eligible, students may not have received an Incomplete in the previous semester, must have completed at least 75% of the course work to date, and must have at least a C or above in the course. After the instructor makes an initial assessment of eligibility, including checking with the LIM Office to ensure there was no Incomplete in the previous semester and finds the student eligible, by the due date of the course's final assignment, a student must complete and obtain all signatures for LIM's Incomplete Grade Request Form found in the Resources section of their Canvas course and submit it to their instructor, who will forward a copy to the LIM Director. LIM graduate students may not receive Incompletes in LIM courses in consecutive semesters.

Attendance and Participation

Students are subject to the university policy regarding attendance found online in the Bulletin. Students in online courses communicate their presence by active participation in weekly discussions. Each course's instructor sets requirements for how many times students must post on the Discussion Board in Canvas. Failing to post during the first week of class may result in removal from the course. If you foresee that you will be unable to post in a given week, please contact the instructor ahead of time. Extensions for posting are given at the instructor's discretion and for a valid reason may be granted if arranged ahead of time. In extraordinary circumstances, students may arrange with their instructor to post up to two weeks after a deadline, though this may entail a grade reduction. Posts and other assignments submitted more than two weeks late may be subject to a grade of zero. If students do not post in a given week, they are considered absent. Absence for more than one week without contacting the instructor may result in removal from and failure of the course.

University Policies

Please read Part 2 of the syllabus (located in Canvas) for university policies on plagiarism, accessible education, and more.