

Application for a New Course v9

Course ID <i>Subject and Number</i>	BCOR 310
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Dr. David Kneip
2	Course Teacher	Each section will be taught by two ACU faculty members, one from DBMM and the other from outside DBMM
3	Course Title	The Search for Meaning
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Biblical Studies
6	Department	Bible, Missions & Ministry; General Education
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	None
11	Maximum number of hours credit	3 hours
12	Explanation for variable credit	
13a	Course contact hours - LEC	3 hours
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	4 credit hours
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	60
17	Catalog Description (50 words or less)	A detailed study of systems of meaning through which human beings make sense of their lives.

		Students will compare Christianity with Islam and at least one other system of meaning. Includes analysis of creative expressions of these systems.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Junior-level standing (60 hours); CORE 210: Human Identity and Community <u>OR</u> CORE 115: Critical Thinking and Identity
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	Yes
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	Every fall and spring semester
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2014
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes, all undergraduate degrees
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, CORE 340 in Spring and Fall 2013
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Meets general education requirement; meets Bible requirement
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Meets general education requirement; meets Bible requirement

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	This course is intended for junior and senior undergraduate students.
2	State the overarching course goal(s) in performance terms.	This course is intended to develop students' integrative and critical thinking abilities within a theological context.

2. Competencies and Measurements

	Competency	Suggested Measurements
1	Demonstrate a critical awareness of ways that human beings discover, create, or inhabit systems of meaning for their lives	Reading Quizzes—students will take quizzes assessing their comprehension of course reading. Individual Paper Project (Required) — students will demonstrate critical awareness of systems of meaning by analyzing some aspect of one of those systems, as represented in creative works. Teachers may choose the lens through which the chosen system is analyzed (e.g., films, short stories, poetry, etc.). Mid-term and Final Exams—these exams includes objective sections and essay writing, testing students on their knowledge of the material from the entire semester. [Note: the designation “Required” refers to assignments that are common across all sections. All sections must have at least one assignment that allows for assessment of common course outcomes]
2	Analyze the intersections of Christianity and other systems of meaning from multiple perspectives (e.g., theological, historical, aesthetic, textual, etc.)	Class Exercises Mid-term and/or Final Exam. Required: at least one written essay question that requires students to compare and contrast Islamic and Christian systems of meaning; teachers may choose the element under comparison.
3	Evaluate ways that creative works have been used to express the system(s) of meaning from which they emerge	Individual Paper Project—described above. Mid-Term and/or Final Exam
4	Apply knowledge about human systems of meaning to personal reflection(s) on	An assignment that invites students to reflect on how they are influenced by systems of meaning.

	life	Example: a question on the Mid-Term and/or Final Exam; a podcast; a blog post; etc.
5		
6		
7		
8		
9		

3. Texts and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

All faculty are required to select materials from scholarly texts that discuss Islamic, Christian, and other systems of meaning, subject to the approval of the Course Director. Examples include:

Denny, Frederick Mathewson. *An Introduction to Islam*. 4th ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2011. ISBN 978-0-13-814477-7

McGrath, Alistair E. *Christianity: An Introduction*. 2nd ed. Blackwell: 2006. ISBN: 978-1-40-510899-7

Robson, Roy R. *Think World Religions*, chapters 1 & 2. Pearson, 2012. ISBN 978-0-20-593443-0

Reynolds, Gabriel. *Emergence of Islam: Classical Traditions in Contemporary Perspective*. Fortress Press, 2012. ISBN 978-08-0-069859-1

Ruthven, Malise. *Islam: A Very Short Introduction*. 2nd ed. Oxford: Oxford UP, 2012. ISBN 978-0-19-964287-8

Sire, James W. *The Universe Next Door: A Basic Worldview Catalog*. 5th ed. Downers Grove, IL: IVP Academic, 2009. ISBN 978-0-8308-3850-9

Weaver, Mary Jo, and David Brakke. *Introduction to Christianity*. 4th ed. Cengage Learning, 2008. ISBN: 978-0-49-509726-6

Woodhead, Linda. *Christianity: A Very Short Introduction*. Oxford: Oxford UP, 2004. ISBN 978-0-19-280322-1

