EDUC 5446 Teaching In Roman Catholic Secondary Schools

Calendar Copy: Teaching In Roman Catholic Secondary Schools ~ A contemporary philosophy of Catholic education for secondary school teachers. The role of the teacher in building community within the school and in fostering students’ spiritual quest and sense of social responsibility will be examined, as well as Catholic Graduate Expectations and Catholic course profiles for various subjects.

Course Description:
This course examines the theory and practice of religious education in Ontario Catholic schools. Curriculum in the areas of Sacred Scripture, Church teaching, morality, spirituality, and family life education are examined. Instructional strategies, resources, assessment and evaluation, religious literacy, critical thinking, and social responsibility in a multi-faith society are also addressed.

This course applies the principles of effective teaching to the teaching and learning of Religious Education. It also examines the history and development of Religious Education as an academic discipline, its various methodologies and the skills necessary to be an effective practitioner in curriculum delivery within the classroom and school setting. It addresses the planning lesson and unit in Religious Education for adolescent

Learning Outcomes:
At the conclusion of this course, the teacher candidate will be able to:

- Analyze and utilize policy documents, course profiles and support materials for Senior Division subjects;
- Identify significant theories of adolescent faith development and the implications of these for the teaching of Senior Division subjects;
- Develop lesson and unit plans in Religious Education with attention to assessment and evaluation procedures;
- Develop effective teaching and learning skills and an understanding of the learning environment of the Senior division Religious Education classroom;
Utilize media resources in Religious Education and theology such as CD ROM, the Internet, and audio-visual aids; and,

Explain and demonstrate ways of creating physical and social environments in classrooms in order to facilitate the Religious Education of adolescents.

**Standards of Practice:**

Religious Education as a Teachable supports the Standards of Practice for the Teaching Profession in the following ways:

1. **Commitment to Students and Student Learning**
   Teacher candidates enrolled in *Religious Education as a Teachable* learn to:
   - Develop instructional practice that supports student learning, especially with reference to religious literacy and thinking;
   - Build inclusive classrooms based on the inherent dignity of the learner;
   - Develop skills conducive to teaching an integrated program where there are strong connections between religious learning and the life experience of the learner;
   - Demonstrate teaching strategies where students use technology in a moral and ethical way; and,
   - Respect and affirm the diversity and interdependence of the world's peoples and cultures.

2. **Professional Knowledge**
   Religious Education, as an evolving discipline, enables young people to acquire the knowledge, attitudes and skills of life-long learners who value the religious dimension of human experience within a multi-religious society. Essential to this learning is the knowledge associated with sacred writings, creeds and belief systems, moral foundations for living, prayer and worship, and adolescent faith development.

   *Religious Education as a Teachable* supports the growth of professional knowledge in the following areas:
   - Theories of Religious Education;
   - Implement a developmental approach to religious learning;
   - Develop appropriate strategies for Religious Education;
   - Modify learning to meet the needs of all learners;
   - Apply age-appropriate teaching and learning strategies to the delivery of Religious Education;
   - Demonstrate the skills necessary for effective teaching.
   - Contemporary issues in Religious Education (i.e. gender, social justice, environmental concerns, contemporary spirituality).

3. **Professional Practice**
   Religious Education assists teacher candidates to:
   - Apply age-appropriate teaching and learning strategies to the delivery of Religious Education;
   - Implement a developmental approach to religious learning;
   - Develop appropriate strategies for Religious Education;
   - Modify learning to meet the needs of all learners; and,
   - Demonstrate the skills necessary for effective teaching.

4. **Leadership and Community**
Religious Education promotes teachers as leaders in several ways. For example, teacher candidates work together in the presentation of seminars that address current issues in Religious Education. They assist in the organization and facilitation of course-related community events within their practicum placements. They discuss strategies to enhance school programs and student learning and ways to build bridges between the classroom, school, and wider community.

