

**SYLLABUS FOR DCM 2301.02, HR03
DEVELOPING A CHRISTIAN MIND**

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I. Catalog Description:

This course, built on a biblical foundation, is designed to introduce students to the lifelong goal of developing a Christian mind, and in the process to impart to them a solid understanding of the larger purposes of Christian higher education and the educational vision of Dallas Baptist University. Topics addressed include Christian mind and worldview development, the problem of dualism, Christian liberal arts education, integrating faith and learning, the life of the mind, calling, and the implications of Christian faith across the whole spectrum of life.

Required of all new traditional freshmen and transfer students and must be taken during the second semester of the freshman year or during the sophomore year. Must be successfully completed by the junior year.

II. Course Data

Professor: David Naugle, Th.D., Ph.D.
Class days, time and place: MWF, 9: 00 — 9: 50 a.m., SB 217
Phone: W: 214.333.5248; H: 972.780.0626
E-ddresses: W: davidna@dbu.edu; H: d1naugle@aol.com
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III. Course Objectives

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:

1. Students will understand the concepts of a Christian mind and worldview and its biblical content based on the themes of creation, fall, redemption, and consummation as evidenced in various assignments, class discussions, and course examinations.
2. Students will comprehend the definition, sources, and implications of religious compartmentalization or “dualism” (the sacred-secular split) as the fundamental obstacle to the development of a Christian mind and worldview as evidenced in various assignments, class discussions, and course examinations.
3. Students will learn about the larger purposes of Christian higher education, its theological foundation, the character of liberal arts education, the process of integrating faith and learning, the role of community, and the marks of an educated person as evidenced in various assignments, class discussions, and course examinations.
4. Students will examine the problem of evangelical anti-intellectualism, the biblical basis for the life of the mind, its role in the Christian life, education, and scholarship, and the

importance of acting on knowledge as evidenced in various assignments, class discussions, and course examinations.

5. Students will grasp the classic doctrine of vocation, calling, and theology of work as the decisive foundation for purpose, meaning, and service as evidenced in various assignments, class discussions, and course examinations.
6. Students will learn about the Christian responsibility of cultural engagement and transformation as exemplified in the life and work of William Wilberforce and how believers today should be involved in relevant areas such as the family, work, politics, science, the arts, and popular culture as evidenced in various assignments, class discussions, and course examinations.

B. Affective Objectives:

1. Students will be challenged to enlarge the scope of their Christian minds and imaginations through an expanded knowledge of God as cosmic Creator, Judge, and Redeemer and by grasping the radical comprehensiveness of biblical faith and its inherent relevance for higher education, callings, work, and the whole of life as evidenced in various assignments, class discussions, and course examinations.
2. Students will be given the opportunity to cultivate new purposes and desires in faith, life, and learning through the formation of a biblically-based Christian mind that will transform attitudes and invigorate educational pursuits in order to maximize the transformative potential of Christian higher education as evidenced in various assignments, class discussions, and course examinations.
3. Students will be encouraged to discover and experience a new found spiritual freedom through a larger Christian vision that will enable them to become fully human and fully alive under God as evidenced in various assignments, class discussions, and course examinations.

C. Volitional Objectives:

1. Students will be encouraged to apply themselves with desire, discipline, and diligence in fulfilling the requirements for this class as evidenced in various assignments, class discussions, and course examinations.
2. Students will be challenged to love and serve God with their whole being and to love and serve their neighbors as themselves in all aspects of life, including their educational, vocational, and work-related pursuits as evidenced in various assignments, class discussions, and course examinations.
3. Students will be prompted to discover the purpose and direction for their lives on the basis of their various gifts, callings and vocations from God through which they will serve and transform the church and the world, thus glorifying God and blessing others in every area of life as evidenced in various assignments, class discussions, and course examinations.
4. Students will be urged to commit themselves to the ongoing task of developing a Christian mind and worldview, obediently living out this Christian vision faithfully, and teaching it to others until the very end of life as evidenced in various assignments, class discussions, and course examinations.

D. Transformative Goal: By God's grace, students will undergo a transformation at the root of their beings and in the fruit of their lives. May this course do for you what the reading of Cicero's book *Hortensius* did for St. Augustine at age 18:

"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.

IV. 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 (15%):** You are required to read the following textbooks and miscellaneous handouts assigned periodically throughout the semester. The material must be read in its entirety to receive credit and each reading report is worth 5% of your total grade.

