

Calumet College



of Saint Joseph

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*Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.*

## COURSE SYLLABUS, Spring 2018

### Course: THEO 131—Theological Foundations

#### Instructor Information:

<b>Instructor Name</b>	Dr. Kevin Considine
<b>Office Number:</b>	512
<b>Phone Number:</b>	219-473-4353
<b>Email:</b>	<a href="mailto:kconsidine@ccsj.edu">kconsidine@ccsj.edu</a>
<b>Hours Available:</b>	M-TH: 1pm to 3:45pm. Fridays and other times by appointment
<b>Instructor Background:</b> Ph.D. Theology, Loyola University Chicago M.A. Theology, Catholic Theological Union B.A. English, Vanderbilt University	

#### Course Information:

<b>Course Time:</b>	M/W 10:15am to 11:45am
<b>Classroom:</b>	209
<b>Prerequisites:</b>	THEO 110
<b>Required Books and Materials:</b>	<i>What is Christianity? A Dynamic Introduction.</i> By Dennis Doyle. Mahwah: Paulist Press, 2016. ISBN: 978-0809149933
<b>Learning Outcomes/ Competencies:</b> Students in this course will: <ol style="list-style-type: none"><li>1. Discuss Roman Catholicism's professed understanding of its essential beliefs and the theologies that undergird them.</li><li>2. Explain how the Roman Catholic tradition understands the distinction and relationship between Faith and Reason.</li><li>3. Understand theology as a method of inquiry.</li><li>4. Explain Roman Catholicism's professed understandings of the Bible, Revelation, the doctrine of the Trinity, and the Church.</li></ol>	

5. Articulate the Catholic theology of human nature and human destiny.
6. Understand the relationship between science and Christian faith.
7. Describe in general terms how the Roman Catholic Church has understood the historical Jesus and subsequent Christologies.
8. Demonstrate the ability to engage in respectful dialogue with members of other faith traditions.
9. Evaluate her or his own beliefs vis-à-vis core beliefs associated with Roman Catholicism.

This course meets the following General Education objectives:

- Students will read analytically, synthetically, and critically in a variety of genres.
- Students will write in a variety of forms using valid logic, persuasive rhetoric, and correct grammar, usage, and punctuation.
- Students will be able to orally deliver a presentation with a clear central idea that is logically developed, supported by convincing evidence and valid reasoning, and expressed using language and delivery choices thoughtfully adapted to the audience.
- Students will appreciate, create, and critique the persuasive power of art and media.
- Students will be able to apply ethical standards to social issues and analyze their own core beliefs and the origin of these beliefs.

This course meets the following Theology Program objectives at the Introductory level:

1. Appreciate, analyze, and apply an understanding of the dignity of human persons and communities as foundational to theological study and ministerial relationships.
2. Demonstrate an understanding of the breadth and coherence of Christian theological studies.
3. Apply moral principles and ethical guidelines from Catholic teaching to issues in ministry and contemporary life.

**Course Description:** In this course, students gain a broad overview of the academic study of Christian theology and its articulation within the Catholic tradition. Topics include the human search for meaning; human nature and human destiny; the nature of God; faith and reason; divine revelation; biblical interpretation; the person of Jesus Christ and the Trinity; worship; theology of Church; and sacramental spirituality for a post-modern world.

**Learning Strategies:**

Blackboard, Group Discussions, Collaborative Learning, Lecturing, Reading, Paper Writing, Research, Oral Examination, Journal Writing