**Course Content:**

**EDUC 5446**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and Course Objectives/Know your Audience</td>
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<tr>
<td>2</td>
<td>Bible Breakdown and Development</td>
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<td>3</td>
<td>History of Catholic Schools in Ontario: A Brief Overview</td>
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<td>4</td>
<td>Top Ten Church Councils and Church History</td>
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<td>5</td>
<td>Catholic Graduate Expectations</td>
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<td>6</td>
<td>Media in the Classroom</td>
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<td>7</td>
<td>Different Styles of Learning</td>
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<td>8/9</td>
<td>Church in the 21st Century ~ Issues</td>
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<td>10</td>
<td>Classroom Methodologies and Management tied to Religious Issues</td>
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<td>11</td>
<td>Bio-Ethics, Bio-Law and Relating Church’s Teaching</td>
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<td>12</td>
<td>Think Literacy (Across the Curriculum)</td>
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<td>13</td>
<td>Family Life and Human Sexuality</td>
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<td>14</td>
<td>HIV/AIDS</td>
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<td>15</td>
<td>Social Justice – Environment</td>
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<td>16</td>
<td>Liturgies W5</td>
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<td>17</td>
<td>Assessment and Reporting</td>
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<td>18</td>
<td>Interview Preparations</td>
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**Course Materials:**

You will be required to purchase your own personal copy of the Catholic Graduate Expectations. The cost is one dollar.

http://www.wcdsb.ca/about/pdf/ThisMomentofPraise.pdf

http://www.ocecn.net/enduring_gift.htm


http://www.ldcsb.on.ca/comm/news/graduate.pdf
The following titles have been placed on the two (2) day short term loan period.

4. *Vatican Council II: Conciliar and Postconciliar Documents*, by Austin Flannery

The following titles have been placed on the two (2) hour short term loan period.

3. Secondary School Religion programs: *Believe in Me* (Grade 7), *Stand by Me* (Grade 8). *Be with Me* (Grade 9), *Roots: Finding Strength in Biblical Traditions Parts I and II; Dreams, Dilemmas and Decisions* by the Canadian Conference of Catholic Bishops.
### Assignments and Other Course Requirements:

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>Due Date</th>
<th>ASSIGNMENT VALUE</th>
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<tr>
<td><strong>In Basket Activities/Response Journals</strong></td>
<td>Weeks September 19th and January 16th</td>
<td>20% [10% each]</td>
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<td>In Basket Activities are group discussions exploring topics pertinent to religious education. Following the group dialogue, each teacher candidate will complete a half-page Response Journal. Two of these Journals will be practice/Assessment FOR Learning; followed by two Assessment OF Learning pieces.</td>
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<td><strong>Media Evaluation</strong></td>
<td>Week of October 24th</td>
<td>20%</td>
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<td>The teacher candidate will evaluate a piece of media [for example, a magazine article, a video clip, a song lyric, an ad graphic]. The teacher candidate will connect the media piece to any course of study, delineating its religious connection and impact.</td>
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<td><strong>Linking Course Content to Practicum Experience</strong></td>
<td>Week of January 16th</td>
<td>35%</td>
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<td>Teacher candidates will select their most efficient/favourite/positive practicum experience. They will then meld the curriculum of the selected unit/lesson with Catholic Graduate Expectations, Church issues, Ontario Catholic Secondary School policy document.</td>
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<tr>
<td><strong>Church Issues in the 21st Century</strong></td>
<td>Week of February 27th</td>
<td>25%</td>
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<td>Each teacher candidate will select a current issue facing Catholic educators today, identifying how they would incorporate it into their teachable. A variety of graphic templates will be provided.</td>
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Policy Statements:

Accessibility: The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact the course instructor if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for information about requesting academic accommodation, or go to the following website: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/Accessibility_Western.pdf

ATTENDANCE: The B.Ed. program is an intense and demanding programs of professional preparation. You are expected to demonstrate high levels of both academic and professional integrity. Such integrity is demonstrated in part by your commitment to and attendance at all classes, workshops, tutorials, and practicum activities. Read more about the Faculty's attendance policy on-line: http://www.edu.uwo.ca/programs/preservice-education/Attendance%20Policy%202016.pdf

EXCUSED ABSENCES: If you are ill, require compassionate leave, or must miss classes for religious observance, your absence is excused; you will not be penalized but you are responsible for work missed.

