Course Description:
As an introduction to ecclesiology, this course seeks to provide a fundamental understanding of the Church’s origin, nature, structure, and mission. The Biblical foundations of the Church will be discussed as well as magisterial and theological writings on the Church from various historical periods, including: the Patristic era, the Middle Ages, and modernity. In addition, the latter half of the course will focus on the ecclesiology of the Second Vatican Council, and some of the topics to be discussed are: authority and papacy; the Church as local and universal; the laity; ecumenism, Eucharistic ecclesiology, and the role of the Church in the modern world.

Instructional Methods:
The class sessions will consist of lecture and discussion, both primarily based on the reading assignments for each day. The research paper allows students to explore topics of particular interest and is intended to help students foster the basic skills needed in gathering research, evaluating and treating theological matters in a scholarly manner. The research presentations provide students with the opportunity to share the fruit of their work with the entire class. Assessments include quizzes, a midterm exam, and a final exam; these measure the students’ understanding of the course content derived from readings, lectures, and discussions.

Required Texts:
- The Bible (NABRV, NAB, NRSV translations preferable)
- All other texts will be available at www.theo3331.weebly.com and/or on Blackboard.

Goals for Student Learning:
Upon the completion of this course, the student will be able to:
1. articulate the Scriptural foundations for the Church.
2. discuss the origin, structure, and mission of the Church according to *Lumen Gentium*.
3. demonstrate knowledge of basic ecclesial themes and doctrines.
4. read critically and closely material in the Catholic intellectual tradition, demonstrating an understanding of the questions and issues addressed by the materials.
Course Requirements:
Grades for individual course assignments are based upon the student’s demonstration of his or her understanding of the course material and the quality of the manner in which the student conveys that understanding. Thus, both accuracy of content and clarity of style affect the grade for each assignment.

The final grade for the course is based upon the combined grades for the individual assignments. The major components to the final grade include participation, a midterm exam, a final exam, a research paper (8-10 pages), and a 10 minute presentation. The value of each component is as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading commentaries</td>
<td>15%</td>
</tr>
<tr>
<td>2. Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>5. Research Paper &amp; Presentation</td>
<td>30%</td>
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</tbody>
</table>

Attendance and prompt arrival is expected of every student for every class. Each student is permitted two absences and two tardies without penalty. Subsequently, every two tardies equals one absence, and every subsequent absence lowers the final grade by two points.

Reading commentaries: Student will write and submit ten (10) commentaries, choosing from the readings of the day. These commentaries should reflect thoughtful grappling with the subject. Papers must be turned in at least 24 hours prior to that particular class for which the readings are assigned. Graded on a pass/fail basis, only the commentaries which do not meet the requirements specified below (hence, receiving a grade of “fail”) will be returned to the student.

- Format: Name, date, title (in first two lines); Times New Romans or Arial 12-point font, double-spaced with 1” margins
- Length: one full page
- Paragraph one provides a general summary of the reading; Paragraph two identifies and elaborates a point of interest
- At least one quotation from the reading is included in the commentary.

The midterm exam and the final exam are meant to determine the level of the student’s comprehension of the reading material and class lectures. A study guide will be provided one week prior to each exam.

The research paper (8-10 pages, double-spaced) should incorporate several sources that relate to a specific topic in ecclesiology. Early in the semester, students are to select a topic of their choosing, subject to the instructor’s approval. Further details on the assignment will be provided.

Topic and Initial Bibliography due: February 23, 2017
Outline and/or optional rough draft due: March 21, 2017
Presentation of research: April 6 or April 11, 2017
Final Paper due: May 4, 2017
## COURSE SCHEDULE
(N.B. Subject to change)

### Week 1-2 Origins and Orientations of Ecclesiology
1/19  Th  Introduction to Ecclesiology
1/24  T  Why *believe* in the Church?  
Read: *Catechism of the Catholic Church* nos. 811-870
1/26  Th  A Community of Disciples  

### Week 3 New Testament Ecclesiology
1/31  T  Mark and Matthew  
Read: Matthew 5-7, 10, 13, 18, 24-25.

### Week 4 New Testament Ecclesiology cont’d
2/7  T  John: The Church as Sheepfold, Vine, Unity, and Mutual Love  
Read: John 10-21; 1 John 1-5.
2/9  Th  Paul: The Church of God as Body of Christ and Living Temple AND  
1 Peter: The Holy People of God in Diaspora, Under Persecution  
Read: 1 Corinthians 10-12; Ephesians 1-6; 1 Peter.

### Week 5 The Church of the Fathers
2/14  T  Ignatius of Antioch  
Read: Ignatius of Antioch, Letters to the Philadelphians, the Romans, and the Trallians.
2/16  Th  Augustine of Hippo  
Read: Selections from Augustine’s Anti-Donatist Writings.

