

SYLLABUS FOR PEW COLLEGE SOCIETY 4390
***PIETAS ET DOCTRINA I* :**
STUDIES IN CHRISTIAN SCHOLARSHIP
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I. Course Description:

This course is part of the core curriculum of the Pew College Society program at Dallas Baptist University. The goal of this program is to challenge and prepare intellectually gifted undergraduates for Ph. D. programs for the purpose of pursuing a calling or vocation as a Christian scholar and university professor as an avenue of Christian service. The theme of this organization is "*Pietas et Doctrina*." The ambition is to wed together and inculcate in Pew students the time-honored Christian ideals of piety and learning as an aspect of their training and preparation as future Christian scholars.

This course focuses on "*Doctrina*," or Learning aspect of the dyad, and is an in-depth study of Christian scholarship. The content of this course will consist of a serious reading and study of a variety of classical and contemporary sources covered in historical order. The purpose of this study is to immerse Pew students firsthand in the Christian heritage of teaching, learning and scholarship with a view towards the understanding, preservation, reclamation and extension of that heritage in their own lives, and for the sake (transformation) of the Church, the academy, and the broader culture.

II. Course Data

Professor: David [Davey] Naugle, Th.D., Ph.D.
Days and Time: Monday nights, 5: 15-7: 45 pm
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III. Course Goals

There are three marks of a great person:

- One who is a great thinker;
- One who is a great lover;
- One who is a great doer.

A. Intellectual Objectives:

- To pursue an in-depth study of classic and contemporary texts and themes on the subject of Christian scholarship in order to facilitate the restoration and renewal of the Church's scholarly heritage and contribution to "scientific" thought (broadly conceived), the academic vocation, and to cultural life.

- To apply the canons of critical and logical thought in the analysis and evaluation of the texts and arguments on Christian teaching, learning, and scholarship as evidenced by class presentations and written work.
- To develop and polish writing and speaking skills in the explication and expression of the texts and arguments on Christian teaching, learning, and scholarship as evidenced by class presentations and written work.
- To integrate the readings on Christian scholarship, teaching, and learning into the context of Western and Church history, to recognize the influence of underlying theologies and worldviews affecting the theories espoused, and to understand the influence of the past in positive or negative ways on contemporary academic culture and university life.

B. Emotional Objective:

- To develop an appreciation for the Christian affirmation of the life of the mind, the Church's promotion of cause of Christian and university education, and the pursuit of scholarship as a Christian calling in service to God.

C. Volitional Objective:

- To examine the possibility of pursuing graduate education and a calling as a Christian scholar/professor in the light of the intellectual heritage of the Christian Church with a view to the extension of the redemptive Kingdom of God into every aspect of life as represented by the academic disciplines, and to the renewal of the soul of the American university and beyond.

"In the ordinary course of study, I fell upon a certain book of Cicero, whose speech almost all admire, not so his heart. This book of his contains an exhortation to philosophy, and is called *Hortensius*. But this book altered my affections, and turned my prayers to Thyself, O Lord; and made me have other purposes and desires." St. Augustine, *Confessions*, III. IV.

III. Course Requirements, Grading, and Teaching Methods

"Reading maketh a full man;
Conference [conversation] a ready man;
Writing an exact man!"
—Francis Bacon, *Of Studies*

A. Course Requirements:

1. **Reading (45%):** There are nine major reading assignments in this class. Each is worth 5% of your total grade, and the material must be read in its entirety for credit to be given. Below is a list of the readings and their due dates:

- *Republic* (Plato), *Greek Education* (Hatch): Feb. 3
- *De Doctrina Christiana* (Augustine): Feb. 17
- *Concerning the Teacher* (Augustine) and *The Teacher* (Aquinas): Feb 24
- *To the Councilmen* (Luther), *Of Education* (Milton), *Puritans on Education* (Ryken): Mar. 3
- *The Idea of a University* (Newman): Mar. 24
- *The Abolition of Man* (Lewis): March 31
- *Exiles from Eden* (Schwehn): April 14
- *The Soul of the American University* (Marsden): April 8

- *The Outrageous Idea of Christian Scholarship* (Marsden): May 5

2. **Presentation:** (10%): The class will largely consist of short papers, word-processed, about 7 pages written on the material to be covered on a given night and read to the class. The papers should be a summary of crucial arguments and an interaction with the material in an interpretative and critical way. Students presenting a paper will make enough copies for each class member (and the prof.) and must be prepared to answer questions in a discussion to follow.

