

HON1000: Introduction to Christian Scholarship - Tues 10-10:55am, BAC 155

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Office hours: MW 12-1pm; T/R 12:30-1:25pm; appointments and drop-ins are also welcome

Final Exam: Thursday Dec. 17 10:30am-1pm

PLNU Mission

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Honors Program Mission

"The Honors Program exists to promote greater understanding of diverse human traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and liberal methods of learning, students excel in their abilities to interpret and discuss written, visual, and sonic texts within theological and interdisciplinary frameworks. Students take their education beyond the classroom in extracurricular activities, as well as in works of service and mercy as informed by the Wesleyan tradition."

Course Description

This course introduces students to the Humanities Honors Program. Students will be introduced to the history and aspirations of the Christian liberal arts and ways that their education as aspiring scholars is situated within the larger context of God's will and purposes for their lives. Students will also be introduced to and participate in various acts of Christian devotion and works of mercy that are important practices of the Wesleyan tradition.

Honors Program Learning Outcomes

- Analyze and discuss diverse human traditions of creativity and self-reflection while examining them in light of Christian faith.
- Interpret written and visual media in light of their contexts, complexity, and aesthetics.

- Articulate life questions within multidisciplinary and theological frameworks.
- Demonstrate an ability to design and participate in discourses in an informed and hospitable manner.
- Participate in acts of devotion and works of mercy through service opportunities, as informed by the Wesleyan tradition

Course Learning Outcomes

At the Conclusion of the Course Students will be able to:

- identify major ideas, methods, and virtues associated with the Christian intellectual tradition.
- reflect on various academic and career paths in the context of Christian ideas about vocation.
- participate in out-of-the-classroom experiences that deepen their understanding of ideas introduced in the classroom, of themselves, and of fellow students.

Required Texts

Bilbro, *Reading the Times* (9780830841851)

McDermott, *Everyday Glory* (9780801098291)

Ramsey, *Rembrandt Is In the Wind* (9780310129721)

Course Assignments

Weekly Notes

Every week, students will take notes by hand of their assigned reading and upload them to Canvas. They will come due at the beginning of class. Notes will count for 0-5 points. They should be 2-3 pages in length and include evidence, such as quotations and reference to direct passages, of your having read and thought carefully about the text. You may include notes on anything that interests you, but focus mainly on the ideas, methods, and virtues of Christian scholarship. You will be able to use your weekly notes on the final exam. If you're wondering why I'm requiring you to slow and take notes by hand, please consider that according to numerous scientific studies, taking notes by hand has been proven to be superior to computers for thinking, learning, and remembering (Here is one article on the benefits of hand-writing notes: <https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/Links to an external site.>). However, if you have an

accommodation that allows you to use a laptop for written assignments, let me know and we will work something out.

Activity Responses

Humans learn by doing, otherwise why would God give us feet, hands, ears, eyes, and so on? Humans can enjoy and praise God through their talents and interests, so how will we use our bodies and senses? These assignments require you to step outside the classroom and be immersed in Creation to reflect and remember the topics we've discussed in the course.

Reading Responses

On most days, students will write a short one or two paragraph response to the assigned reading or fine art for the day. You will have about five minutes to respond to a question or idea from the text. Responses should address the question or issue with details (quotations, references, page numbers, etc.) from the text. Students will be asked to share their responses with fellow students to help foster class discussion, new insights and questions. Responses will count for 10 points each.

Final Exam

On the day of the final exam, students will write an essay about they've learned about Christianity scholarship. Dr. Cater will provide the specific prompt to respond to, and you will have two hours to craft a thoughtful essay drawing on class reading assignments, conversations, and co-curricular events.

Participation

Every student is expected to actively participate in HON1000. Participation counts for 20 points of your final grade. In part, participation means showing up on time having completed the daily reading and prepared to discuss, listen, and learn from fellow students. HON1000 meets once a week, so every class is valuable. Students are allowed to miss one class without penalty (no explanation will be needed) but after that, each absence will deduct 5 points from your final grade. Participation also means attending Dr. Cater's office hours at least once during the semester. You may drop by without appointment during scheduled hours (Colt 208 - MW 12-1pm; T/R 12:30-1:25pm) or set up an appointment. You may come by yourself or with a fellow student. Please come to my office with questions/ideas that interest you and want to discuss. Attending office hours counts as an assignment worth 10 points.

