Theology 60893: Teaching Theology
Summer 2015 – M.A. Program
July 6th - July 24th
M-F, 12:30-3:00pm/O'Shaughnessy 206

Professor Todd Walatka
twalatka@nd.edu/631-6158/125 Malloy Hall
Office Hours: by appointment.

Course Description
This course will provide an introduction to pedagogy for theological educators. The primary focus of the course will be on a) the vocation of teaching theology and b) basic pedagogical principles for the theology classroom. Students will engage educational and sociological research relevant to teaching high school and learn pedagogical techniques which build upon this research. Much of the class will be spent working through how to teach key doctrinal moments in the U.S. Catholic Bishops’ High School Curriculum Framework in a pedagogically effective manner.

Course Goals
By the end of the course, students will be able to:
1) Articulate a vision of theological education in terms of:
   a. The nature of theology as a discipline
   b. The vocation of a theological educator
   c. Sociological research into high school students today.
2) Describe and employ basic principles of course design, including the ability to:
   a. Articulate a clear vision for a high school theology course
   b. Develop a basic plan for assessing student learning
   c. Develop well-structured and sensible unit and lesson plans
3) Engage and apply key findings from research into student learning
4) Thoughtfully reflect upon the dynamics of the classroom

Course Requirements
Class Participation (30%)
Much of this course will be run on the mode of discussion and thus regular participation is required. Students are expected to come to class a) on time, b) having read and engaged the course material, and c) ready to thoughtfully discuss the material in class. Short written reflections (before and during class) and multiple in-class teaching opportunities are included under participation.

Written Assignments (70%)
There will be three papers for the course. The following is the requirement for all of those preparing to teaching in the fall. Others in the course are encouraged to follow the same structure, but adjustments are possible in consultation with the professor.

“Paper” 1: At the end of the first week, students will turn in a basic plan for teaching a particular high school theology course. This will include the overall course goals, basic plans for each unit of the course, and a one page, single spaced narrative of the course in terms of the overall goals. (20%)
“Paper” 2: At the end of the second week, students will turn in revised version of paper 1, a set of lesson plans, and a reflection on pedagogical principles. (20%)

“Paper” 3: The final assignment is due on the last day of class. This paper will be a “portfolio” for a particular high school theology course, including overall course goals, basic unit plans, one completely planned unit of the course, and a brief reflection on pedagogical principles (30%)

Course Policies
Attendance is required. Students may miss one class without penalty. Each additional absence will result in the reduction of the student’s grade by one letter grade.

Laptops and tablets are permitted, but should only be used for activities related to the class.

The Notre Dame Academic Code of Honor Pledge is observed in this course. “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.” Any plagiarism on written assignments will result in an F for the assignment and possibly an F for the course. A description of plagiarism can be found in the Academic Code of Honor section IV.B.

If you have a documented disability that will require accommodation in this course, please contact the Office of Disability Services (http://disabilityservices.nd.edu/, 574-631-7157) for assistance in developing a plan to address your academic needs. I am eager to accommodate your needs but I will be unable to do so without communication from Disability Services.

Course Texts
Required
Jared Dees, 31 Days to Becoming a Better Religious Educator (Ave Maria, 2013; 1594713847)

Recommended
COURSE SCHEDULE (Subject to Change)

Week 1: Teaching Theology
Class 1: Introduction to the Course M, July 6
Read: Heft, 37-60
Recommended: Heft, 3-36

Class 2: A Vision for Catholic Education T, July 7
Read: Heft, 61-89, 143-192, 209-219
Due: Choose one high school religion/theology course as your touchstone for the class

Class 3: A Vision for Reaching American Teens W, July 8
Read: Dean, 1-106
Due: Draft of a Philosophy of Religious Education

Class 4: Course Planning 101 TH, July 9
Read: Sousa, How the Brain Learns, 249-257 (Sakai)
Recommended: Wiggins and McTighe, Understanding by Design, 1-37 (selections) (Sakai)
Skim: Materials related to the course you have chosen to (partially) develop in the class
Due: Draft of Overall Course Plan

Class 5: Unit Planning 101 F, July 10
Due: Paper 1

Week 2: Research on How Students Learn and Integrating It into Our Teaching
Class 6: Lesson Planning 101 M, July 13
Read: Dees, 31 Days to Becoming a Better Religious Educator, 103-114
Bring to Class: Sousa, 88-95, 121-124 (Sakai)
Bring to Class: Nilson, 117 (Sakai)
Due: Draft of lesson plan 1

Class 7: Student Learning and Thinking T, July 14
Read: Willingham, 1-86

Class 8: Student Learning and Practice W, July 15
Read: Willingham, 107-126
Read: Marzano, Classroom Instruction that Works, 60-66, 96-102 (Sakai)
Recommended: Sousa, 86-88, 118-120, 125-126 (Sakai)

Class 9: Student Learning as Novices TH, July 16
Read: Willingham, 87-106, 127-145
Read: Made to Stick, 242-246 (Sakai)

Class 10: Student Learning and Student Intelligence F, July 17
Read: Willingham, 146-188
Due: Paper 2
Week 3: Further Matters in Teaching

Class 11: Classroom Management

Read: Dees, *31 Days to Becoming a Better Religious Educator*, 71-90
Read: Selections from Cabrini and Bosco *(Sakai)*

Class 12: Prayer in the Classroom

Read: None
Due: Prayer activity sheet

Class 13: Managing One’s Time and Surviving Year One

Read: Willingham, 189-204; 207-213

Class 14: Further Reflections on Course Planning and Assessments

Class 15: Returning to the Vision of the Whole

Due: Paper 3