Purpose: students must be held accountable to read carefully and reflect deeply upon these texts on the Christian mind, education, calling and cultural transformation.

Reading Report #1: October 3.

Text: Brian Walsh and Richard Middleton, *The Transforming Vision: Shaping a Christian Worldview*.

Handouts: Plato's Cave Analogy, Henry Stob, "Note to a College Freshman,"

Reading Report #2: November 10.

Texts: Arthur F. Holmes, *The Idea of a Christian College*; John R. W. Stott, *Your Mind Matters*.

Handouts: Dorothy Sayers, "The Lost Tools of Learning,"

Reading Report #3: December 10.

Texts: Os Guinness, *The Call*, John Pollock, Foreword Douglas Holladay, "William Wilberforce: A Man Who Changed His Times.

2. **Interview of a Christian student-friend: (10%):** You are to interview a Christian college student-friend and ask that person about his or her understanding of a Christian mind and worldview and the purpose of a college education. The student you interview cannot be in a current for former DCM class. Questions should include but are not limited to the following: (1) What do you think it means to have a Christian mind or worldview? (2) What is the content of a Christian mind or worldview? (3) Do you make a distinction between the sacred and the secular, the eternal and the temporal in the Christian life? If so, what is the reason for and content of this distinction? If not, why not? (4) What is the purpose (are the purposes) of a college education? (5) What do you think liberal arts education is all about? Ask any other question you think is relevant. Once you have done the interview, then answer the questions yourself. Write up the results of your interview and your own answers in a 3-5 page, double-spaced, word-processed paper. **DUE: September 12.**

Purpose: to put students in conversation with other students about these issues, and to show how few Christians have a Christian mind and worldview, how little

understanding there is of the purpose of a college and liberal arts education, and how important it is to consider these matters carefully and understand them.

Learning Communities: The class will be divided into small groups of about five students each as discussion groups. Each group will meet on three occasions this semester for one hour minimum discussions about each of the three remaining papers. Prior to each meeting, appropriate material must be read as preparation. After the discussion session, **each student will individually** write the paper on each topic according to the specific requirements.

3. What is a Christian Mind or Worldview? (15%). This is one of the most important and foundational papers in this course, may be in your entire college career! You are to present and discuss the essential ideas of worldview, creation, fall, redemption, and the problem of dualism as set forth in the textbook by Brian Walsh and Richard Middleton, *The Transforming Vision: Shaping a Christian Worldview*. You should also include basic insights from Alexander Schmemmann as well. The goal of this paper is comprehension, explanation, and synthesis of these themes as set forth in this material. You should include a final statement in your paper on how these ideas have changed your understanding of the content of Christianity, if they have indeed changed. 8-10 pages, word-processed, double-spaced. **DUE: October 3.**

Purpose: to cause students to grapple with the content of a Christian mind and worldview and the problem of dualism, and the practical difference these insights can make in real life.

4. My Vision for My College Education: (10%): Set forth your vision for your college education based on the reading of Arthur Holmes, *The Idea of a Christian College*, Dorothy Sayers, "Lost Tools of Learning," John Stott, *Your Mind Matters*, and C. S. Lewis, "On the Reading of Old Books." This paper should include a brief discussion of the problem of evangelical anti-intellectualism, the theological basis for education, the nature of liberal arts, and what you plan to do about all this! Word-processed, double-spaced, five pages. **DUE October 31.**

Purpose: to challenge students to understand the larger purposes of Christian higher education and the deeper reasons for being in school, and how these fresh insights can be applied prior to graduation.

5. What Are My Callings In Life? (10%): Present your understanding of the Bible's teaching on calling based on Os Guinness's *The Call*, how calling relates to your college education, and to the best of your ability at this point in your life, set forth what you think your essential callings might be, vocationally and otherwise. Include some insights from the life and work of Wm. Wilberforce as well. Word-processed, double-spaced, five pages. **DUE December 10.**

Purpose: to introduce students to the concept of calling and how it provides meaning and direction for all of life.

6. Midterm and Final Examinations (40%): A mid-term (Nov 10) and final exam (Dec. 17) will be given in this class, each worth 20% of your total grade.

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.