**Experiential Learning Opportunities:**

Guided prayer and meditation with reflection

<b>Assessments:</b>		
<b>Major Assignments:</b>	Twelve Response Reflections Religious Experience Essay Final Exams (Written/ Oral). Blackboard Discussions and Quizzes <u><b>Total</b></u>	120 pts (10 pts/ea) 35 pts 125 pts (50/75) 80 pts <u><b>360 pts</b></u>
<p><b>**NOTE/DISCLAIMER: <u>ORAL FINAL EXAM</u>:</b> You must pass the oral final exam in order to pass the course, achieving a score of (75%) or higher. <b><i>If you fail the exam, you fail the course.</i></b> In the past, I have offered retakes. I will no longer do this. You will have one opportunity.</p>		
<b>Class Participation:</b>	You cannot succeed if you do not participate.	
<b>Grading Scale:</b>		
100 – 92: A      91 – 90: A- 89 – 88: B+      87 – 82: B      81 – 80: B- 79 – 78: C+      77 – 72: C      71 – 70: C- 69 – 68: D+      67 – 62: D      61 – 60: D- 59 and below      F		
<b>Course Schedule:</b>		
Class Date	Assignments	Class Discussion/Activities
<u><b>Date</b></u> <i>Blackboard deadlines in italics</i>	<u><b>Topic</b></u>	<u><b>Assignment</b></u> to be completed before class or by the deadline listed
<b>Jan. 17<sup>th</sup></b>	<b>Who are we and what are we doing here?</b>	Music and Religious Experience
<b>Jan. 22<sup>nd</sup></b>	<b>Experience of God in Christianity and World Religions</b>	Read “Chapter One: Introduction”  Quiz/Response/Discussion/Activity
<b>Jan. 24<sup>th</sup></b>		Read: <i>Nostra Aetate</i> “Is the Bible Infallible?”
<b>Jan. 29<sup>th</sup></b>	<b>Section One: Scripture</b>	<u><b>Religious Experience Essay Due</b></u>  Read “Chapter 2: The Bible”
<b>Jan. 31<sup>st</sup></b>		Read “Chapter 3: Hebrew Scriptures”
<b>Feb. 5<sup>th</sup></b>		Quiz/Response/Discussion/Activity
<b>Feb. 7<sup>th</sup></b>		Read “Chapter 4: New Testament”

<b>Feb. 12th</b>		Quiz/Response/Discussion/Activity
<b>Feb. 14th</b>	<b>Section Two: Tradition</b>	Read “Chapter 5: Christian Tradition”
<b>Feb. 19th</b>		Quiz/Response/Discussion/Activity
<b>Feb. 21st</b>		Read “Chapter 6: Christian Doctrine”
<b>Feb. 26th</b>		Quiz/Response/Discussion/Activity
<b>Feb. 28th</b>		Read “Chapter 7: Church Divisions and Ecumenism”
<b>March 5th To March 11th</b>		SPRING BREAK
<b>March 12th</b>	<b>Section Three: Sacraments</b>	Read “Chapter 8: Sacramental Consciousness”
<b>March 14th</b>		Quiz/Response/Discussion/Activity
<b>March 19th</b>		Read “Chapter 9: Sacraments of Initiation”
<b>March 21st</b>		Quiz/Response/Discussion/Activity
<b>March 26th</b>		Read “Chapter 10: Sacraments of Commitment and Healing”
<b>March 28th</b>		Quiz/Response/Discussion/Activity
<b>April 2nd</b>		Read “Chapter 11: Love as the Greatest Commandment”
<b>April 4th</b>	<b>Section Four: Christian Life</b>	Quiz/Response/Discussion/Activity
<b>April 9th</b>		Read “Chapter 12: Commandments, Virtues, Pacifist Activism”
<b>April 11th</b>		Read “Chapter 13: Catholic Social Teaching”
<b>April 16th</b>		Quiz/Response/Discussion/Activity
<b>April 23rd to April 25th</b>	<b>Oral Exams</b>	

<b>Exam Week</b>	<b>Feedback, Final exams, paper writing</b>	1. Sign up for a time to take your oral final exams, and keep your commitment. 2. Take the written final exam in Blackboard. 3. Write your final paper. 4. Complete Course Evaluation
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**\*I reserve the right to change this schedule to meet the needs of the class.\***

## **Selected Assignments: Detailed Guidelines**

### **I. Experience of God Essay**

This is a 2-3 page essay that discusses a personal experience of God or “something more”. For this essay, your experience can be *traditional* or *nontraditional*.