UNEXCUSED ABSENCES: Any absence that is not a result of illness, bereavement, or religious observance is an unexcused absence. Three unexcused absences will result in you being referred to the Associate Dean and placed on academic probation. Any further unexcused absence will result in failure of the course and withdrawal from the program.

Language Proficiency: In accordance with regulations established by the Senate of the University, you must demonstrate the ability to write clearly and correctly. Work which lacks proficiency in the language of instruction is unacceptable for academic credit, and will either be failed or, at the discretion of the instructor, returned to you for revision to an acceptable level.

Late Penalties: Normally, the only acceptable reasons for late or missed assignments are illness (which you must report to the Teacher Education Office) or extreme compassionate circumstances. Unexcused late assignments will be penalized at a rate 5% per day, and will not be accepted more than 5 days after the due date unless prior arrangements have been made with the instructor.

Academic Offences: Scholastic offences are taken very seriously in this professional Faculty. You are, after all, going to be a teacher. Read about what constitutes a Scholastic Offence at the following Web site: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_ScholasticDiscipline.pdf

Plagiarism: Plagiarism means presenting someone else’s words or ideas as your own. The concept applies to all assignments, including lesson and unit plans, laboratory reports, diagrams, and computer projects. For further information, consult your instructors, the Associate Dean’s Office, and current style manuals. Advice about plagiarism and how to avoid it can also be found here: http://www.edu.uwo.ca/programs/preservice-education/documents/policies/WEB_PlagiarismPolicy.pdf

Plagiarism-Checking:

a. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection 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)

b. Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.
Use of Laptops & Notebooks in Class: As a courtesy to members of the class, please put your cell phone on ‘vibrate’ or turn it off during class. Laptops and other electronic devices may be used in a professional manner to facilitate your activities in the course, but out of courtesy to colleagues and the instructor, please do not engage in personal networking and non-course communication during class time – save it for before or after class, or for the break.

SUPPORT SERVICES

A variety of support services are available at Western. If you need advice or assistance, do not hesitate to get in touch with any of these services.

FINANCIAL ASSISTANCE: Registrarial Services (http://www.registrar.uwo.ca)

WRITING SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

LEARNING SKILLS SUPPORT: Student Development Centre (http://www.sdc.uwo.ca/)

INTERNATIONAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

ABORIGINAL STUDENTS: Student Development Centre (http://www.sdc.uwo.ca/)

STUDENTS with DISABILITIES: Student Development Centre (http://www.sdc.uwo.ca/)

SOCIAL & CULTURAL ISSUES: University Students’ Council (http://westernusc.ca/services/).

EMOTIONAL or MENTAL DISTRESS: Students who are in emotional or mental distress should refer to Mental Health @ Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

B.Ed. PROGRAM ISSUES: zuber@uwo.ca, Teacher Education Office, room 1166

NEED HELP but not sure what to do: zuber@uwo.ca, Teacher Education Office, room 1166
Additional Information:

About the Course:

About the Instructor:  Jack Palmer taught for over thirty years with the London District Catholic School Board. He began his career in a 6/7 class and retired as department head of Religion at Catholic Central. Over the years, Jack served as a secondary chaplain, headed a Think Literacy writing team for Religion, consulted on textbooks, and coached winning curling teams. His ultimate goal was always to encourage students to become lifelong, Catholic learners.

Teaching Outline: See Course Content chart above.

Readings:  See Course Materials above.