CATECHESIS IN CHRISTIAN HISTORY AND THEOLOGY
CH/ST 700/800/900
JAN TERM 1 2020
Credit Hours: 3
Monday-Friday 9:30AM-12:00PM
1:30PM-4:00PM

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COURSE DESCRIPTION

This is the first course in the Certificate of Christian Catechesis program and the first core
course for the MAR in Catechesis and Christian Formation. It will introduce both
certificate and degree students to the history and theology of catechetical Christian
formation – its biblical and Christ-centered foundation; its doctrinal, spiritual, and moral
orientation; and its place within the worshiping and missional life of the church. Students
will examine the biblical roots of catechesis; key texts of ancient, medieval, and
reformation catechesis; and contemporary theologians and educators committed to the
renewal of catechesis.

COURSE OBJECTIVES

1. The student will learn the biblical origins and theology of Christian catechesis.
2. The student will grow in understanding the historical development of catechesis
   and various forms of catechetical practice in church history.
3. The student will appreciate the importance of the renewal of catechesis in
   contemporary society.
4. The student will grasp the place and importance of catechesis in the
   contemporary church.

LEARNING OUTCOMES

1. The student will recognize and identify the biblical theology evident in the course
   material.
2. The student will be able to articulate an understanding of catechetical theology
3. The student will be able to teach effectively the Christian faith to a diversity of people in order to edify the church and advance the mission of God.
4. The student will be prepared to catechize effectively in a variety of Christian communities.

COURSE TEXTS

REQUIRED FOR ALL


Assigned Primary Readings (via Google Classroom) – see Course Schedule below

REQUIRED FOR DEGREE STUDENTS (Optional for Certificate Students)


Assigned Secondary Readings (via Google Classroom) – see Course Schedule below

RECOMMENDED


**COURSE REQUIREMENTS**

**CERTIFICATE STUDENTS** (Pass/Fail)*

Reading:
- *Grounded in the Gospel; Deep Church Rising; To Be a Christian*
- Assigned Primary Readings with discussion questions done before each day of class (see Course Schedule)

Writing:
- One 5-6 page reading response paper (**WRITTEN IN ADVANCE**)
- One 6-8 page catechesis reflection paper

Participation:
- Attend all class sessions and participate in classroom discussion/activities.

**CERTIFICATE STUDENT ASSIGNMENT INSTRUCTIONS**

- All papers should be double-spaced with 12 point font, 1 inch margins, and include student name and course title/number on front page.
- All papers should be written in Google Docs and submitted via Google Classroom.
- Reading Response paper – Read *Grounded in the Gospel*. Write a response paper that:
  - **Summarizes** the main ideas and sections of the book (1-2 pages)
  - **Describes** the 3-5 most important discoveries or ideas that you gained in reading the book (1-2 pages)
  - **Presents** 3-5 key questions that you have as a result of reading the book, and **explains** why these are important to you (1-2 pages)
  - ***Reading Response paper should be submitted prior to the beginning of the intensive week.***
- Catechesis Reflection paper – Following the week of classes on campus, write a personal reflection paper that:
  - **Describes** the 3-5 most important things you have learned from the course reading and classes, and **explains** how they have increased or changed your understanding of catechesis (1-2 pages)
  - **Describes** your church context and the key challenges and opportunities it presents for implementing or improving catechesis (1-2 pages)
  - **Identifies** key areas of growth for you as a catechist and how they may benefit from what you have learned in this class. (1-2 pages)
* Raises additional questions or concerns regarding catechesis that you anticipate being addressed in subsequent courses.

* Certificate students must complete all course requirements in order to pass.

MASTERS STUDENTS

Reading:
- *Grounded in the Gospel*; *Deep Church Rising*; *To Be a Christian*
- *Augustine and the Catechumenate*
- Assigned Primary and Secondary Readings with **discussion questions done before each class** (see Course Schedule)

Writing:
- Two 6-8 page book reviews
  - *Grounded in the Gospel* book review **due before Jan term**
  - *Augustine and the Catechumenate* due by final work deadline
- One 20 page research paper due by final work deadline

Participation:
- Attend all class sessions and participate in classroom discussion/activities.

DMIN/STM STUDENTS

Reading:
- *Grounded in the Gospel*; *Deep Church Rising*; *To Be a Christian*
- *Augustine and the Catechumenate*
- Assigned Primary and Secondary Readings with **discussion questions done before each class** (see Course Schedule)

Writing:
- Two 8-10 page book reviews
  - *Grounded in the Gospel* book review **due before Jan term**
  - *Augustine and the Catechumenate* due by final work deadline
- One 25-30 page research paper due by final work deadline

Participation:
- Attend all class sessions and participate in classroom discussion/activities.