### Week 6 A Historical Survey
2/23  Th*  Vatican I & Papal Primacy  
Read: *Pastor Aeternus* (1870) and “The Primacy of the Successor of Peter in the Mystery of the Church” (CDF, 1998)

### Week 7
2/28  T  **Midterm Exam**
3/2  Th  An Overview of Vatican II  
Read: Pope St. John XXIII, “Opening Speech to the Council.”  
Week 8: The Second Vatican Council
3/7  T  Read: Pope Benedict XVI, “Address of His Holiness Benedict XVI to the Roman Curia” (Christmas 2005)
3/9  Th Read: J. Komonchak, “The Significance of Vatican II for Ecclesiology,” Gift of the Church
**March 14 & 16: Spring Break

Week 9: Lumen Gentium
3/23  Th The Church as Mystery
Read: Lumen gentium, nos.1-8.

Week 10: Lumen Gentium
3/28  T  The Church as the People of God
Read: Lumen gentium, nos. 9-17.
3/30  Th The Laity, The Universal Call to Holiness, & Religious Life
Read: Lumen gentium, nos. 30-47

Week 11: 4/4 & 4/6 -- Student Presentations

Week 12: Christian Unity
4/11  T  Ecumenism: Striving for the unity of all Christians
Read: Unitatis redintegratio, nos. 1-24; Lumen gentium, nos. 8, 14-15.
4/13  Th  Holy Thursday (no class)

Week 13: Communion and Hierarchy
4/18  T  The Church as a communion
Read: J. Ratzinger, Called to Communio, 1-46.
4/20  Th  Ecclesial structures: Papal primacy
Read: Lumen gentium, nos.18-29; J. Ratzinger, Called to Communio, 47-74

Week 14: The Church in the Modern World
4/25  T  Bishops and Collegiality
Read: J. Ratzinger, Called to Communio, 75-94 Optional: “How Do the Pope and Bishops Exercise Their Teaching Authority?” in Richard Gaillardetz, By What Authority?
4/27  Th  Evangelization: The Church in the Modern World

Week 15: Mary and the Pilgrim Church
5/2  T  Read: LG nos. 48-69; R. Kereszty, “Toward the Renewal of Mariology,” 779-799.
5/4  Th*  The Eucharist makes the Church
Read: C. Ruddy, “In the end is my beginning: Lumen Gentium and the Priority of Doxology” in Irish Theological Quarterly, 144-64.
**Term papers due

***FINAL EXAM: Tuesday, May 16, 2017  8:30 am – 12:00 pm
Assignment: This assignment is intended to facilitate and foster students’ exploration of ecclesiological topics of particular interest. Students are to research an approved topic in ecclesiology and write a term paper of 8-10 pages. The development of this paper will follow the deadlines below, and the final product (paper and presentation) is worth 30% of the final grade. Late submissions will be penalized 5 points/day from the final grade.

- Topic and an initial annotated bibliography (4 sources) February 23, 2017 10 points
- Outline and/or optional rough draft due: March 21, 2017 20 points
- Presentation of research: April 4 or April 6, 2017 30 points
- Final Paper due: May 4, 2017 40 points

100 pts total

Formatting requirements: double-spaced; 1-inch margins; 12 point Times New Romans font.

Bibliography: at least four scholarly sources should be utilized and should follow Turabian/Chicago Manual style.

Presentation Guidelines – 30 points
1. Presentations should be between 8-10 MINUTES.
2. The use of ONE VISUAL (a hand-out, a relevant image, a media presentation, etc…) is required.
3. Your presentation should give a general overview of your topic and present the highlights of your research.
4. You will be graded for SUBSTANCE (content) and STYLE (professionalism, clarity, in keeping to time limit, creativity)

<table>
<thead>
<tr>
<th>Visual aid &amp; Time requirement</th>
<th>Inadequate 4 points</th>
<th>Developing 6 points</th>
<th>Competent 8 points</th>
<th>Proficient 10 points</th>
<th>Total</th>
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<tbody>
<tr>
<td>No visual aid &amp; presentation is not within time limit/requirement</td>
<td>Ineffective use of a visual aid &amp; presentation is not within time limit/requirement</td>
<td>Ineffective use of a visual aid, although the presentation keeps within time limit</td>
<td>Effectively uses at least one visual aid &amp; is in keeping with time limit</td>
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<table>
<thead>
<tr>
<th>Content</th>
<th>Inadequate 4 points</th>
<th>Developing 6 points</th>
<th>Competent 8 points</th>
<th>Proficient 10 points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Information presented is both irrelevant and inaccurate.</td>
<td>Some information is inaccurate.</td>
<td>Content presents only peripheral information on the topic, though the info is accurate.</td>
<td>Concise and relevant information is presented</td>
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<thead>
<tr>
<th>Style</th>
<th>Inadequate 4 points</th>
<th>Developing 6 points</th>
<th>Competent 8 points</th>
<th>Proficient 10 points</th>
<th>Total</th>
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<tbody>
<tr>
<td>Presentation shows a lack of preparation.</td>
<td>Presentation lacks both creativity and clarity.</td>
<td>Presentation lacks creativity or clarity.</td>
<td>Manner of presentation is professional, creative, &amp; clear</td>
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## Term Paper – Grade Rubric – 40 points

