

**DRAFT v.2**  
**Subject to change. Full**  
**syllabus available in Canvas**  
**week of August 12<sup>th</sup>.**

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

## **Parish Life and Ministry**

### **LIM G844-Y01**

**Fall 2024**

**Instructor:** Emily Jendzejec, Ph.D.  
**Email:** [epjendze@loyno.edu](mailto:epjendze@loyno.edu)

**Office Hours:** By appointment, email me to set up a meeting

**Important!** You will be notified by email when your course is available (normally the week before class begins). Please check your *Loyola Gmail* account for instructions. ***Please reply*** to the instructor's email when you receive it.

### **Course Description**

The aim of this course is to help participants reflect on today's experience of the parish in its many shapes and forms. Pastoral practice and canon law are used during this course as reference points for discussion of the pastoral and canonical issues raised by the student and the course content.

### **Key Learning Outcomes**

By the end of this course, you will be able to:

- articulate your vision of a vibrant parish in relation to the wider mission of the church.
- explain how the social teaching of the church influences various dimensions of parish life.
- describe some of the key dimensions of liturgical renewal that have sprung from the Second Vatican Council and contemporary liturgical principles.
- develop resources for engaging parishioners in evaluating and improving the liturgical life of the parish.
- identify sections of the Code of Canon Law that guide parish life and ministry in parishes and discuss the role of canon law in the everyday life of the parish.
- respond to specific situations that the pastoral administrator and/or minister might encounter in their ministry sites.
- identify strategies for enlivening parish life in your own context.

## Required Readings

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

Coriden, James. *The Parish in Catholic Tradition: History, Theology, and Canon Law*. Paulist Press, 1996. ISBN 0-8091-3685-6 **Note:** This text is available to read online at the [Internet Archive Library](#) after creating a free account.

Huebsch, Bill. *Promise and Hope: Pastoral Theology in the Age of Mercy*. Twenty-Third Publications, 2020. ISBN-13: 978-1627854986

*Sacrosanctum Concilium (The Constitution on the Sacred Liturgy)*. 4 Dec. 1963. Vatican: *The Holy See*,  
[www.vatican.va/archive/hist\\_councils/ii\\_vatican\\_council/documents/vat-ii\\_const\\_19631204\\_sacrosanctum-concilium\\_en.html](http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_const_19631204_sacrosanctum-concilium_en.html).

Simon, William E., Jr. *Great Catholic Parishes*. Ave Maria Press, 2016. ISBN-13: 978-1-59471-417-7 **Note:** This text is available to read online at the [Internet Archive Library](#) after creating a free account.

United States Conference of Catholic Bishops (USCCB). *Communities of Salt and Light*. United States Catholic Conference, 1994. United States Conference of Catholic Bishops, [www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/communities-of-salt-and-light-reflections-on-the-social-mission-of-the-parish.cfm](http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/communities-of-salt-and-light-reflections-on-the-social-mission-of-the-parish.cfm).

United States Conference of Catholic Bishops (USCCB). *Go and Make Disciples: A National Plan and Strategy for Evangelization in the United States*. United States Catholic Conference, 1992, 2002. <http://www.usccb.org/beliefs-and-teachings/how-we-teach/evangelization/go-and-make-disciples/go-and-make-disciples-a-national-plan-and-strategy-for-catholic-evangelization-in-the-united-states.cfm>

White, Michael, and Tom Corcoran. *Rebuilt: Awakening the Faithful, Reaching the Lost, and Making Church Matter*. Ave Maria Press, 2013. ISBN-13: 978-1594713866 **Note:** This text is available to read online at the [Internet Archive Library](#) after creating a free account.

Additional required and recommended readings will be available in Canvas.

For guidance on citations and referencing styles see the *LIM Guide to Written Theological Reflection* (available in Canvas under Resources » Writing Assistance).

## Evaluation and Course Requirements

### Sequence of Topics/Calendar of Assignments

<b>Session</b>	<b>Topic</b>	<b>Assignments</b>
Week 1 8/19–8/26	Getting Started	Introduce self, complete readings, discussion question
Week 2 8/27–9/2	Introduction to Parish Life and Ministry (9/2 Labor Day Holiday)	Complete readings, audios, discussion questions
Week 3 9/3–9/9	The Parish: History and Foundations	Readings, audios, discussion questions
Week 4 9/10–9/16	The Mission of the Parish	Complete readings, audios, discussion questions
Week 5 9/17–9/23	Liturgical and Sacramental Life of the Parish, Part 1	Complete readings, audios, discussion questions
Week 6 9/24–30	Liturgical and Sacramental Life of the Parish, Part 2	Complete readings, audios, discussion questions
Week 7 10/1–10/7	Small Christian Communities in Parish Life	Complete readings, audios, discussion questions
Week 8 10/8–10/14	Fall Break	
Week 9 10/15–10/21	The Parish in Canon Law	Complete readings, audios, discussion questions
Week 10 10/22–10/28	Parish Leadership	Complete readings, audios, discussion questions
Week 11 10/29–11/4	Pastoral Planning and Evangelization	Complete readings, audios, discussion questions
Week 12 11/5–11/11	Working Break	
Week 13 11/12–11/18	Wrapping-Up	Complete readings and discussion questions
Week 14 11/19–11/25	Working Break	
Week 15 11/26–12/1	Thanksgiving Break	
Week 16 12/2–12/6	Final Assignment and Course Evaluation	Final Paper due 12/2 by 11:59 pm CT

Dec. 17: Deadline for posting grades 11:59 pm CT

## Assessment

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

		Percentage of Grade	
		Graduate	CEU
1	Discussion Board activities, small virtual groups, and participation	40%	100%
2	Final Paper	60%	NA

### **1) Discussion Board activities, small virtual groups, and participation (40% of graduate student evaluation; 100% of CEU evaluation)**

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 August 12<sup>th</sup>.

### **2) Reflection Paper: A Reflection on the Mission and Liturgical Life of the Parish (60% of graduate student assessment; not required of CEU students)**

In a 10 to 12-page reflective essay, reflect upon the quality of your parish life in light of the readings, audio interviews, and any additional research you have done. Full directions will be included in the final syllabus posted in Canvas the week of August 12<sup>th</sup>.  
reflection papers.

## Grading Scale

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

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.

<b>Letter Grade</b>	<b>Quality Points</b>	<b>Characteristics of Student Work</b>
<b>A</b>	<b>4.0</b>	Work done with distinction. An outstanding use of all four evaluation criteria as a catalyst for critical reflection.
<b>A-</b>	<b>3.7</b>	Work done with distinction, with a few minor corrections needed.
<b>B+</b>	<b>3.3</b>	Work of very good quality. The assignment is addressed in an exceptional manner with a good balance of personal insight and academic documentation.
<b>B</b>	<b>3.0</b>	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>B-</b>	<b>2.7</b>	The work is slightly below the standard for master's level work. The assignment is addressed but a number of corrections are 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.
<b>C+</b>	<b>2.3</b>	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.
<b>C</b>	<b>2</b>	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.
<b>F</b>	<b>0</b>	Assignment not addressed at all, incomplete assignment, or not submitted on time.

## **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 & 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.