I. Course Description and Objectives

This is the third course in the TSM Christian Catechesis program, and it builds upon the content of the first two courses (CH/ST 700, PT701). Those courses are prerequisite to this course for students in the MAR in Catechesis and Christian Formation or Certificate of Christian Catechesis programs. For all other students, this course can be taken as a freestanding elective. The starting point for the course is that Christian catechesis is not simply the transmission of information, but a pattern of formation with intellectual, emotional, social, and moral aspects for the sake of mature worship of God and service of the church and the world. The course therefore seeks to describe the informative and formative properties of the articles of the Apostles’ Creed, to practically describe and demonstrate ways that the Creed can be used in contemporary catechesis, and to guide students in developing their own context-specific pedagogical strategies for teaching the Creed.

II. Course Requirements

A. Pre-seminar

All Reading Assignments are to be completed prior to the beginning of the course. Class sessions will be driven by discussion of the texts, and substantive in-class participation will represent a sizable percentage (25%) of the final grade.

Required Course Texts

All:

Select Primary and Secondary Source Readings (on Google Classroom except where link is provided in syllabus)

Degree Students (Optional for Certificate Students)
In addition to the readings above, degree students will read the following:

**In-Seminar**
Due to the COVID-19 pandemic, this course has been moved to an online format. To reduce Zoom fatigue, our in-person discussions will constitute half of our total class time. Our in-person discussions will occur in the afternoon. In the mornings, students are asked to view and take notes on lecture materials prepared by the instructor, and to complete the exercises and writing prompts indicated in the table below, all of which will be found on the course Google Classroom page. **The writing prompts must reflect engagement with the readings completed pre-seminar.** In-class discussion, based on the lectures and the exercises completed in the morning, will take place each afternoon from 1:00 p.m.-4:30 p.m. (EST).

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<th>Session</th>
<th>Topic</th>
<th>Spiritual Exercise and Catechetical Reflection for morning</th>
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<td>Monday Afternoon Discussion</td>
<td>Creed and Canon; Communion with the Trinity</td>
<td>• “Contemplation” and “Journaling” Exercises from Calhoun, <em>Spiritual Disciplines Handbook</em> (course website)</td>
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<td>• Trinity writing prompt</td>
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<td>Tuesday Afternoon Discussion</td>
<td>Christology</td>
<td>• “Intellectual meditation” and “imaginative meditation” exercises</td>
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<td>• Incarnation and Atonement writing prompts</td>
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<td>• Pneumatology Prompt</td>
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<td>• Creative Minority Prompt</td>
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<td>Friday Afternoon Discussion</td>
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<td>• Heavenly Meditation Exercise</td>
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<td>• Catechetical Inventory and Curriculum Design prompt</td>
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Post-Seminar
For both Degree and Certificate Students
After the seminar week, students will choose one of the following final assignments (65% of grade).
A. Generate a catechetical curriculum for teaching the Apostles’ Creed for your church or ministry. You may choose to focus on adult converts preparing for baptism, youth preparing for confirmation, children being formed in the faith, or another population. The project should:
  1. describe what goals the curriculum seeks to achieve and how the particular design you have created reflects and advances those goals.
  2. clearly state how the goals of the curriculum relate to the historic catechesis of the church and the connection between the methodology chosen and the historic methods of imparting the faith.
  3. state which resources will be used and why, lay out a schedule for teaching, pedagogical design, and any other details relevant to the curriculum.
B. Write a 15-20 page paper examining the historic and contemporary interconnections between one or more doctrines of the creed and a practice of the church. Examples would include the relationship between the creed and baptism, the creed and exorcism, the creed and the eucharist and the creed and confirmation. The paper should use both primary and secondary sources and address why presentation and internalization of doctrine matters for these practices of the church.

IV. Course Evaluation

Certificate students will take the course pass/fail, but must participate in class and complete all assigned work in order to pass. For degree students, a combination of classroom participation, reading assignments, and written assignments will serve as the course requirements and the basis of grading for the course. Students will record their experiences with the spiritual exercises and turn in all writing prompts completed during the in-seminar part of the course. The writing prompts must reflect engagement with the readings completed pre-seminar. The recorded experiences and the writing prompts will count 10% of the final grade. In-class participation will count 25%. The final project or paper will count 65% of the final grade.
Please note the rules against copying material in the Academic Bulletin (in the section on, ‘Cheating and Plagiarism’, of the, ‘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 following 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.

Grades

COURSE EVALUATION
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

The following is offered as a guide, rather than a set of rules.
A: Work will demonstrate exceptional coverage of the material. What distinguishes work in this category from a “B” is the author’s ability to develop the material in breadth and depth beyond what is necessary for a good understanding of it. The author will engage with the material in a way that is often though not always marked by creativity, exceptional insight, and/or extensive research.
B: Work will demonstrate broad (sufficient information is covered) and deep (supporting material is offered) coverage of the material. Information will be accurate and there will be a clear and coherent structure. Coverage of the material and comments will be reasonably competent without being exceptional.
C: Work will demonstrate reasonable coverage of the material but will lack breadth and depth of analysis. There will not be serious inadequacies in the information presented, but the overall structure will be characteristically unclear, narrow, and shallow and
void of imaginative and interesting analysis.
D: Work will be notably defective according to the criteria outlined above.
F: Work will demonstrate serious failure on the part of its author to interact with the material in accordance with the criteria outlined above.