*Traditional*—Your experience happened within an organized religious gathering or spiritual practice. For example, some people describe encountering God or “something more” in the following experiences : Christian Sunday worship, sacraments, ritual, prayer, Bible study and activism; Muslim Friday prayer, fasting during Ramadan, and studying the Qur’an; Jewish observance of the Sabbath, prayer, studying the Torah, observing High Holy Days; Buddhist meditation, temple visitations, and Scripture study; these examples are only a few.

*Nontraditional*—Your experience does **NOT** have to be connected to any organized religion or spiritual practice. For example, some people have described experiences of God or “something more” in the following: being in nature, attending a concert or show, visiting Ground Zero in Manhattan, serving others, playing music or practicing some kind of art form, attending a sporting event with 50,000 people, playing a sport, finding intimacy and self-giving love in a personal relationship; these are only a few examples.

**GUIDELINES:** The point is to reflect upon your life, identify an experience that you would call “connected to God or “something more”, narrate it and draw the reader into the story using details and clear writing, and then reflect upon and analyze this experience. It should be a minimum of two pages, double-spaced, 10 or 12 pt font. Use the following format for this essay:

- 1.) **NARRATION (15 points):** Tell the story of your experience in a clear and detailed way. Some guiding questions: Where were you? Why were you there? Who were you with? What happened? How did you feel? Was this a “traditional” or “non-traditional” experience (or a mixture)? How so?
- 2.) **REFLECTION (10 points):** Think about your story. Why, in your opinion, is this an experience of the divine? Why do you think that God, or “something more” was present? Is God always present?
- 3.) **INTEGRATION (10 points):** What is your own religious background/affiliation? Whether or not you consider yourself religious or not, in what religious tradition (or lack thereof) were you raised? Does your experience make sense within this tradition? Why or why not?

**II. Discussion Board/Quizzes/Response Papers:** On a weekly basis, you will be assessed through completing response papers, discussion board postings, and/or quizzes. In general, I will assess your assignments on content (did you fully answer the questions and reference the appropriate texts?), logic (do your ideas hold together and make sense?) and grammar/ spelling (would this be acceptable to an English professor?).

**III. ORAL FINAL EXAM:** a 20 minute interview with me, in my office. Seven questions that you write will lay the foundation for your individual oral examination. Two guidelines: a) there should be four questions that somehow deals with each of the four areas of the book: Bible, Doctrine, Sacraments, Christian Living. The other three are up to you; b) Each question should be a prompt for you to express your thoughts for two minutes before I ask a follow up question. For each, you write the question and then write three sentences that begin your answer to this question AND the page number from one source that supports your answer (examples: Doyle, Rolheiser, Nostra Aetate, other readings).

**Exam policies: You must pass the final exam in order to pass the course. If you fail the exam, you fail the course. No make-ups will be given unless there is some extremely extenuating circumstance that you can document.**

You must be in my office at your scheduled exam time. If you are late you will not be able to take the exam. If you miss your scheduled exam time, it is your responsibility to contact me to request a make-up appointment after grades are due. You will take an F for the semester and receive a grade change after you make it up. You will lose 5 points from your exam grade. Once exams begin, I will be running a tight schedule and it will be difficult for me to be available. Please be understanding. Get any grade questions resolved and make-up work completed before exams. Once exams start, it will not be accepted.

### **INTRODUCTION**

You will come prepared to respond to any and all of the seven questions in depth at a Developing level on the Signature Assignment rubric. You may, if you wish, bring source readings with you to your exam, if you plan to discuss these in your responses. You may not read at length from sources, or rely on them for information, but you may select quotes from them to support your claims.

### **DRESS CODE**

Dress formally and modestly as you would for a job interview, or you will not be admitted to your exam. No T-shirts, sweats, hats, jeans, or shorts. No zippered jackets or tops. Guys, wear a shirt with a collar, and shave, unless you normally wear a beard. No gum.