C. Teaching Methods: Seminar discussions, lectures, Q & A, audio-video tapes, film, music, etc.

V. Textbooks:

Brian Walsh and Richard Middleton, *The Transforming Vision: Shaping a Christian Worldview* (Downers Grove: IVP, 1984). TV

Arthur Holmes, *The Idea of the Christian College*. rev. ed (Grand Rapids: Eerdmans, 1987). ICC

John R. W. Stott, *Your Mind Matters* (Downers Grove: IVP, 1973). YMM

Os Guinness, *The Call: Finding and Fulfilling the Central Purpose of Your Life* (Nashville: Word, 1998). TC

John Pollock, Foreword by J. Douglas Holladay, *William Wilberforce: A Man Who Changed His Times* (Trinity Forum Reading).

Other Resources you need to know about: Mars Hill Audio, Books and Culture

VI. Opportunities For Honors Students (In Conjunction with the DBU Paideia College Society—some plans may change)

Friday Symposiums (every Friday, LC 316, 12 noon)

Study Retreat, Oct 24-25, Mt. Lebanon, Christianity and Politics, FREE!

St. Starbucks

End of Semester Party! --- Dec 12, 2008

VII. Tentative Course Schedule

Class #	Date	Subject	Assignments
1-2	Aug 25, 27	Introduction to Course;	
3-4	Aug 29, Sept 3	Your Mind Matters to God	John Stott, Your Mind Matters
5-6	Sept 5, 8	Course Images: Cave and Fish Bowl Sun and Sea	Plato's cave analogy Step Into a Larger World
Part One: A Christian Mind and Worldview			
7-8	Sept 10, 12	Worldviews and Culture Analyzing Worldviews	TV, chp. 1-2 Interview due Sept 12
9-10	Sept 15, 17	Creation	TV, chp. 3

11-12	Sept 19, 22	Fall	TV, chp. 4;
13-14	Sept 24, 26	Redemption	TV, chp. 5
15-16	Sept 29, Oct 1	Problem/Development of Dualism	TV, chp. 6-9
17	Oct. 3	Christian WV and Scholarship Christian Mind/WV paper due	TV, chp. 10-12 RR #1 due

<i>Part Two: Christian Higher Education</i>
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18	Oct 13	Why a Christian College?	A. Holmes, ICC, chp. 1
19	Oct 15	Theological Foundations	A. Holmes, ICC, chp. 2
20	Oct 17	Theological Foundations	Continued
21	Oct 20	Liberal Arts: What and Why?	A. Holmes, ICC, chp. 3
22	Oct 22	Liberal Arts: What and Why?	Continued
23	Oct 24	“Lost Tools of Learning”	Essay by Dorothy Sayers
24	Oct 27	“Lost Tools of Learning”	Essay by Dorothy Sayers
25	Oct 24	Liberal Arts as Career Prep	A. Holmes, ICC, chp. 4 Augustine, “Egyptian Gold”
26	Oct 29	Integrating Faith and Learning	A. Holmes, ICC, chp. 5
27	Oct 31	Integrating Faith and Learning	A. Holmes, ICC, chp. 5; Education paper due
28	Nov 3	Integrating Faith and Learning	A. Holmes, ICC, chp. 5
29	Nov 5	College as Community	A. Holmes, ICC, chp 7
30	Nov 7	Marks of an Educated Person	A. Holmes, ICC, chp 9
31	Nov 10	First Examination	RR#2

<i>Part Three: Calling and Work</i>
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32-34	Nov 12, 14, 17	Theology of Calling and Work	Handouts
35-36	Nov 19, 21	William Wilberforce	Booklet
37-38	Nov 24, 26	Amazing Grace, the film	Booklet; DVD “Amazing Grace”
39-41	Dec 1, 3, 5	The Call	Class presentations
42-43	Dec 8, 10	Extra-curricular study opportunities	RR#3; Vocation paper due Dec 10th

