

503.615 Ways of Knowing
Course Assessment and Delivery Outline

Campus/Delivery Mode: Distance Learning
Course Writer: Dr. Martin Sutherland

Semester 1, 2015
NQF Level: 6, 15 credits

CONTENT OVERVIEW

I A New Wisdom

- The Call to Know God
- The Greeks and the Logos
- A New Synthesis in the Gospel

II Constructing Modernity

- Renaissance
- Descartes
- Rethinking Authority

III Christian Alternatives

- Pascal
- Kierkegaard to Irving

IV Reimagining Truth

- From Death of God to Language Games
- Polanyi
- Post modernity

V Loving to Know

- Wisdom and the Ecclesial Self

ASSESSMENT TASKS AND DUE DATES

Online Discussion Forum

Learning Outcomes: 1, 2, 3
Due Dates: Sunday midnight end of semester weeks 2, 4, 6, 8, 10, 12
Percentage Weighting: 20%
Word Count: As specified below

In six lessons you will find Assessment Exercises which require you to post a response of not more than 200 words on the Online Discussion Forum to a question on some aspect of that lesson. In addition to your initial posting, you will be required to make at least one further posting of at least 50 words which interacts with what your online tutor and other students have said. The second posting for each assessment must be within 7 calendar days of the initial posting.

Two Multi-Choice Tests

Learning Outcomes: 1, 2
Due Dates: Sunday midnight end of semester week 5 for Test 1
Sunday midnight end of semester week 9 for Test 2
Percentage Weighting: 30% (15% for each test)

Test One: this test relates to material covered in weeks 1-4. The test must be taken on Moodle, and will be available from the beginning of week 5 until midnight Sunday at the end of week 5. Students will be able to take the test up to three times, and their final grade will be the best of the three scores. Students will be allowed 30 minutes for each attempt.

Test Two: this test relates to material covered in weeks 5-8. The test must be taken on Moodle, and will be available from the beginning of week 9 until midnight Sunday at the end of week 9. Students will be able to take the test up to three times, and their final grade will be the best of the three scores. Students will be allowed 30 minutes for each attempt.

Essay

Learning Outcomes: 3, 4
Due Dates: Sunday midnight end of Study Week 1
Percentage Weighting: 50%
Word Count: 3000 words

Compare and contrast three distinct perspectives on epistemology, then define a model of Christian epistemology (explain what you think it should look like), and make a case for it. Your essay should engage with scripture, theologians and philosophers, and should also give an example of how this model might be applied in an everyday situation.

CRITERIA FOR ASSESSMENT

Online Discussion Forum

Before beginning your first online discussion, please see the grading grid (rubric) on the “online discussion assignment coversheet” for further details on how these criteria will be applied.

- Engagement with material
- Constructive engagement with others
- Structure and presentation
- Timeliness

Two Multi-choice Tests

- Questions answered correctly!

Essay

- • Breadth of reading as evidenced in the essay
- • Clear understanding of reading material
- • Skills of analysis and synthesis
- • Overall depth of treatment
- • Originality and creativity of approach
- • Cohesion, logic and flow of the argument
- • Presentation, style, grammar and spelling
- • Correct use of footnotes and bibliography

LEARNING HOURS

503.615 is a 15 credit course consisting of 150 learning hours. The assignment tasks and learning hours are as follows:

Course Material Study	55 hours
Participation in Online Discussion Forum	20 hours
Two Multi-choice Tests	25 hours

Critical Assessment
Total

50 hours
150 hours

Although this guideline regarding learning hours is not intended to be applied rigidly, it should help ensure a balanced workload.

TEXTBOOKS

The required texts for this course are:

Turner, Harold. *Frames of Mind: A Public Philosophy for Religion and Cultures*. Auckland: DeepSight Trust, 2001.

Newbigin L. *Proper Confidence: Faith, Doubt, and Certainty in Christian Discipleship*. Grand Rapids: Eerdmans, 1995.

All students **must** have access to their own copy of these textbooks. The Turner book can be obtained from the CDL office at \$18.50 per copy (which includes postage and handling).

Further Key Reading can be found in the following, which are highly recommended:

Meek, Esther L. *Longing to Know: the Philosophy of Knowledge for Ordinary People*, Grand Rapids: Brazos, 2003.

Meek, Esther L. *Loving to Know: Covenant Epistemology*, Eugene, Oregon: Cascade Books, 2011.

See also, especially:

Allen, Diogenes, and Eric O. Springsted. *Philosophy for Understanding Theology*. 2nd ed. Louisville: Westminster John Knox Press, 2007.

A more in depth survey of the philosophical background to theological thought through the ages. This is not the most accessible survey, but it is informative if you require a robust discussion of the philosophical world in which doctrine was developed. Particularly useful for level 7 students in the Christian Thought and History major.

———. *Primary Readings in Philosophy for Understanding Theology*. Leominster, England

A set of primary source readings to accompany the above text.

Burke, P. *A Social History of Knowledge: From Gutenberg to Diderot*, Cambridge, Polity Press, 2000.

Burke, P. *A Social History of Knowledge II: From the Encyclopaedia to Wikipedia*, Cambridge, Polity Press 2012.

Collins, R. *The Sociology of Philosophies: A Global Theory of Intellectual Change*, Cambridge, Mass., Belnap Press, 1998.

Gaarder, Jostein. *Sophie's World : A Novel About the History of Philosophy*. 1st ed. New York: Farrar, Straus and Giroux, 1994

This is a highly accessible novel tracing the extended discussion between a teenage girl Sophie and her philosophy tutor. While the explanations are simple and clear, they are not shallow. Thus this book is an excellent first step into the thought of the philosophers and philosophies it covers. It spans from Eden to late 20th century. Though there is a story about Sophie, Alberto her tutor, her friends and family which weaves its way through the book, this does not prevent the reader from dipping in and out of the book, to get an understanding of specific philosophers or philosophies. It is a great place to start one's investigation of a philosopher or philosophy. It is not a good place to end.

Hill, Jonathan. *The History of Christian Thought*. Downers Grove, Ill.: InterVarsity Press, 2007.

Accessible survey of the way philosophy has influenced the development of doctrine and the church. Appropriate for all students. It ties epistemology and philosophy to church history. It tells enough of the story of church history and the development of doctrine to give a bit of a context for why this material is so important to understand if we want a stronger grasp of our faith.

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