BOOK REVIEW INSTRUCTIONS

All book reviews should be structured as follows:
- **~1/4 descriptive analysis** of book’s main argument
- **~1/4 evaluation** of book’s strengths and weaknesses
- **~1/4 constructive proposals** for the implications and applications of book’s contents to the theology and practice of catechesis.
RESEARCH PAPER INSTRUCTIONS

All written assignments should follow SBL style and format including title page. All written assignments must be written (or converted) in Google Docs and submitted via Google Classroom.

All research papers for this course should (1) choose their subject from one of the following topic categories related to the history and theology of catechesis, and (2) relate their subject to the contemporary renewal or practice of catechesis.

- A study of an aspect of the practice of catechesis in a particular era.
- A study of an aspect of the theology of catechesis in a particular era.

Master’s Level Research Expectations:
- Demonstrate that you have used at least four monographs.
- Demonstrate that you have used at least four academic journal articles.
- Demonstrate that you have used at least two reference resources (dictionaries or encyclopedias).

DMin/STM Research Expectations:
- Demonstrate that you have used at least eight monographs.
- Demonstrate that you have used at least eight academic journal articles.

DUE DATES

January 4 -- Reading Response papers and Book Reviews of *Grounded in the Gospel* due
January 6-10 -- Discussion Questions for Primary Readings to be completed prior to class
February 10 -- Certificate Catechesis Reflection papers and Reading Report due
April 9 -- DMin Research Paper, *Augustine and the Catechumenate* book review, and Reading Report due

COURSE EVALUATION

* (Certificate students are pass/fail)
A 95+
A- 90-94
B+ 87-89
B 84-86
B- 80-83
C+ 77-79
C 74-76
C- 70-73
D below 70 failure
F below 60 failure

A: Work demonstrates exceptional coverage of the material. The author develops the material in breadth and depth beyond what is necessary for a good understanding. The author engages the material with creativity, exceptional insight, and/or extensive research.

B: Work demonstrates broad (sufficient information is covered) and deep (supporting material is offered) coverage of the material. Information is accurate and there is a clear and coherent structure. Coverage of the material and comments are reasonably competent without being exceptional.

C: Work demonstrates reasonable coverage of the material but lacks breadth and depth of analysis. There are no serious inadequacies in the information presented, but the overall structure is less clear, and lacks insightful treatment.

D: Work is notably defective according to the criteria outlined above.

F: Work fails to interact with the material in accordance with the criteria outlined above. All uncompleted assignments will receive an F.

CLASS GRADE BASED ON

CERTIFICATE (PASS/FAIL)

Reading Completed: 10%
Class Discussion (including Questions): 30%
Papers: Reading Response Paper – 25%; Reflection Paper – 35%

DEGREE

Reading Completed: 10%
Class Discussion (including Questions): 30%
Papers: Book Reviews – 10% each; Final Paper – 40%

COURSE DESIGN

This is a team-taught course. Each day will be divided into two parts organized around a common theme. One part will feature a study of key texts from the history of Christian catechesis; the other will consider the theological principles that shape the practice of catechesis. Both parts will employ a combination of lecture and classroom discussion.

COURSE SCHEDULE

Day 1 – The Ground of Catechesis: God’s Word Incarnate and Written
Morning: Introduction and Biblical Theology of Catechesis
Afternoon: Jewish and Early Christian Catechesis
Primary Reading: Deuteronomy 6, 11; Matthew 28:16-20; Luke 1:1-4; Romans 8:28-29, 12:1-2; 2 Timothy 2:2; The Didache; Augustine, Catechizing the Uninstructed; To Be a Christian, Introduction.

Day 2 – The Rule of Faith: Gospel and Creed
Morning – Faith Formation in Church History
Afternoon – Orthodoxia: Transformed by the Renewing of Our Mind
Primary Reading: 1 Corinthians 11:23-24, 15:1-5; Philippians 2:5-11; The Apostles’ Creed; Cyril of Jerusalem, “Note” and Catechetical Lectures, 1-5; The Heidelberg Catechism; To Be a Christian, Gospel and Creed sections
Secondary Reading: Kingdon, “Catechesis in Calvin’s Geneva” (Van Engen); Kreider, “Catechesis and Baptism.”

Day 3 – The Rule of Hope: The Lord’s Prayer and Ours
Morning – Spiritual Formation in Church History
Afternoon – Orthokardia: Our Heart Is Restless until It Rests in Thee
Primary Reading: Matthew 6:9-13; Luke To Be a Christian, Lord’s Prayer section; Ivan Popov-Veniaminov, Way into the Heavenly Kingdom.
Secondary Reading: Goering, “The Thirteenth-Century English Parish” (Van Engen); Lindbeck, “Hesychastic Prayer and the Christianizing of Platonism: Some Protestant Reflections.”

