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*"Science can only ascertain what is, but not what should be, and outside of its domain value judgments of all kinds remain necessary." --- Albert Einstein*

**PLNU Mission: To Teach ~ To Shape ~ To Send**

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Instructor**

Dr. Dianne Anderson

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Office: Rohr Science 146, 619-849-2705

Zoom Office Hours: Mon, Wed, Thurs. & Fri (not Tuesdays) from 10:30-11:30AM or by appointment

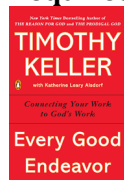
Join office hours using this link: <https://pointloma.zoom.us/j/95248189087>

**Schedule**

Class meetings: Class will be held on Thursdays from 5:30-6:30 PM via Zoom (subject to change)

Weekly reading/assignment: Short readings with questions or online quizzes will be assigned for each week's discussion. These must be completed and submitted to Canvas prior to the discussion on each topic.

**Required book**



*Every Good Endeavor: Connecting Your Work to God's Work* (2014) by Timothy Keller  
(order on your own – not in bookstore)

**Introduction to the course**

This course is, in many respects, a capstone to your college experience in one of the majors offered by the Biology department. The discussion format that will be used extensively in this course would not work without the background that you have developed in the courses within your major. In many class sessions, we will be looking at current bioethical and controversial issues. As we examine issues within the themes of evolution, creation care, and general bioethical topics, we will emphasize the relationship between Christian faith and scientific study. The quality and direction of our discussions will largely be the responsibility of you, the students. In addition to the discussions, you will write a summative essay that addresses your thoughts on either evolution/creation or environmental stewardship (your choice unless you are an Env. Sci. major).

## Course learning outcomes

### 1) Students will analyze, critically evaluate, and discuss ideas, arguments, and differing points of views on various topics at the intersection of science, faith, and morality.

We will be reading and discussing ideas from a variety of perspectives. In doing so, we want to be hospitable to the ideas of others recognizing that through discourse we can learn from and better understand each other as we respectfully challenge ideas and allow our own thinking to be challenged.

### 2) Students will construct a defensible position on particular issues of science and faith in both written and oral formats.

As part of your training here at PLNU, you have been exposed to various topics that integrate faith and science. Hopefully, through personal reflection, you have arrived at your own definition of 'truth' with regards to some of these issues (although this definition of 'truth' will continue to evolve throughout your life). It is important that you are able to articulate this view in such a way that you can explain and defend your position. This includes fully summarizing your own thoughts, addressing alternative views, and then being able to explain/defend your thoughts to others in a clear and organized manner. This will allow you to hold strong to your values while demonstrating grace and respect towards other's differing viewpoints.

### 3) Students will acquire skills in working with others as a member of a team.

For the discussions, you will be assigned to a team. However, each person in the team should be prepared to present his/her own portion of the presentation. You will be evaluated on the quality of the presentation, including (a) how well your portion flows (beginning to end) and (b) the accuracy and thoroughness of the content. However, you should also work together with your team so that the 2 or 3 portions (teams will be groups of 2-3) also flow well together. No matter what your career and life goals entail, you will frequently need to work effectively in a group setting. Good teamwork involves every person making a contribution. If tasks are assigned and one person does not do their part, the whole group suffers. If one person always wants to take charge and run the show, others can feel frustrated or diminished. Leadership does need to occur, but collaboration and compromise are important skills to develop for effective group work. Don't let your teammates down. **A major portion (20%) of the presentation grade will be based on adequate participation, preparation, and ability to work with your team (as assessed by evaluations of your peers).**

## Attendance and participation

The key to participation in the class discussions is to not wait until the last minute to do your reading. If you try to participate without having read the material, everyone will know (it will be obvious). This is the purpose for having the pre-discussion questions/material due prior to our discussion—so that you can reflect on the material and actively take part in the dialog during class.

Class attendance is mandatory. Poor attendance tends to correlate with low grades. Please communicate regarding any planned absences. Since the class only meets once a week, at 2 absences, we must contact the Vice-Provost for Academic Administration, and you will be dropped from the course unless there is an exception granted by the administration.

Note these important dates:

March 12, 2021 is the last day to add BIO 4097.

May 7, 2021 is the last day to drop BIO 4097.

## Course credit hour information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 1-unit class delivered over 15 weeks. For this course, students will spend an estimated 38 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

## Biology department and PLNU assessment as part of the course

Some of the course assignments, as well as two standardized exams, will also be used as pieces of evidence for the assessment of the effectiveness of both the biology department program in terms of helping students to achieve departmental learning outcomes (PLO) and PLNU as a whole (as evidenced by demonstration of core competencies) as required by the university accrediting agency. These assessment purposes and corresponding assignments/exams are shown in the table below. These assignments and exams are required as part of your grade. You will receive points for meeting minimum requirements on the MFT biology exam, and it is important that you do your best on these exams as the results may have important implications for the future of the department, as well as the university.

