

Summer 2021 CATE 240: Adult Faith Formation DRAFT SYLLABUS

Graduate Program in Pastoral Ministry

- Tuesday's beginning June 22, 6:30-8:30pm (Online via Zoom)
- Saturday, June 19, July 17, and August 14, 9am-3pm (Online via Zoom)

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Office hours: by appointment only

COURSE DESCRIPTION: ADULT FAITH FORMATION

Our Hearts Were Burning Within Us stakes the claim that adults need to be at the center of our parish formation efforts. Yet, the typical parish is very child centric in its catechetical efforts. This course explores why our parishes should prioritize adults in the life of the parish and the lasting effect and impact it has on children's and youth ministry. Ultimately, this class will build upon the vision of the Great Commission (Mt 28: 16-20) to go and make disciples. The course will then shift to offer practical suggestions and guidance to begin to refocus our ministry efforts on adults.

LEARNING OBJECTIVES

This course addresses the following Goals and Objectives of the GPPM Program:

- **Objective 2B:** Students will understand the significance of liturgy for their ministry and in the life of faith.
- **Objective 3B:** Students will apply skills from their area of concentration for use in their faith community.

COURSE REQUIREMENTS

Required Texts:

Directory for Catechesis, Pontifical Council for the Promotion of the New Evangelization,
United States Catholic Conference of Bishop, 2020. (ISBN 978-1-60137-669-5)

Growing an Engaged Church: How to Stop "Doing Church" and Start Being Church Again,

Albert Winseman, Gallup Press, 2007. (ISBN 978-1595620149)

The Purpose Driven Church: Every Church Is Big in God's Eyes,
Rick Warren, Zondervan, 1995. (978-0310201069)

Our Hearts Were Burning Within Us, United States Catholic Conference of Bishops,
USCCB Publishing, 1999. (ISBN 978-1574552997)

Towards an Adult Church: A Vision of Faith Formation, Jane Regan,
Loyola Press, 2002. (ISBN 978-0829418064)

Other readings as assigned.

Course Work:

1. **Informed and Engaged Class Participation:** Attendance is expected at all face-to-face and online classes. Thoughtful and reflective participation is expected, including sharing comments and questions throughout the course and via Camino, our online class platform. The use of video-conferencing software to record or replace in-person attendance is not allowed, except in exceptional circumstances with the permission of the instructor and Program Director.
2. **Written Work:** Written work will be evaluated on quality of content, organization, clarity of expression, grammatical correctness, and appropriate citations.
 - a. Reflection paper: Due by Friday, July 16. (4-5 pages; double-spaced, 12 pt. font; submit via Camino). The purpose of this paper is to articulate and integrate insights from your reading and our class discussion specifically around innovative ways to evangelize and engage adults in a more secular and unchurched world and developing deeper engagement with “cultural Catholics.” Prominent question for reflection: What is the Church and the US Bishops calling us towards when it comes to adult faith formation? Questions for your consideration will be posed in class sessions. Be sure to reference and quote assigned readings up to this point in the class in the reflection paper to show knowledge and understanding of the subject matter.
3. **Final Project and Class Presentation:** (15 min.) Each student will select a topic of particular interest or concern regarding adult faith formation in their existing ministry. In consultation with the instructor, the student will develop a specific project that will describe, evaluate, and propose suggested changes to adult faith formation in your ministry setting. There is a lot of room for creativity on this project. The key is that this project be something that you can implement in your ministry. I am not interested in a

purely theoretical project, but one that is practical and realistic. On the day of our last Saturday session, students will give a brief (15 minute) presentation on the project. A written report is required that documents the scope and development of the project (8-10 pages). PowerPoint presentations and other media tools are required and should be submitted along with the paper. Guidelines will be presented in class.

GRADING

20% attendance/informed & engaged class participation; 30% theological reflection; 50% final paper/project/presentation.

WEEKLY SCHEDULE

Jun 19, Online, 9am-3pm: **Topic(s):** Class Orientation and Introduction; Adult Formation
Readings:

-Directory for Catechesis, paragraphs 257-268

Jun 22: **Topic(s):** No Class
Readings:

-Growing an Engaged Church, pgs. ix-xii, 1-14

Jun 29, Online 6:30-8:30pm: **Topic(s):** Being Church vs. Doing Church
Readings:

-Growing an Engaged Church, chapters 1-6

Jul 6, Online 6:30-8:30pm: **Topic(s):** Strategies for Improving Engagement
Readings:

-Growing an Engaged Church, chapters 7-10

Jul 13, Online 6:30-8:30pm: **Topic(s):** A Pastoral Plan for Adult Faith Formation
Readings:

-Our Hearts Were Burning Within Us, all

Jul 17, Online 9am-3pm: **Topic(s):** Learning Styles and Needs of Adults in our Parishes
Readings:

-Toward an Adult Church, pgs. 1-112

July 20, Online 6:30-8:30pm: **Topic(s):** Adult Formation: From Vision to Structure
Readings:

-Toward an Adult Church, pgs. 113-208

Jul 27, Online 6:30-8:30pm: Topic(s): TBD

Readings:

-The Purpose Driven Church

Aug 3, Online 6:30-8:30pm: Topic(s): Knowing Your Audience

Readings:

-The Purpose Driven Church

Aug 10, Online 6:30-8:30pm: Topic(s): TBD

Readings:

-The Purpose Driven Church

Aug 14, 9am-3pm:

Topic(s): Final Presentations

Readings:

-None

ACADEMIC INTEGRITY

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states: I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code. Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

WRITING ASSISTANCE

It is expected that all written assignments reflect graduate level writing. Writing assistance is available for all students. Please contact The Hub, SCU's Writing Center, at www.scu.edu/hub/. Please seek appropriate writing assistance before submitting assignments. See "Written Work" under Course Requirements below for evaluative criteria for written assignments.

The GPPM is happy to offer the assistance of Dorothy Suarez who works for our program to help to be sure that your writings reflect your best possible work. She is skilled, knowledgeable, and experienced having worked with many students to help them to shine. We think you will find her a delight to work with. Dorothy can be reached at 408-828-9204 or GPPM.Dorothy@gmail.com

DISABILITIES RESOURCES

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, <http://www.scu.edu/disabilities> as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours. While I am happy to assist you, I am unable to provide accommodations until I have received verification from Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

USE OF TECHNOLOGY IN & RECORDING OF CLASS

Cellphones should be turned off during class, and laptops may only be used for authorized collaborations or for viewing course readings. The Student Handbook prohibits video- or audio-recording or streaming of private, non-public conversations and/or meetings, inclusive of the classroom setting, without the knowledge and consent of all recorded parties. If you require the recording of classroom lectures, discussions, simulations, and other course-related activity for a documented disability, make arrangements through Disabilities Resources (see below) and discuss this with the instructor. If for some reason other than disability you would like to record the class, please seek the permission of the instructor first, and then of the class.

DISCRIMINATION AND SEXUAL MISCONDUCT (TITLE IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University's Gender-Based Discrimination and Sexual Misconduct Policy at <http://bit.ly/2ce1hBb> or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through <https://www.scu.edu/osl/report/> or anonymously through Ethicspoint <https://www.scu.edu/hr/quick-links/ethicspoint/>