Honors events

Honors events are included in the class schedule to enhance classroom learning. Attendance is optional but highly encouraged.

Late Assignments

Only in rare circumstances will Dr. Cater accept late work.

Assessment and Grading

Your final grade will be determined as follows:

Participation 20 pts.

office hrs 10

Activity Responses 20 pts.

Reading Responses 50

Weekly Notes 65 pts

Final Exam 55 pts.

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.]

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#)[Links to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an

Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix. If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling

Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/Links to an external site.>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>

- Email: writingcenter@pointloma.edu

Course Schedule

Dr. Cater reserves the right to make adjustments to the course schedule as needed.

*denotes Honors events

Week 1

Tues 9/1 - Introduction

Week 2

Tues 9/8 - What is Christianity?

- Lewis, *Mere Christianity*

*Fri 9/11 - Honors Welcome Dinner at Dr. Cater's house 5-7pm (4644 Adair St.)

*Sat 9/12 - Honors Beach/Swim/Surf/Volleyball and Lunch 9am-noon

Week 3

Tues 9/15 - What is Christianity?

- Lewis, *Mere Christianity*
- Wilken, "[The Christian Intellectual Tradition](#)"[Links to an external site.](#)

Week 4

Tues 9/22 - What's the Purpose of a Christian University? A Conversation with President Kerry Fulcher

- Fulcher, "[The Way of Faithful Tension,](#)" [Part I](#)
- Ibid., [Part II](#)
- Ibid., [Part III](#)

*Sat 9/26 *The Odyssey* movie and dessert discussion

Week 5

Tues 9/29 - Thinking Biblically About Reality

- McDermott, *Everyday Glory*, chpts. 1-2

Week 6

Tues 10/6 - Creation and Revelation

- McDermott, *Everyday Glory*, chpts. 3-4, 7

*Thurs 10/8 Honors Advising Dinner 6pm

Week 7

Tues 10/13 - Human Beings and the Humanities

- McDermott, *Everyday Glory*, chpts. 5-6, 8-9

Week 8

Tues 10/20 - Human Thinking in the Age of A.I.

- Coolman, "[The Medieval Understanding of Intelligence is Exactly What We Need in the Age of A.I.](#)[Links to an external site.](#)

*Wed-Fri 10/21-23 Honors Fall Treat Cuyamaca State Park (details to follow)

Week 9

Tues 10/27 - How Attention Forms Us

- Bilbro, *Reading the Times*, Part I
- **Due 10/31: Activity Response #1 - Walking, Talking, and Coffee**
 - **Margot Armerding and Grady Williams**
 - **Ryken Armerding, Jack Leone, and Marilyn Ward**
 - **Molly Turner and Sophia Bauthues**
 - **Amen Bereket and Luke Staley**
 - **Brooke Siwek and Naomi Casey**
 - **Katie Corrales and Kai Schroer**
 - **Maya Nixon and Joy Cowden**
 - **Rebecca Gomez and Melody Montoya**
 - **Linnea Masterson and Ryan Heal**
 - **Benji Jacobson and Jaellyn Martin**

Week 10

Tues 11/3 - A Sacramental Approach to Time

- Bilbro, *Reading the Times*, Part II

*Sat 11/7 The Outsiders at the Broadway Theater

Week 11

Tues 11/10 - Thick Relationships

- Bilbro, *Reading the Times*, Part III

Week 12

Tues 11/17 - Art, Faith, and Human Flourishing

- Ramsey, *Rembrandt Is In the Wind*, chpts 1-3

*Sun 11/22 - Ladle Service and Shake Shack 1-3pm

Week 13

Tues 11/24 - Rest, Reflection, and Gratitude (NO CLASS)

- ***Due: Activity Response #2 - Sabbath Keeping***

Week 14

Tues 12/1 - Creation, Desecration, and Hope

- Ramsey, *Rembrandt Is In the Wind*, chpts 4-6

Week 15

Tues 12/8 - Happiness, Connection, and Curiosity

- Ramsey, *Rembrandt Is In the Wind*, chpts 7-10

Week 16

Tues 12/17 1:30-4pm. - Final Exam