3. **Insights/journals** (19.5%): Each student will be required to write up weekly "Insights" based on the readings done in this class to facilitate thoughtful interaction with the texts. The Insight entry for each work should be about two-three pages in length, word-processed, and should include personal reflections, meditations, big ideas, applications, etc. based on the reading. Insight entries will be turned in weekly, or one per class session (each is worth 1.5% of your total grade). You do not have to turn in an Insight assignment on the day of your oral presentation. See Appendix for suggestions for Insight assignments.

4. **Research Paper** (25.5%): Each student will present a research paper on a topic in the field of Christian scholarship (possibly Christian higher education, or philosophy of education). The paper will be fifteen pages, word-processed, double-spaced, properly documented (MLA or Turabian). Topics ought to be selected by about mid-semester, and a complete prospectus, including a tentative title, thesis statement, narrative summary of the paper, outline, and initial bibliography will be presented the class period after Spring Break. Resources from the internet must be used in researching this paper (see appendix to this syllabus). Due date: May 9.

5. No Examinations!!!

6. **Pew College Society Spring Events:** Each PCS 4390 student is seriously encouraged to participate in the upcoming PCS events scheduled for this Spring 2003 semester:

- Friday Symposiums: every Friday at noon in the Collins Learning Center. Please support your local Friday Symposium!
- Cinematic Confabulations: Trip to Angelika Film Center, February 28 @ 5: 30 pm. Ride Dart Rail to Mockingbird Station, and take in a dinner, film, and follow up discussion at Starbucks!
- Overnight road trip to *Art and Soul* conference at Baylor University, March 21-22. We will be staying at the Victorian Inn, and hearing such great speakers as Kathleen Norris, Jeremy Begbie, Frederica Matthewes-Greene, Ralph McInerney, etc. See flier for details!
- Sixth Annual **PCS SPRING STUDENT CONFERENCE:** April 4-5, 2003 with Paul Marshall, fellow at the Claremont Institute and Center for Religious Freedom, a division of the Heritage Foundation. Consider presenting a paper at this year's conference. Even if you are not presenting a paper, attendance is highly, highly encourage to support your fellow-student presenters!!!

B. Grading:

- A- = 90-93; A = 94-97; A+ = 98-100 % **Excellent:**
Excellent = top notch, superior, first rate/class, exceptional, superlative; paper and tests; class attitude, attendance, note taking, participation, posture, interest, etc. Comprehensive excellence is needed for a superlative grade in this course.

- B- = 80-83; B = 84-87; B+ = 88-89%: **Above average**
- C- = 70-73; C = 74-77; C+ = 78-79%: **Average**
Average = mediocre, commonplace, ordinary, passable, fair, run-of-the-mill, tolerable, so-so, mid point between extremes of excellence and failure.
- D- = 60-63; D = 64-67; D+ = 68-69%: **Below average**
- F = 59% and below: **Failure**—Omission or lack of satisfactory performance of action or task, inadequate, unsuccessful, inferior, impassable, etc.

B. Teaching Methods: The course will be conducted in **seminar** format close to the graduate level, and include lectures, Socratic method, dialectic and discussion, and colloquia. See Appendix for discussion on seminars.

IV. Textbooks:

Plato, *Republic*, trans. G. M. A Grube, rev. C. DC Reeve. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 1992.

St. Augustine, *Teaching Christianity: De Doctrina Christiana*, intro. trans., notes Edmund Hill, O.P., ed. John E. Rotelle, O.S.A., The Works of St. Augustine-A Translation for the 21st Century. Hyde Park, New York: New City Press, 1996.