Day 4 – The Rule of Love: The Decalogue and Conformity to Christ
Morning – Moral Formation in Church History
Afternoon – Orthopraxia: Not Only with Our Lips, but in Our Lives
Primary Reading: Exodus 20; Psalm 119; To Be a Christian, Decalogue section; The Rule of St. Augustine; Luther’s Small Catechism

Day 5 – The Church: Matrix of Catechetical Formation
Morning – Liturgical and Missional Formation in Church History
Afternoon – Worship and Mission: You Are the Body of Christ
Primary Reading: 1 Corinthians 11:17-34; Ephesians 4:11-16; Cyril of Jerusalem, Catechetical Lectures, 19-23; Thirty-Nine Articles of Religion
Secondary Reading: Harakas, “Faith Formation in Byzantium” (Van Engen); Wandel, “Zwingli and Reformed Practice” (Van Engen); Schmemann, “The Eucharist.”

COURSE AND SCHOOL POLICIES

Plagiarism:
Plagiarism is a violation of an author’s/artist’s intellectual property rights and is a serious offense. Please note the rules against copying material in Trinity School for Ministry’s Academic Catalog (found online here in the section on “Cheating and Plagiarism” in Academic Policies): Students at Trinity are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices of notation of resources and references used to develop their paper or project. It is recognized there can be some confusion regarding proper procedures and practices regarding integration of bibliographical references into assignments. The [...] policy is intended to address both intentional and unintentional plagiarism. The policy also recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this
policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

If a student does not know whether or not they may be engaging in plagiarism, they are encouraged to speak to Leslie Thyberg, our Learning Skills Coordinator.

**Late Assignments:**

[Example: tailor to your specific assignments, class, etc.]

Work turned in late (quizzes, exams, etc.) for any reason, barring documented medical emergency, will be accepted up to 3 days after it was due, with a grade level reduction (an A becomes a B, etc.). Any work turned in after 3 days cannot be counted for credit.

**Incompletes:**

Incompletes are not normally given and are granted only in the most serious of cases. They are not granted as a way to extend the semester due to incomplete work. In order to request an incomplete, student must obtain the necessary form online and bring to the professor who will list the specific assignments to be completed with due dates. The due date cannot be beyond six weeks from the last day of class. The form will be submitted to the Academic Dean for final approval.

**Missed Class Policy:**

More than one missed class session (morning or afternoon) will result in the student being dropped from the course. Students may only be excused from attending for reasons of personal emergency.

**ATS Review of Student Work:**

Samples of degree student work may be used as part of an on-going assessment of courses and degree programs. Students’ names will be removed from any work used for this purpose.

**TSM DMin Policy for Late Work:**

All students have the responsibility to complete their work in a timely manner and to comply with all course requirements set by the instructor in the course syllabus, including deadlines for assignments and papers. *Students must not in any circumstance assume that late submission of work will be overlooked or treated casually.*

Late work and extensions.
Instructors may grant an extension of due dates for class assignments. If students make a mutually acceptable prior arrangement with an instructor, they may with the instructor’s permission submit required course work up to the official date for the end of term. When students expect to submit required course work later than the due date assigned by the instructor, but before the last day to submit work for the term then the student must signify this prospect to the instructor in writing, stating the extenuating circumstances, to obtain permission for late submission, on or before the assigned due date or stated examination day of a given term. A copy of this request must be submitted to the Registrar to be kept in the student’s file. The instructor may impose a condition that the grade be reduced, depending upon the reason for the requested extension. The instructor shall clearly signify in the syllabus any such condition to the student, including the amount of reduction.

Incompletes.

Extensions beyond the official last day to submit work for the term will involve an incomplete and may be obtained only upon written petition to the Academic Dean and Registrar, indicating the support of the course instructor for such an extension. The petition must demonstrate significant extenuating circumstances justifying the request. The Academic Dean and instructor, in consultation with the Registrar, shall determine the length and end date of the incomplete period. The Registrar will generate a contract to be signed by the instructor, the student and the Academic Dean. The incomplete work shall be due no later than 30 days following the original work due date. An administration fee of $200 which is not eligible for scholarship, shall be added to the student’s bill. Additionally, the student may not register for courses in the next term until the required work is submitted and all fees are paid in full.

Incompletes will be arranged in accordance with the procedure outlined in the paragraph above; an “I” indicating an incomplete will be entered upon the student’s transcript for the course in question. When the work has been completed, the instructor shall submit a final grade to the Registrar, who shall then make an appropriate notation on the transcript indicating removal of the Incomplete and entering the final grade.

If a student fails to meet the applicable deadline, in accordance with the procedures stated above, an “F” shall be automatically registered for the work in question, and a grade for the course shall be calculated on that basis, together with the evaluation of other coursework submitted. Additionally, the student may also be put on academic probation.