In addition, faculty are required to employ supplemental texts that illustrate the systems of meaning under consideration, which may include creative expressions of the systems of meaning (e.g., memoirs, plays, short stories, poetry, visual arts, music, etc.) and/or scholarly discussions of those systems. Examples include:

Spiritual Memoirs

Lewis, C.S. *Surprised by Joy*. Rev. ed. Houghton, Mifflin, Harcourt, 1995. ISBN 978-0-15-100185-9

Day, Dorothy. *The Long Loneliness*. HarperOne, 1996. ISBN 978-0-06-061751-6

Hitchens, Christopher. *Mortality*. Twelve, 2011. ISBN 978-1-45-550275-2

McCarthy, Mary. "C'est le Premier Pas Qui Coûte," from *Memories of a Catholic Girlhood*. Mariner Books, 1972. ISBN 978-0-15-658650-4

Nouwen, Henri. *The Road to Daybreak*. Image, 1990. ISBN 978-0-38-541607-8

Pamuk, "Religion," from *Istanbul: Memories and the City*. Vintage; 1st Vintage Intl Ed July 2006.

Other Creative Genres

- Hawthorne, Nathaniel. "The Birthmark," from *Mosses from an Old Manse*, 1846.
- Mahfouz, Naguib. "Zaabalawi," translated by Denys Johnson-Davies, from *God's World*, 1962.
- Nafisi, Azar. *Reading Lolita in Tehran*. Random House Trade Paperbacks, reissued 2008. ISBN 978-0-81-297930-5
- O'Connor, Flannery. "A Good Man is Hard to Find," from *A Good Man Is Hard to Find and Other Stories*. Harcourt Brace Jovanovich, 1977. ISBN 978-0-15-636465-2
- Roth, Philip. "Defender of the Faith," from *Best American Short Stories of the Century* by John Updike and Katrina Kenison. Mariner Books, 2000. ISBN 978-0-39-584367-3
- Silko, Leslie Marmon. "Yellow Woman," from *Yellow Woman and a Beauty of the Spirit*. Simon & Schuster First Thus edition, 1997. ISBN 978-0-68-482707-0
- Stoppard, Tom. *Arcadia*. Faber and Faber Inc., 1993. ISBN 978-0-57-116934-4

Other Scholarly Materials concerning Science and Modernity

- Cohn, Johnathan. "The Robot Will See You Now." *The Atlantic Monthly*, March 2013.
- Cole-Turner, Ronald. *Transhumanism and Transcendence*, Chapter 1, "Introduction: The Transhumanist Challenge." Georgetown University Press, 2011. ISBN 978-1589017801
- Garreau, Joel. *Radical Evolution: The Promise and Peril of Enhancing our Minds, our Bodies – and What it Means to be Human*. Broadway Books, 2006. ISBN 978-0767915038
- Kurzweil, Ray. *The Singularity is Near: When Humans Transcend Biology*. Penguin Books, 2006.
- More and Vita-More, eds. *The Transhumanist Reader: Classical and Contemporary Essays on the Science, Technology, and Philosophy of the Human Future*. Oxford: Wiley-Blackwell, 2013. ISBN-10: 1118334310
- Nooteboom, Bart. *Beyond Humanism: The Flourishing of Life, Self and Other*. Palgrave Macmillan, 2012. ISBN 978-0230369160
- Savulescu, Julian, "New Breeds of Humans: The Moral Obligation to Enhance," in *Reproductive Biomedicine* (2005): Volume 10, Supplement 1, pp. 36-39
- Savulescu, Julian, and Anders Sandberg, "Neuroenhancement of Love and Marriage: The Chemicals between Us," *Neuroethics* (2008): 1:31-44.
- Sandel, Michael. *The Case Against Perfection: Ethics in the Age of Genetic Engineering*. The Belknap Press of Harvard University Press, 2007. ISBN 978-0674036383
- Thweatt-Bates, Jennifer. "'Too Much Faith In Progress:' Alexander Campbell and the Transhumanist Movement." *Leaven: A Journal of Christian Ministry* (2009) 17:2, 89-92
- Waters, B. *From Human to Posthuman*. Ashgate Publishing Company, 2006. ISBN 978-0754639152