St. Augustine, *Against the Academicians and The Teacher*, trans, intro, notes Peter King. Indianapolis/Cambridge: Hackett Publishing Company, Inc., 1995.

John Henry Newman, *The Idea of a University*, Rethinking the Western Tradition, ed. Frank M. Turner (New Haven and London: Yale University Press, 1996).

C. S. Lewis, *The Abolition of Man*. New York: Macmillan 1943, 1962.

Mark R. Schwehn, *Exiles from Eden: Religion and the Academic Vocation in America*. New York: Oxford University Press, 1993

George M. Marsden, *The Soul of the American University: From Protestant Establishment to Established Unbelief*. New York: Oxford University Press, 1994.

George M. Marsden, *The Outrageous Idea of Christian Scholarship*. New York: Oxford University Press, 1997.

Goldsmith, John A., et. al. *The Chicago Guide to Your Academic Career: A Portable Mentor for Scholars from Graduate School through Tenure*. Chicago: University of Chicago Press, 2001.

V. Tentative Course Schedule:

Class #	Date	Subject	Assignments
1	Jan 27	<i>Intro to the Course/Syllabus/Pew College Society Presuppositions of the Course</i>	
2	Feb 3	<i>Selections from Plato's Republic, bks 2, 3, 7 Introduction to Paideia</i>	
3	Feb 10	<i>Introduction to St. Augustine's</i>	

		<i>De Doctrina Christiana., Intro, Bk. I-II</i>
4	Feb 17	<i>De Doctrina Christiana, Bks III-IV</i>
5	Feb 24	<i>Augustine, The Teacher</i> <i>Aquinas, Concerning the Teacher</i>
6	Mar 3	<i>M. Luther, "To the Councilmen of All Cities in Germany That They Establish and Maintain Christian Schools;"</i> <i>John Milton, "Of Education"</i> <i>Leland Ryken, The Puritans on "Education"</i>
7	Mar 17	<i>J. H. Newman, The Idea of a University, Intro., Discourses I-V; University Subject II. PROSPECTUS DUE</i>
8	Mar 24	<i>J. H. Newman, The Idea of a University, Discourses VI-IX; University Subject VII.</i>
9	Mar 31	<i>C. S. Lewis, The Abolition of Man</i>
10	April 7	<i>Mark Schwehn, Exiles from Eden: Religion and the Academic Vocation in America, chps 1-3</i>
11	April 14	<i>Mark Schwehn, Exiles from Eden: Religion and the Academic Vocation in America, , chps 4-6</i>
12	April 21	<i>G. Marsden, The Soul of the American University, pp. 1-218</i>
13	April 28	<i>G. Marsden, The Soul of the American University, pp. 219-444</i>
14	May 5	<i>G. Marsden, The Outrageous Idea of Christian Scholarship</i>
15	May 9	<i>Semester Party at Dr. Naugle's: RESEARCH PAPER DUE!</i>
16	May 12 5: 15-7: 15 pm	<i>Review of the Semester: Final Discussion</i>

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We Christians should not abandon music because of the superstitions of pagans if there is anything we can take from it that might help us understand the Holy Scriptures.... Nor is there any reason we should refuse to study literature because it is said that Mercury discovered it. That the pagans have dedicated temples to Justice and Virtue and prefer to worship in the form of stone things which ought to be carried in the heart is no reason we should abandon justice and virtue. On the contrary, let everyone who is a good and true Christian understand that truth belongs to his Master, wherever it is found.”

—St. Augustine, *Christian Education*, II. xxviii-xxxii.

Carol Publishing Group, A Birch Lane Press Book, 1992.

Drove, Paul J., ed. *The Future of Religious Colleges*. Grand Rapids: Eerdmans, 2002.

