



# Course Syllabus Wycliffe College Toronto School of Theology

## Course Identification

Course Number: WYT1105HS  
Course Name: Teaching the Faith: Introduction to Catechetical Theology and Practice  
Campus: Online

## Instructor Information

Instructor: David Ney                      Teaching Assistant: Shaun Brown  
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Office Hours: TBA

## Course Prerequisites or Requisites

WYT1105HS has no prerequisites or requisites.

## Course Description

This course is designed for new students. The course serves as an introduction to a number of important Christian responsibilities including teaching the faith to other Christians, understanding the nature of theological contextualization, and grasping the shape of the history of Christian catechesis. The underlying assumption of the course is that “cookie cutter” approaches to catechesis simply will not do. The complexity of the catechetical task is such that catechists must understand not merely what to teach, but how the gospel is able to take root in different contexts and for different people. For this reason the course pursues a historical approach to catechesis. It is only as we learn from those who have gone before us and study how they have succeeded and failed at teaching the faith in their own contexts that we can hope to engage our own.

The course has two primary components. The first is the reading of and response to historical catechisms. The second is the reading of secondary and lecture material that will assist in crystallizing key issues raised by the historical catechisms. Students will respond to this material online and interact with each other and the professor in discussion forums.

## Course Methodology

Because this is an online course the major component of the course is the personal reading and study of course materials, and the completion of individual assignments. The course, however, is *not* an independent study. Students will engage the course materials in online discussion groups and will be required to post their reflections on the weekly lectures on Blackboard. These interactions with other students and with the course materials will help students to appropriate the course material in meaningful ways that would otherwise be impossible.

## Course Outcomes

COURSE OUTCOMES	PROGRAM OUTCOMES
<b>By the end of this course, students will have</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes</b>
<ul style="list-style-type: none"> <li>Come to understand the different roles that Scripture can play in teaching the faith</li> </ul>	MDiv / MTS: 1.2 familiarity with ancient and modern Christian approaches to the interpretation of Scripture
<ul style="list-style-type: none"> <li>Come to see the way in which the Nicene faith has been expressed in different ways throughout Christian history</li> </ul>	MDiv / MTS: 1.3 thorough knowledge of the Nicene faith, including its relation to Scripture, its doctrinal articulation and coherence, and its soteriological relevance
<ul style="list-style-type: none"> <li>Interacted with several of the most influential Christian thinkers and will have a basic knowledge of their place within Christian tradition</li> </ul>	MDiv / MTS: 1.4 familiarity with key eras, episodes, ecclesial traditions, movements and figures in church history
<ul style="list-style-type: none"> <li>Studied catechisms from Eastern Orthodoxy, Roman Catholicism, Lutheranism, Anglicanism, the Reformed tradition, as well as catechisms from the non-western world</li> </ul>	MDiv / MTS: 1.5 awareness of the diverse expressions of the ecumenical faith of the church, and of the key differences among Christian traditions
<ul style="list-style-type: none"> <li>Come to see the way in which Christian doctrine has been expressed in different contexts</li> </ul>	MDiv / MTS: 1.6 familiarity with the basis and history of Christian mission in relation both to God's activity in the world and to the social and cultural realities of human life
<ul style="list-style-type: none"> <li>Learned to offer not merely how to critique different approaches to catechesis, but how to engage them positively</li> </ul>	MDiv / MTS: 2.1 competence in the processes of theological reasoning
<ul style="list-style-type: none"> <li>Set the groundwork for the development of catechetical materials for the Church</li> </ul>	MDiv: 2.4: facility with the elements of effective congregational leadership
<ul style="list-style-type: none"> <li>Employed different evaluative tools in their assessments of course materials</li> </ul>	MTS: 2.2: the making of informed judgements on complex issues

## Required Course Texts

1. Van Engen, John, ed. *Educating People of Faith: Exploring the History of Jewish and Christian Communities*. Grand Rapids, MI: Wm. B. Eerdmans, 2004.
2. Selections from various primary and secondary readings made available online via blackboard.

## Course Website

Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the

portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. Your course registration with ROSI gives you access to the course website at Blackboard. Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Dr. Thomas Power for further help.

### Class Schedule

Week	Topic	Theme	Primary Readings	Secondary Readings
1. 01/11	Catechesis in the Early Church	Catechesis and Virtue	Dodd, "The Primitive Catechism." <i>The Didache</i>	Wilken, "Christian Formation." Balthasar, "Theology and Sanctity."
2. 01/18	Catechesis in the Roman West	Catechesis and Scripture	Augustine, <i>Catechizing the Uninstructed</i>	Cavadini, "Simplifying Augustine." Markus, <i>Signs and Meanings</i>
3. 01/25	Catechesis in the Roman East	Catechesis and Mystagogy	Cyril, <i>Catechetical Lectures</i> , 1, 19-23.	Harakas, "Faith Formation." Clement, <i>The Roots of Christian Mysticism</i>
4. 02/01	Medieval Catechesis	Catechesis and Coherence	Aquinas, <i>The Catechetical Instructions of St. Thomas</i>	Van Engen, "Practice Beyond..." Taylor, "Two Theories of Modernity."
5. 02/08	Lutheran Catechesis	Catechesis and the Law	<i>The Augsburg Confession</i> <i>Luther's Small Catechism</i>	Steinmetz, "Luther..." Klug, "Luther on Law..."
6. 02/22	Reformed Catechesis	Catechesis and Doctrine	<i>The Heidelberg Catechism</i>	Kingdon, "Catechesis..." Schilling, "Confessional Europe."
7. 02/29	Anglican Catechesis	Catechesis and Unity	<i>The Book of Common Prayer / Morning Prayer / Catechism / The Thirty Nine Articles</i>	Schaff, <i>The Creeds of Christendom</i> Radner, "The Scriptural Community."
8. 03/07	Latin American Catechesis	Catechesis and Salvation	Las Casas, <i>A Short Account</i> .	Boersma, "The Shape of the Tapestry."

			de Cordoba, <i>Christian Doctrine</i> .	Willard, "Gospels of Sin Management."
9. 03/14	East Asian Catechesis	Catechesis and Accommodation	Ricci, <i>The True Meaning of the Lord of Heaven</i> .  Phan, <i>Mission and Catechesis</i> .	Soergel, "Ritual and Faith..."  Stanley, "Conversion to Christianity."
10. 03/21	Emblematic Catechesis	Catechesis and Embodiment	Jones, <i>The Book of Nature</i>	Auerbach, "The Arrest of Peter Valomeres."  Jenson, "The Body of God."
11. 03/28	Alaskan Catechesis	Catechesis and Christ	Veniaminov, <i>Guiding all to the Heavenly Kingdom</i>	Cunningham, "Spiritual Direction..."  Stewarts, "The Preacher's Theme."
12. 03/04	Concluding Thoughts			

## Evaluation

### Requirements

Course Element	Percentage Weight	Due Date
1. Weekly worksheets based on primary Readings	30%	Weekly
2. Weekly Discussion Forums based on secondary readings	40%	Weekly
3. Integrative Response	30%	April 15, 2016

1. Weekly worksheets on the primary source material will be submitted online on Monday of each week.

2. Students will post responses to the reading and lecture material by Friday of each week and will interact with the responses of others.

3. Students will complete an integrative response to the material of the course. This assignment is intended to assist students in the integration and application of the material they have learned and will be distributed to students in March.

### *Grading System*

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value.

### *Policy on Assignment Extensions*

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

## Policies

**Accessibility.** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

**Plagiarism.** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

**Other academic offences.** TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 7<sup>th</sup> edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

## Bibliography

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