Other Scholarly Materials concerning Christianity

- Tillich, Paul. "Art and Ultimate Reality," in *Art, Creativity, and the Sacred: An Anthology in Religion and Art*. Diane Apostolos-Cappadona, ed. Bloomsbury Academic, 1995. ISBN 978-0826408297
- Jenson, R.M. *Face to Face: Portraits of the Divine in Early Christianity*. Augsburg Fortress Publishers, 2004. ISBN 978-0800636784
- Paget, J.C. "Quests for the Historical Jesus," in *The Cambridge Companion to Jesus*. Cambridge University Press, 2001. ISBN 978-0521796781

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

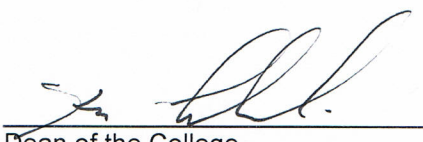
Primary Department



Department Chair

9-4-13

Date



Dean of the College

9-9-13

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Dean of the College

Date

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: BCOR 310

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Christopher R. Hunter 9-9-13
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ☐ Denied ☐ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ☐ Denied ☐ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ☐ Denied ☐ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

BCOR 340: God and the Good Life

Fall 2013

Syllabus

Dr. Jeanine Varner

jeanine.varner@acu.edu

Office: CHA 320

Office Hours: MWF, 8:00-9:45 am (Library);
WF, 11:00-12:00 (Library); and by
appointment

Office Phone: 325-674-2402

Cell Phone: 325-280-4547

Dr. David Kneip

david.kneip@acu.edu

Office: BSB 234

Office Hours: M, 8:30-11:00 (Library);
W, 1:00-3:00 pm; F, 8:30-11:00 am; and
by appointment

Office Phone: 325-674-3743

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Dr. Carisse Berryhill

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Office: CHA 320

Office Hours: MWF, 8:00-9:45 am (Library); WF, 11:00-12:00 (Library); and by appointment

Office Phone: 325-674-2402

Course Information

ACU Mission

To educate students for Christian service and leadership throughout the world.

General Education Mission

To introduce students to and engage them in the process of thinking critically, globally, and missionally, preparing them for the rigor of academic excellence and university life at ACU.

Course Mission

To equip students with frameworks through which to address meaning in their lives through exploration of God and the Good life.

Prerequisites

CORE 110: Cornerstone and CORE 210: Human Identity and Community, or CORE 105 (substitutes for both classes); and junior-level standing (60 completed hours).

Texts and Readings

- C.S. Lewis, *Surprised by Joy* (Boston: Houghton Mifflin Harcourt, 1955); ISBN 978-0-15-687011-5
- Malise Ruthven, *Islam: A Very Short Introduction* (Oxford: Oxford UP, 1997); ISBN 978-0-19-285389-9
- Linda Woodhead, *Christianity: A Very Short Introduction* (Oxford: Oxford UP, 2004); ISBN 978-0-19-280322-1
- *The Qur'an: A New Translation*, translated by Tarif Khalidi, Penguin Classics Deluxe Edition (New York: Penguin Books, 2008); ISBN: 978-0143105886
- Other readings available on Open Class

Course Description and Overview

Course Description

How do human beings find and make meaning of life? What values, ideas, and stories guide that search for meaning? How do we decide which vision of life we will embrace? What visions of life are current in our own day? And how does God fit in with all of this? This course will take you through a series of readings that demonstrate how others have sought to answer these questions, culminating with the opportunity to explain your own vision of life and its relationship to God.

Course Overview

Unit 1: Metanarratives and the Good Life

How do human beings find and make meaning of life?

Unit 2: Islam as Metanarrative

What are the Islamic metanarratives? How do we decide which vision of life we will embrace?

Unit 3: Christianity as Metanarrative

What are the Christian metanarratives? How do we decide which vision of life we will embrace?

Unit 4: Science/Technology as Metanarrative

What other metanarratives guide people in the search for meaning in life? How do we decide which vision of life we will embrace? What does it look like to search for meaning in life apart from “the divine”?

Unit 5: Creative Expressions of Metanarratives

What values, ideas, and stories guide our search for meaning? How do people give expression to the good life in creative works?