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- Barzun, Jacques. *Teacher in America*. Image Books: Garden City, New York: 1959.
- Bennett, William J. *To Reclaim a Legacy: A Report on the Humanities in Higher Education*. Washington, D. C.: National Endowment for the Humanities, 1984.
- Bloom, Alan. *The Closing of the American Mind: How Higher Education in America has Failed Democracy and Impoverished the Souls of Today's Students*. New York: 1987
- Boyer, Earnest L. *College: The Undergraduate Experience*. New York: 1987.
- Boyer, Earnest L. *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, 1990.
- Calvin College Curriculum Study Committee. *Christian Liberal Arts Education*. Grand Rapids: Calvin College and Eerdmans, 1970.
- Carpenter, Joel A. and Kenneth W. Shipps, eds. *Making Higher Education Christian: The History and Mission of Evangelical Colleges in America*. Grand Rapids: William B. Eerdmans, 1987.
- Counelis, James Steve. *Higher Learning and Orthodox Christianity*. London and Toronto: University of Scranton Press, 1990.
- Cowan, Donald. *Unbinding Prometheus: Education for the Coming Age*. Dallas: The Dallas Institute Publications, The Dallas Institute of Humanities and Culture, 1988.
- Damrosch, David. *We Scholars: Changing the Culture of the University*. Cambridge, Massachusetts: Harvard University Press, 1995.
- Dawson, Christopher. *The Crisis of Western Education*. With Specific Programs for the Study of Christian Culture, by John J. Mulloy. New York: Sheed and Ward, 1961.
- Dockery, David S. and Gregory Alan Thornbury, eds. *Shaping a Christian Worldview: The Foundations of Christian Higher Education*. Nashville, Broadman/Holman, 2002.
- Douglas, George H. *Education Without Impact: How Our Universities Fail the Young*. New York: Ferre, Nels F. S. *Christian Faith and Higher Education*. New York: Harper, 1954.
- Gill, David W. *Should God Get Tenure? Essays on Religion and Higher Education*. Grand Rapids: William B. Eerdmans, 1997.
- Hesburgh, Theodore M., C.S.C., ed. *The Challenge and Promise of a Catholic University*. Notre Dame: University of Notre Dame Press, 1994.
- Hofstadter, Richard, and Metzger, Walter P. *The Development of Academic Freedom in the United States*. New York: Columbia University Press, 1955.
- Hofstadter, Richard. *Anti-Intellectualism in American Life*. New York: Random House, Vintage Books, 1962, 1963.
- Holmes, Arthur F. *The Idea of a Christian College*. Revised edition. Grand Rapids: William B. Eerdmans, 1987.
- Holmes, Arthur F. *Building the Christian Academy*. Grand Rapids: Eerdmans, 2001.
- Hughes, Richard T. and William B. Adrian. *Models for Christian Higher Education: Strategies for Success in the Twenty-First Century*. Grand Rapids: William B. Eerdmans, 1997.
- Hughes, Richard T. *How Christian Faith Can Sustain the Life of the Mind*. Grand Rapids: Eerdmans, 2001.
- Jaeger, Werner. *Early Christianity and Greek Paideia*. Cambridge, Massachusetts: The Belknap Press of Harvard University Press, 1961.
- Jaeger, Werner. *Paideia: The Ideals of Greek Culture*. 2d ed. Translated by Gilbert Highet. 3 vols. New York: Oxford University Press, 1939, 1945.
- Jaspers, Karl. *The Idea of the University*. Translated by H. A. T. Reiche and H. F. Vanderschmidt. Boston: Beacon, 1959.
- Jeffreys, Montagu Vaughn Castleman. *Education: Christian or Pagan?* University of London Press, 1946.
- Johnson, Paul. *Intellectuals*. New York: Harper and Row, 1988.
- Jones, L. Gregory and Stephanie Paulsell, eds. *The Scope of our Art: The Vocation of the Theological Teacher*. Grand Rapids: Eerdmans, 2002.
- Kerr, Clark. *The Uses of the University*. Cambridge, MA: Harvard University Press, 1963.