Bibliography: Foundations of a Christian Mind and World View

- Blamires, Harry. *Recovering the Christian Mind: Meeting the Challenges of Secularism*. IVP, 1988.
- _____. *Recovering the Christian Mind: Meeting the Challenge of Secularism*. IVP.
- _____. *The Christian Mind: How Should a Christian Think?* Servant Press.
- Colson, Charles and Nancy Pearcey, *How Now Shall We Live?* Tyndale, 1999.
- Holmes, Arthur. *Contours of a World View*. Eerdmans, 1983.
- Kuyper, Abraham. *Lectures on Calvinism*. Eerdmans, 1983.
- Lewis, C. S. *Mere Christianity*. Macmillan, 1952.
- Macauley, Ranald, and Jeram Barrs. *Being Human: The Nature of Spiritual Experience*. IVP, 1978.
- Naugle, David K. *Worldview: The History of a Concept* (Grand Rapids: Eerdmans 2002).
- Olasky, Marvin, and Herbert Schlossberg. *The Turning Point: A Christian World View Manifesto*. Thomas Nelson, 1987.
- Packer, J. I. and Howard, Thomas. *Christianity: The True Humanism*. Word, 1984.
- Pearcey, Nancy. *Total Truth*. Crossway, 2004.
- Plantinga, Cornelius. *Engaging God's World: A Christian Vision of Faith, Learning and Living* (Grand Rapids: Eerdmans, 2002).
- Schaeffer, Francis A. *A Christian Manifesto*. Crossway Books, 1981.
- _____. *He is There and He is not Silent*. Tyndale, 1972.
- _____. *The God who is There*. IVP, 1968.
- Sire, James. *The Universe Next Door: A Basic World View Catalog*. Revised and updated. IVP
- Veith, Gene E. *Loving God with All Your Mind: How to Survive and Prosper as a Christian in the Secular University and Post Christian Culture*. Cornerstone Bookds.
- _____. *The Discipleship of the Mind: Loving God with all the Mind*. IVP.
- Wilson, Douglas. *Recovering the Lost Tools of Learning: An Approach to Distinctively Christian Education*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Wittmer, Michael, *Heaven is a Place on Earth: Why Everything You Do Matters to God*. Zondervan 2004.
- Wolters, Albert. *Creation Regained: Biblical Basics for a Reformational Worldview*. Eerdmans, 1985.

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. Late papers (essays, term themes, etc) will not be accepted, **unless there is a real emergency justifying the tardiness of the paper**. Such emergencies must be approved by the professor.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergency (*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). Otherwise, no make up tests will be given.
- 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 DBU catalog and current schedule of classes.

III. Financial Aid, Disabilities, Posting of Final Grades, Graduating Students Grades, etc

- **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 future semesters.
- **Disabilities:** The student has the responsibility of informing the DEAN OF STUDENTS at 214.333.5101 of any disabling condition, for which the student will request course modification. 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. Required documentation must be provided before the university can make accommodations.
- **Final Course grades:** Final course grades provided to a student by a faculty member may not be relied on as official. Students may access their official grades online through the WebAdvisor System at <http://webreg.dbu.edu/>. The Registrar's Office will only mail grades to a student upon request. The DBU undergraduate and graduate catalogs state that all accounts must be paid in full before a student can receive transcripts. According to FERPA, faculty may not provide final grade information to students via telephone, email, posting, or any other source that may compromise student confidentiality.

Graduating Students Grades: It is the responsibility of the student to notify the instructor if he or she is graduating this current semester. Final exams for graduating students will be given the Friday of the regular final week of class. Final grades are due in the Registrar's Office by noon on the Monday before Commencement ceremonies the following week. These grades are final and cannot be changed. The instructor will not submit late grades for graduates nor change grades once they are submitted.

Children in classes and Unaccompanied Children: Minor children of DBU students are not permitted to attend class with their parents or guardians. Furthermore, minor children may not be unaccompanied at any location or property where DBU classes are taught. If a minor child is brought to the DBU campus or any location where DBU classes are taught, the child must be accompanied by an adult at all times. For their safety and welfare, unaccompanied children on the DBU campus will be

escorted to the Campus Safety Office and the parents or guardians will be summoned to pick them up immediately.

Mini-Term Syllabi: While this course is offered in the mini-term format, it is NOT a condensed version of the regular class. The content of this mini-term and the same course offered during the regular semester is comparable.

Honor Code: The Faculty member endorses the University Honor Code and abides by the University's Academic Appeal and Academic Misconduct Procedure as stated in the Student Handbook and the Schedule of Classes.

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:

- Dress immodestly (men or women) in pajamas or sloppily
- 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 and **laptops:**

Classroom disruptions by cell phones and other electronic devices are prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of the class (except in emergency situations). Electronic devices utilized in a learning context, such as laptops and language interpreters may be permitted at the professor's discretion. **Laptops may be used for class note-taking ONLY. If a laptop is used for other purposes (like checking a Facebook or MySpace page), severe penalties will result.** A student may face a ZERO and/or failure in the class if an electronic device is used for cheating during a test. Cheating at DBU is not tolerated and may result in expulsion.

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	No grades of D are awarded for graduate courses			