Course Competencies and Measures

Upon completion of this course, students will be able to:

1. Demonstrate a critical awareness of how human beings discover, create, or inhabit metanarratives that give meaning to their lives.
2. Analyze the intersections of Christianity and Islam from multiple perspectives (i.e., theological, historical, aesthetic, textual)
3. Evaluate how creative works have been used to express the metanarrative from which they emerge.
4. Apply knowledge about human systems of meaning to personal reflection(s) on life.

Assignments	Competencies	Descriptions	Values
Reading Quizzes, Daily Activities	1, 2, 3, 4	Students will take reading quizzes individually and as a group.	15%

Individual Project #1: Media Analysis	1, 4	You will analyze some aspect of social media, reflecting on public discourse about religion. 4-5 pages	15%
Individual Project #2 Film Analysis	1, 3	You will analyze a film to explore the themes related to the metanarratives and the good life. This assignment requires sources. 8-10 pages	20%
Group Project: Scholarly Introduction	1, 4	As a group, you will present to the class a writer, his/her works, and his/her significance for our class material. 12-15 minutes	15%
Mid-Term Exam	1, 2, 4	Mid-term exam covers units 1-3	15%
Final Exam	1, 3, 4	Final exam covers the entirety of the semester, with emphasis on units 4-5	20%

General Policies

Attendance

Attendance and punctuality at all class sessions is expected; in fact, the nature of the course and its readings renders attendance necessary to receive the full benefit of the course meetings. The following constitute the instructor's policies regarding attendance and punctuality:

- Excessive tardiness may constitute an absence.
- Absences may be excused in the event of acute illness, a death in the family, school-sponsored activities, etc.; in these cases students should provide the instructor advance notice when at all possible, and they must provide appropriate documentation either before or after the fact.
- Further, students are allowed three unexcused absences without penalty; however, written assignments are due at the time of class, and because students will not be allowed to turn in or make up work (including quizzes) missed during such classes, students are advised to weigh their options carefully. Each unexcused absence beyond the first three will result in the loss of 1/3 of a final grade unit (i.e., there are three 1/3's between an A and a B, a B and a C, etc.).
- Whether an absence is excused or unexcused, all students are responsible for the material covered, group work done on that day, and any assignments made. Ignorance of an assignment will not excuse late work.
- If a student accrues more than six absences (excused and unexcused) in a TR class, that student will receive a WF ("Withdrawn Failing") at the end of the semester.

Late Work

All assignments must be submitted by the due date given in the syllabus. Students may turn in one assignment late at their discretion, but any subsequent late assignments will automatically receive a zero. No assignments will be accepted after the last day of classes.

Academic Honesty

It is expected that all students will adhere to the University's Academic Integrity Policy. Violations will be addressed as described in the Policy. While the University enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in one's life. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available at

<http://www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf>.

Consequences for violations include receiving a zero on the assignment in question, and second violations may result in receiving an automatic F for the course. All incidents of academic integrity will be reported to the Dean of Student Life.

Students should remember that plagiarism is a form of cheating and will be treated as a violation of academic integrity. Students should avoid all kinds of plagiarism; like all cheating, it is sinful and it robs students of the educational gain they should have had. To clarify: plagiarism occurs whenever a person offers someone else's writing, research or ideas as her or his own. Some common cases of plagiarism are:

- Lifting a paper off the Internet, or from a fellow student, even if it is slightly altered;
- Lifting sentences or whole paragraphs from another's work (including Internet sources such as Wikipedia) without clearly putting the material in quotation form and giving full credit in proper citation form;
- Using others' research results without giving them credit; and
- Putting others' ideas in one's own words without giving them credit.

Students with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call the Alpha office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Technology

The following policies will obtain concerning matters of technology:

- Electronic aids (including laptops, iDevices, etc.) are permitted for the purposes of note-taking and research. Internet usage (including Facebook), email, and instant messaging) should be avoided during class, except when it may be part of class research activities. Electronic devices are wonderful tools for those who use them in class with self-discipline. If, in the opinion of the instructor, a student's activity is a distraction to other member(s) of the class, such distraction may affect the student's semester grade.
- Voice recording devices may be used; however, such recordings may only be employed for class purposes and are not to be shared outside the class.
- If students possess cell phones in addition to their iDevices, they should turn them off before the beginning of class.
- Technology problems are not suitable excuses for late or missed work. All projects are due at the beginning of the class session for that day, and students should allow time to submit papers ahead of deadlines. For online submissions, students should use the "Dropbox" available in the Class Files space on myACU.