- Kirk, Russell. *Academic Freedom*. Chicago: Regnery, 1955.
- Malik, Charles Habib. *A Christian Critique of the University*. Downers Grove: InterVarsity Press, 1982.
- Maritain, Jacques. *Education at the Crossroads*. New Haven: Yale University Press, 1943.
- Maritain, Jacques. *True Humanism*. London: Centenary Press, 1938.
- Marsden, George and Bradley J. Longfield. *The Secularization of the Academy*. New York: Oxford UP, 1992.
- McGrath, Fergal, S. J. *The Consecration of Learning: Lectures on Newman's Idea of a University*. Dublin: Gill and Son, 1962.
- Moxley, Joseph M. and Lagretta T. Lenker, eds. *The Politics and Processess of Scholarship*. Foreward Eugene Rice. Westport, Connecticut: Greenwood Press, 1995.
- Mumford, Lewis. "The Unified Approach to Knowledge and Life." In *The University and the Future of America* ____? ____
- Nash, Arnold S. *The University and the Modern World: An Essay in the Philosophy of University Education*. New York: Macmillan, 1944.
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- Nelson, Cary. *Manifesto of a Tenured Radical*. New York: New York University Press, 1997.
- Newman, John Henry. *The Idea of a University: Defined and Illustrated. In Nine Discourses Delivered to the Catholics of Dublin In Occasional Lectures and Essays Addressed to the Member of the Catholic University*. Introduction and notes by Martin J. Svaglic, 1960. Notre Dame: University of Notre Dame Press, 1982.
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- Ortega y Gasset, José. *Mission of the University*. Translated and with an introduction by Howard Lee Nostrand. Princeton: Princeton University Press, 1944.
- Palmer, Parker. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Josey-Bass, 1998.
- Palmer, Parker. *To Know as We are Known*. San Francisco: Josey-Bass, 19__
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- Stevenson, Louise L. *Scholarly Means to Evangelical Ends: The New Haven Scholars and the Transformation of Higher Learning in America, 1830-1890*. Baltimore: The Johns Hopkins Press, 1986.
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- von Gruening, John Paul, editor. *Toward a Christian Philosophy of Higher Education*. Philadelphia: The Westminster Press, 1957.
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- Whitehead, Alfred North. *The Aims of Education and Other Essays*. New York: Macmillan, 1929.
- Willimon, William and Thomas Naylor. *The Abandoned Generation: Rethinking Higher Education*. Grand Rapids: William B. Eerdmans, 19__.
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- Wilson, Logan. *The Academic Man*. New York: Oxford University Press, 1942.

Wolterstorff, Nicholas P. *Educating for Responsible Action*. Christian Schools International Publication. Grand Rapids: William B. Eerdmans Publishing Company, 1980. See also his *Curriculum: By What Standard?* School and Curriculum.

Yates, Francis. *The Art of Memory*. London: Penguin, 1969.

Zylstra, Henry. *Testament of Vision*. Grand Rapids: Eerdmans, 1961.

Classroom Policies and Procedures

Dr. David Naugle

I. Absences and Tardiness

- Students are expected to come to class regularly and be on time.
- Each student is allowed a maximum of three unexcused absences for MWF classes, and two unexcused absences for TTh classes per regular long semester without grade penalty. This number will be calculated proportionately for other semesters (short summer and winter terms, long summer and winter, mini terms, etc.). According to the DBU catalog, students cannot miss over 25% of classes & pass the course.
- Additional unexcused absences and habitual tardiness will result in a **significant grade reduction** which will be determined at the discretion of the professor. No credit is given for attendance, but excessive absences can be the basis for lowering the final grade at the discretion of the professor.
- Excused absences must be approved by the professor; in some cases, a note from a proper authority may be required. Students who will be away from class for an extended period of time (e.g., for emergencies, medical problems, military service, varsity sports, work related matters, etc.) are expected to notify and explain the situation to the professor. Failure to do so may result in grade reduction.