### **FORMAT:**

The exam will begin with the question, "Tell me about yourself." You will respond with a prepared statement that includes your full name, your major, and your year.

The examiner will then choose any one, two, or three of the questions on your proposal to ask you. For each, cover your topic fully, showing mastery of a body of prepared information: this is key! The examiner will continue with a mixture of unexpected follow-up questions and further questions from your proposal. The follow-up questions will test your ability to reason—to argue for your views, to see varying points of view, and even to connect your knowledge with your personal experience.

**ASSESSMENT**

At the conclusion of the exam, the examiner or instructor may or may not choose to offer you feedback on your performance. Your score will be posted in Blackboard. If you did not pass your exam, the instructor will communicate with you via email. The exams will be video-recorded to ensure fairness in grading. The clips may be viewed by other instructors to assess your oral communication & critical thinking skills. A truly outstanding exam may earn you a higher final grade than what is shown in Blackboard as your average at the end of the course.

An extremely poor exam may lower your grade. If you miss your exam time, you will take an F for the course, unless there is an emergency which you can document, in which case you will take an Incomplete. You will be responsible for contacting the instructor to request a make-up appointment after grades are due at the end of the semester. You will earn a grade change by making up the missed exam. You may lose half a letter from your final grade.

**AT YOUR EXAM: Dress formally and modestly as you would for a job interview.** This is serious. You need to be prepared for formal occasions. No T-shirts, sweats, hats, jeans, or shorts. No zippered jackets or tops. Guys, wear a shirt with a collar, and shave, unless you normally wear a beard.

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>: You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>Therefore, if a student is absent <b>six (6) times or more</b> the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p>
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p>

	<p>ALL WORK IS DUE AT BEGINNING OF CLASS. IT SHOULD BE SUBMITTED EITHER 1.) TO MY EMAIL ACCOUNT OR 2.) ON PAPER. LATE WORK WILL HAVE POINTS DEDUCTED FOR EACH DAY LATE</p> <p><i>I RESERVE THE RIGHT NOT TO ACCEPT LATE WORK.</i></p>
<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Using Electronic Devices</b>	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
<b>Participating in Class</b>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p><b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.</p>
<b>Tracking Your Progress</b>	<p>Your midterm grade will be available on MyCCSJ between Weeks 6 and 8. Be sure to see how you're doing and follow up with your instructor.</p>
<b>Sharing Your Class Experience</b>	<p>At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <b>essential</b> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!</p>
<b>Withdrawing from Class</b>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>



<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	Calumet College of St. Joseph provides a free Student Assistance Program (SAP) to current students. The SAP is a confidential counseling service provided to students for personal and school concerns which may be interfering with academic performance and/or quality of life. The SAP counselor is available on campus once a week. For more information, contact the Vice President for Enrollment and Retention, Dr. Dionne Jones-Malone, Office # 611, 219-473-4305.
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .

## Emergency Procedures

### MEDICAL EMERGENCY

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Call 911 and report incident.</li> <li>2. Do not move the patient unless safety dictates.</li> <li>3. Have someone direct emergency personnel to patient.</li> <li>4. If trained: Use pressure to stop bleeding.</li> <li>5. Provide basic life support as needed.</li> </ol>

### FIRE

<b>EMERGENCY ACTION</b>
<ol style="list-style-type: none"> <li>1. Pull alarm (located by EXIT doors).</li> <li>2. Leave the building.</li> <li>3. Call 911 from a safe distance, and give the following information: <ul style="list-style-type: none"> <li>• Location of the fire within the building.</li> <li>• A description of the fire and how it started (if known)</li> </ul> </li> </ol>

## **BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

## **HAZARDOUS MATERIAL SPILL/RELEASE**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## **TORNADO**

### **EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## **SHELTER IN PLACE**

### **EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## **BOMB THREATS**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):

- Don't touch it!
- Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

### RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.