Grade Scale

The overall percentage required when all assignments are totaled is: A= 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = less than 60%. Papers and projects will receive letter grades, which will be entered into the gradebook according to the following system:

Letter Grade	Number Range	Grade in Gradebook
A+	97-100	98.5
A	93-97	95
A-	90-93	91.5
B+	87-90	88.5
B	83-87	85
B-	80-83	81.5
Etc.	Etc.	Etc.

Class Format and Conduct of the Course

The class will incorporate a variety of teaching methods. At times information will be presented in a lecture format or discussion format involving students' participation through questions and responses.

COURSE CALENDAR

Unit 1: Introductions

Aug. 27	Introductions	Read the syllabus
Aug. 29	Why This is Relevant	"Grand Narrative"
Sept. 3	Religion as Metanarrative	<i>THINK: World Religions</i> , chs. 1-2

Unit 2: Islam as Metanarrative

Sept. 5	Introducing Islam	<i>Islam: A Very Short Introduction</i> , ch. 1
Sept. 10	Introducing the Qur'an and the Prophet	<i>Islam</i> , ch. 2
Sept. 12	Islamic "Theology"	<i>Islam</i> , ch. 3; Individual Project #1 Due
Sept. 17	Islamic Law	<i>Islam</i> , ch. 4
Sept. 19	Islam in the Modern World	Denny, "Three Forms of Islamic Revival"

Unit 3: Christianity as Metanarrative

Sept. 24	Introducing Christianity via Jesus	<i>Christianity: A Very Short Introduction</i> , chs. 1-2
Sept. 26	Christian Thought and Institutions	<i>Christianity</i> , ch. 3
Oct. 1	Christianity in the Heart and in the West	<i>Christianity</i> , chs. 4-5
Oct. 3	Christianity in the East	<i>Christianity</i> , ch. 6
Oct. 8	Christianity and Women	<i>Christianity</i> , ch. 7

Exam Break

Oct. 10	MID-TERM EXAM	Study!
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Unit 4: Science/Technology as Metanarrative

Oct. 15	Introducing the Enlightenment	Irvin/Sunquist on the Enlightenment
Oct. 17	Contemporary Manifestations of Faith in Science/Technology	*Current Event Readings TBD*
Oct. 22	Embracing Science/Technology as Metanarrative	Julian Savulescu, "New Breeds of Humans"
Oct. 24	Expressing Concern about Science/Technology as Metanarrative	Michael J. Sandel, "The Case against Perfection"
Oct. 29	Christian Responses to Transhumanism	Ronald Cole-Turner, "The Transhumanist Challenge"

Unit 5: Creative Expressions of Metanarrative

Oct. 31	Literature as an Expression of Metanarrative	Leslie Marmon Silko, "Yellow Woman"; Philip Roth, "Defender of the Faith"
Nov. 5	Science/Technology in Literature	Nathaniel Hawthorne, "The Birthmark"; Isaac Asimov, "Liar"; Selection from Alan Lightman, <i>mr. g</i>

Nov. 7	Islam in Literature	Naguib Mahfouz, "Zaabalawi"; Orhan Pamuk, "Religion"
Nov. 12	Christianity in Literature	Selections from Flannery O'Connor
Nov. 14	A Spiritual Memoir	Lewis, chs. 1-4
Nov. 19	A Spiritual Memoir, cont'd	Lewis, chs. 5-10
Nov. 21	A Spiritual Memoir, concluded	Lewis, chs. 11-15

Thanksgiving Week

Nov. 26	NO CLASS: PROFESSORS AWAY	Individual Project #2 Due
Nov. 28	NO CLASS: THANKSGIVING	

Unit 6: Conclusions

Dec. 3	Group Project Due	Prepare Group Projects
Dec. 5	Group Project Due	Prepare Group Projects
Dec. 12/13	FINAL EXAM (10:00-11:45)	Study!

(Sample Assignment with Rubric)

Individual Project #1: Media Analysis

BCOR 340: God and the Good Life

Drs. Kneip and Varner

Overview:

You will analyze some aspect of social media, reflecting on public discourse about religion.