II. Papers, Tests, Printers, and Academic Misconduct

- Students are expected to turn assigned work in on time, that is, during the class period for which it is assigned. Papers (essays, term themes, etc) will be accepted late, **but they will be penalized 10 points per day they are late, including weekends if there is no proper excuse for its tardiness**. For example, a paper due on a Wednesday, but not turned in until Friday will be docked 20 points. A paper due on a Friday, but not turned in until Monday will be docked 30 points.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergence (severe illness, accident, etc.), a student may take a test late without penalty (a note from a proper authority may be required to verify the emergency). Unexcused absences on the day of testing will result in 10-point grade reduction per day until the test is taken weekends included. Students must make the necessary arrangements with the professor to make up the test *as soon as possible*.
- **Papers will not be accepted that are printed with a used, worn out ribbon that renders the paper virtually unreadable**. Students are responsible for having their paper printed in such a way that the words are clear, dark, and clearly discernible.
- Incidents of cheating, plagiarism (presenting someone else's work as your own), collusion, abuse of resource materials, and computer misuse will be dealt with according to the guidelines in the 1999-2001 DBU catalog on page 79-82, and current schedule of classes, p. 21

III. Financial Aid, Disabilities, and Posting of Final Grades

- **Financial Aid:** Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in the future.
- **Disabilities:** The student has the responsibility of informing the course instructor of any disabling condition, which will require modifications to avoid discrimination. DBU provides academic adjustments and auxiliary aid to individuals with disabilities as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's responsibility to initiate any request for accommodations. For assistance call Sonya Payne @ 214-333-5125.
- **Posting of Final Grades:** Each faculty member has the right either to post or not post final course grades for each class. Final course grades provided to a student by a faculty member may not be relied upon as official. Official grade reports can be obtained only through the DBU Registrar's Office. The DBU undergraduate and graduate catalogs state that "all accounts must be paid in full before a student can receive grade reports." Students are not permitted to telephone the professor, contact the dean's office, or use email to inquire about their final grade. Please understand that this policy is for the purpose of protecting the privacy of student's grades.

IV. Classroom Attitude and Demeanor

Students are expected to exemplify proper classroom behavior, attitudes, and etiquette including such things as:

- **Sitting up straight**
- Listening attentively
- **Taking notes**
- Remaining focused
- Doing your very best
- Participating enthusiastically

Students are not allowed to:

- Talk or chatter disruptively, slouch or take a nap
- **Work on material for other classes while class is in session**
- **Read extraneous material while class is in session** (Newspaper, Sports Illustrated, Cosmo, etc.)

Phones and pagers:

If possible, please adjust all phones and pages so they will not disturb class proceedings. If possible, please wait until the class is completed or until there is a break to attend to calls and pages. Emergency situations are, of course, excepted.

Based on your instructor's personal judgment, **Final Grades** will be influenced by how well students comply with the above attitudes and expected behavior. Remember: you are no longer in middle school or high school! When controversial topics are being discussed in class, before you speak out, you should (1) make sure you understand the ideas being presented, (2) learn something from them, (3) and then learn how to criticize them

constructively and with civility. Also, make sure comments or questions **pertain to the subject matter** under consideration.

V. The New GPA Grading System:

A+.....	4.00	A	4.00	A-	3.67
B+.....	3.33	B	3.00	B-	2.67
C+.....	2.33	C	2.00	C-	1.67
D+.....	1.33	D	1.00	D-	0.67
F	0.00				

Appendix: The Seminar Method of Teaching and Learning:

Seminar, noun

1. a. A small group of advanced students in a college or graduate school engaged in original research or intensive study under the guidance of a professor who meets regularly with them to discuss their reports and findings. b. A course of study so pursued. c. A scheduled meeting of such a group. 2. A meeting for an exchange of ideas; a conference.

What the seminar mode of teaching and learning is not:

1. It is not primarily focused on the professor.
2. It is not primarily for the purpose of dispensing information, filling the empty minds of students with the contents of the mind of the professor.
3. It is not primarily a rigorously didactic situation where the professor lectures
4. It is not primarily a note-taking situation, though students will want to write down important things discussed in class
5. It is not typically a test-taking educational environment, for students in this context learn through intensive reading, discussion, research and writing.
6. The classroom is not arranged in a typical setting, with professor up front and students lined up in desks in rows.