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<tr>
<th></th>
<th>Inadequate 2 points</th>
<th>Developing 4 points</th>
<th>Competent 6 points</th>
<th>Proficient 8 points</th>
<th>Total</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>No thesis; paragraphs are not defined; essay lacks order and focus.</td>
<td>Thesis is ill-defined and unfocused. There is some organizing scheme, but missing part or all of the introduction, body, or conclusion.</td>
<td>Clear, strong thesis. Paragraphs are focused and well-defined, but not in a logical order.</td>
<td>Effective organization: Clear, strong thesis with well-developed focus and transitions between sections and paragraphs.</td>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>No supporting details provided; large amounts of irrelevant and inaccurate information.</td>
<td>Weak supporting details are provided. Some information is irrelevant or inaccurate.</td>
<td>Concrete, relevant details support the thesis throughout the paper, but some information is irrelevant and inaccurate.</td>
<td>Concrete, relevant details support the thesis throughout the paper. Information is relevant and accurate.</td>
<td></td>
</tr>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Rudimentary and superficial; little analysis, synthesis or evaluation; little or no connections made between the sections.</td>
<td>Attempts made at analysis, synthesis, and evaluation; connections are limited with vague generalities</td>
<td>Substantial information; evidence of analysis, synthesis, and evaluation; general connections are made</td>
<td>Rich in content; insightful analysis, synthesis, and evaluation; clear connections made to the ideas presented between the sections and to real-life situations</td>
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<tr>
<td><strong>Style &amp; Mechanics</strong></td>
<td>Many significant errors such as sentence fragments, run-on sentences, comma splices, shifts in tense; many minor errors such as spelling and typos show lack of adequate proof-reading; awkward sentence structure and word choice</td>
<td>More than four significant errors; many minor errors; and/or awkward wording in places; simple sentence structure</td>
<td>Up to three significant errors; some minor errors; clear and coherent sentences with some complex sentence structures</td>
<td>No significant errors; a few minor errors; writing manifests clarity, coherence, and unity of word choice, sentence structure; writing flows smoothly</td>
<td></td>
</tr>
<tr>
<td><strong>Bibliography</strong></td>
<td>Scholarly sources are lacking and not properly cited.</td>
<td>Not all 4 sources are scholarly sources; and/or they are not properly cited.</td>
<td>Use of 4 scholarly sources with some minor errors in citations.</td>
<td>Use of 4 scholarly sources with proper citations.</td>
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**SOME POSSIBLE TOPICS FOR RESEARCH:**
- Ecumenism: *Unitatis Redintegratio*, *Ut unum sint*
- Interreligious dialogue: *Nostra Aetate*
- Missionary activity: *Ad gentes*
- The Synod on Marriage and the Family
- New Ecclesial Movements; Lay Ministry
- The Papacy of Pope Benedict XVI/ Francis I
- *Evangelii Gaudium* The New Evangelization
- Church and state relations; religious liberty
EXPECTATIONS AND POLICIES

**Academic Integrity** is not merely avoiding plagiarism or cheating, but it certainly includes those things. More than anything, having academic integrity means taking responsibility for your work, your ideas, and your effort, and giving credit to others for their work, ideas and effort. If you submit work that is not your own – whether test answers, whole papers or something in-between – I have a responsibility to hold you accountable for that action. I also have a responsibility to treat you with respect and dignity while doing so.

Students should be acquainted with the University's "Policy on Academic Dishonesty" found in the Undergraduate Catalog. According to that catalog:

Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists, and such offenses will be dealt with expeditiously according to the following criteria. Academic dishonesty includes but is not limited to:
1. Cheating on an examination or test; for example, by copying from another’s paper or using unauthorized materials before or during the test;
2. Plagiarism, which represents as one’s own the work of another, whether published or not, without acknowledging the precise source;
3. Knowing participation in the academic dishonesty of another student, even though one’s own work is not directly affected;
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

The penalty for an incident of academic dishonesty is, at the discretion of the faculty member, either a mark of zero for the work in question or the grade of “F” for the course.

**Other Policies:**
- Attendance will be taken at the beginning of each class. Students who arrive late are responsible for informing the professor (after class) that they were present for class.
- The use of cellular phones during class time is not permitted. Tablets or laptops may only be used to take lecture notes.
- Students are expected to complete all readings prior to class time.
- Eating is not permitted during class time.
- Office hours are: before class time and by appointment [Contact: nguyench@stthom.edu]

CAMPUS RESOURCES FOR STUDENT SUPPORT

**Students with Disabilities**
Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course—as outlined in the syllabus—due to presence of a disability, should contact the Office of Counseling and Disability Services (C&DS). The following statement was prepared by the C&DS:

Any student with a documented disability needing academic accommodations is requested to speak with Deborah Jones as early as possible. All discussions will remain confidential. Students with disabilities will also need to contact Counseling and Disability Services in Crocker Center. This office can be reached at (713) 525-2169 or 6953.

**GRADE SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
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<tr>
<td>A:</td>
<td>90-94%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B:</td>
<td>80-83%</td>
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<tr>
<td>C:</td>
<td>74-76%</td>
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<tr>
<td>D:</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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</table>