Assessment purpose	Corresponding assignment/exam
Core competency: Written communication	ETS Proficiency Profile (exam)
Core competency: Oral communication	Oral presentation on bioethical issue
Core competency: Information literacy	Info. Lit Assignments, Science/Faith essay and oral presentation
Core competency: Critical thinking	ETS Proficiency Profile (exam)
Core competency: Quantitative reasoning	ETS Proficiency Profile (exam)
PLO #1: Biology content knowledge	ETS – Major Field Test in Biology (exam)
PLO #2: Department participation	Spreadsheet survey of participation
PLO #3: Rationally defensible integration of science and faith	Science/faith essay
PLO #4: Preparation for the future	Exit survey

## Student-led bioethics discussion

The format of this course is largely discussion, and most of these class discussions will be led by you, the students. Each small group of students will be responsible for leading one discussion over the course of the semester. PLNU is blessed with very bright students and, although I will join the discussions as a participant, your thoughts and viewpoints are just as valuable as mine.

***My evaluation will be on quality of participation, preparation, and presentation skills, but will in no way be based on positions that you take during the various discussions. You should feel totally free to speak your mind and back up your opinions with good reasoning.*** My main goal is to challenge you to think critically as you approach scientific issues as they interface with faith and life. ***I may interject with certain scientific facts, offer my own views, or challenge your views, to help strengthen your own understanding, not to force you to believe a certain way.***

## Attendance and Academic honesty policies

Students are expected to attend each class session. Class attendance will be kept and the school's policies will be enforced as outlined in the academic handbook and according to the policy attached at the end of this syllabus. Since this is a participation course, your attendance is VERY important. I will keep attendance records and enforce the policy if I sense it is being abused. You can see that attendance, participation, and attitude during these discussions are a major portion of your total

grade (20%). There will generally be no makeup opportunities for discussion or participation points. All missed assignments and classes will result in a zero grade.

### Grading

Syllabus verification	5 points
Info. Literacy Assignment #1	10 points
CV and cover letter	25 points
Integration of science & faith essay	
Annotated bibliography (Info. Literacy Assignment #2)	25 points
Outline	25 points
Final essay	100 points
Presentation on bioethical issues	
Peer evaluation	5 points
Presentation and class discussion	100 points
Completion of discussion pre-questions (8 weeks @ 10 points each) (vocation readings and bioethical discussion readings/quiz)	80 points
Class participation and attitude	50 points
ETS MFT Biology Exam (achieve at least minimum score for full credit)	25 points
Completion of ETS Proficiency Profile	20 points
	<b>TOTAL 460 points</b>

### Grade calculation

A 92-100%	A- 90-91%	B+ 88-89%	B 82-87%	B- 80-81%	C+ 78-79%
C 72-77%	C- 70-71%	D+ 68-69%	D 62-67%	D- 60-61%	F 59% or less

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## GENERAL PLNU POLICIES

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### 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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and

guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **Asynchronous Attendance/Participation Definition**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **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 students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

## **USE OF TECHNOLOGY**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

**BIO 4097 Class schedule- Spring 2021**  
(Details for each week will be posted in Canvas)

<b>DATE</b>	<b>TOPIC</b>	<b>READING/ASSIGN</b>	<b>WHO</b>
<b>Week 1</b> March 4	Intro to Senior Seminar Choosing teams, topics, dates		Professor
<b>Week 2</b> March 11	CV & cover letter information Prep for student-led sessions	Info. Literacy Assignment #1 due	Professor
<b>Week 3</b> March 18	Vocation #1	Vocation readings/discussion Q's	All
<b>Week 4</b> March 25	CV and cover letter workshop	CV and cover letter due	All
<b>Week 5</b> April 1	Vocation #2	Vocation readings/discussion Q's	All
<b>Week 6</b> April 8	ETS Proficiency exam (45 min.)	<b><i>Info. Literacy Assign. #2 due (annotated biblio. for essay)</i></b>	
<b>Week 7</b> April 15	Vocation #3	Vocation readings/discussion Q's	All
<b>Week 8</b> April 22	Student-led discussion #1	Short reading and discussion Q's <b><i>Expanded outline of essay due</i></b>	Student presenters:
<b>Week 9</b> April 29	Student-led discussion #2	Short reading and discussion Q's	Student presenters:
<b>Week 10</b> May 6	Student-led discussion #3	Short reading and discussion Q's	Student presenters:
<b>Week 11</b> May 13	Student-led discussion #4	Short reading and discussion Q's	Student presenters:
<b>Week 12</b> May 20	ETS Biology Field exam (2 hours)	<b><i>Science &amp; Faith Essay due</i></b>	
<b>Week 13</b> May 27	Student-led discussion #5	Short reading and discussion Q's	Student presenters:
<b>Week 14</b> June 3	Student interviews Q&A with professor	Complete departmental survey	All
<b>Week 15</b> June 10	Finals week - no class		