What the seminar mode of teaching and learning is:

1. It is a community of mutual learners, professor included, where each participant is a vital component and contributing member of the studying, teaching, and learning process.
2. It is a community of learning in which the professor serves as a guide, coach, facilitator and mentor for students in the learning process.
3. It is an education setting that employs the Socratic method called *maieutics* so that through the reading of texts, questions and answers, discussion, and debate, truth is born in the minds and hearts of each participant.
4. It is an educational environment that creates a bond of mutual respect student to student, student to professor, and professor to student.
5. It is a classroom situation that absolutely depends for its success on the faithful, weekly preparation of each member of the learning community, requiring that all read the material well, respond with questions and insights, and come prepared to engage fellow classmates in constructive dialogue.
6. It is an education situation that employs and improves the liberal arts of reading, writing, thinking, speaking, understanding, etc.

Appendix: Suggestions for Insight Assignments:

- Discuss three to five pivotal themes, ideas or insights.
- Reflect on the discovery of things you never knew before.
- Present crucial quotes and offer commentary upon them.
- Summarize or outline the argument of a section of material (short or long).
- Offer positive and negative criticisms of a work, perhaps in the form of a book or literature review.
- Submit a personal journal entry containing reflections, questions, insights, applications, ruminations, etc.
- Write a component to your vision for your work as a Christian scholar or for DBU as a Christian institution of higher education.
- Write out a series of questions inspired by the text and possibly even some answers to your own questions.
- Create an imaginative dialogue, very short story, fairy tale, musical composition, art work, or poem that illustrates the ideas in the text.
- Combine one or more of the above ideas in a single journal entry.

PCS 4390 *Pietas et Doctrina* I:
Studies in Christian Scholarship

Dr. Naugle
Pew College Society

Course Presuppositions

I. Fundamental Pillar Points of the Biblical Worldview

- a. Creation (Gen. 1-2)
- b. Fall/Uncreation (Gen. 3)
- c. Redemption/New Creation (Gen. 3: 15-Rev. 22: 21)

1. Old Testament: promise
2. New Testament: fulfillment and consummation

II. Centrality of the Creation Decree and Cultural Mandate: Genesis 1: 26-28

Gen. 1:26 Then God said, "Let Us make man in Our image, according to Our likeness; and let them rule over the fish of the sea and over the birds of the sky and over the cattle and over all the earth, and over every creeping thing that creeps on the earth." Gen. 1:27 And God created man in His own image, in the image of God He created him; male and female He created them. Gen. 1:28 And God blessed them; and God said to them, "Be fruitful and multiply, and fill the earth, and subdue it; and rule over the fish of the sea and over the birds of the sky, and over every living thing that moves on the earth."

- a. Human beings as *imago Dei*
- b. Human beings as dominion-havers and culture-builders

III. Rejection of Unbiblical Dualism In Favor of Biblical Wholeness and Unity

Sacred vs secular and the eternal vs temporal
Soul vs body and Heart vs mind
Christ vs culture
Faith vs reason

IV. The Problem of Anti-Intellectualism in Evangelicalism (see Mark Noll, *The Scandal of the Evangelical Mind*, Eerdmans, 1993)

VI. The Greatest Commandment to Love the Lord Your God with All Your Mind and the Critical Importance of Combination of *Pietas et Doctrina* (spirituality and learning).

Matt. 22:37 And He said to him, " ' You shall love the Lord your God with all your heart, and with all your soul, and **with all your mind**. Matt. 22:38 "This is the great and foremost commandment. Matt. 22:39 "The second is like it, 'You shall love your neighbor as yourself.'

VII. The Augustinian thesis that people are not governed by their ideas or even by their beliefs, but rather by the things that they love: My weight is my love, and by it I am carried wheresoever I am carried."

VIII. Sacramental perspective on reality, that the totality of the cosmos as created by God is shot through with his presence and glory. God can be seen and known in all things.

IX. Christ the transformer of culture. That the Church in and through Jesus has the responsibility of redeeming the structures of society, of making positive redemptive changes in all callings, and that the world of education and scholarship is one such area in need of restoration and renewal.