Content:

For this assignment you will analyze one aspect of the “public” presentation of religion and metanarrative via social media. One common question that social media users face is whether and how much/often to reveal their religious beliefs and/or other metanarratives. Piotr Bobkowski and Lisa Pearce have examined this challenge among young people, culminating in a paper published in the *Journal for the Scientific Study of Religion*. Read the paper (available in our OpenClass portal; focus especially on the Introduction and the Discussion, and read the rest if you want), and then do your own online research, either using library resources or high-quality sources that you find via Google. Using three sources besides the Bobkowski/Pearce paper, compare and contrast Bobkowski’s and Pearce’s findings with your own research. Make sure to address the following three questions:

- How does religion/metanarrative manifest itself on social media?
- How do people respond to the challenges regarding religion and social media?
- How is religion (and/or people’s practice of it) changing as a result of social media?

Details:

- 1) The paper should be 4-5 pages long (1,000-1,500 words).
- 2) The paper should be double-spaced, with professional margins and font. The instructors will not look kindly on attempts to misrepresent one’s work by means of margin and font-size changes.
- 3) The paper should be submitted in hard copy and via the ACU file system.
- 4) The paper is due Thursday, September 12.

Criteria for Evaluation:

- 1) Demonstration that you have done the research required for your chosen topic;
- 2) Demonstration of significantly deep insight regarding your topic, including examples and obvious contemplative thought;
- 3) Demonstration of strong organization and structure, to help the reader understand your ideas;
- 4) Use of a correct and consistent style with regard to citations and bibliography;
- 5) Use of proper English writing mechanics, spell-checking and proofreading, and conformity to the instructors’ expectations regarding paper formatting; and
- 6) Attention to all aspects of the chosen prompt.

Individual Project 1 Grading Rubric

Name: _____

Primary criteria:

Criterion	Failing (F)	Poor (D)	Fair (C)	Good (B)	Excellent (A)
Significant level of research regarding the topic	Shows no research regarding the topic whatsoever	Shows marginal research regarding the topic	Shows adequate research regarding the topic	Shows solid research regarding the topic	Shows strong research regarding the topic
Depth of insight regarding the topic	Exhibits little or no consideration of the topic at all	Provides general details but with little or no reflection at all	Exhibits only cursory reflection on the topic, with few details	Exhibits solid consideration of the topic, with some details	Exhibits thoughtful consideration of the topic, with specific details
Organization and structure of paper	Does not contain a thesis idea, evidence to support the thesis, an introduction, paragraph structure, and/or a conclusion	Includes an unfocused thesis, marginal supporting evidence, a weak introductory paragraph, little paragraph development, and/or an attempt at a conclusion	Includes a thesis unsupported by content, uneven/weak evidence, a mediocre introductory paragraph, uneven paragraphs, and/or a mediocre conclusion	Includes a generally-focused thesis, an effective introduction, paragraphs with some development, and/or a summative conclusion	Includes a clear thesis that is well supported by the paper's content, a strong introduction, well-structured paragraphs, and/or a clear conclusion

Expectations that, if unmet, can reduce the grade earned by the content of the paper:

Correctness and quality of citations and bibliography	Citations and bibliography do not follow a citation style at all, and/or contain no quality sources	Citations and bibliography reflect little care or intentionality, in terms of citation style and/or quality of sources	Several mistakes in the citations and bibliography, and/or only a marginal number of quality sources	Only a few mistakes in the citations and bibliography, and/or a solid number of quality sources	Citation and bibliography format is used correctly, with no mistakes, and/or including many quality sources
Proper use of grammar and writing mechanics	Contains gross mechanical or grammatical errors that block intended communication	Contains enough mechanical or grammatical errors to frustrate the reader and impede effective communication	Contains a distracting number of mechanical or grammatical errors, but they do not impede communication	Contains some mechanical or grammatical errors, but they are not overly distracting to the reader	Contains few (if any) mechanical or grammatical errors
Connection with the prompt	Does not answer any of the three elements of the prompt	Answers only one element of the prompt, or more than one at only a marginal level	Answers two elements of the prompt, or all three at a partial level	Answers all three elements of the prompt at an acceptable level	Clearly answers all three elements of the prompt at a significant level

Comments:

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