

Professor Name Dr. Steve Shardy

May 1, 2011

I. Course Description:

This course examines, from a Biblical perspective, the axiological question “What is of value” with respect to education. Topics include Christian ethics and values in the context of the education setting.

II. Course Objectives

1. To enhance awareness of the complexity of ethical and moral issues and the shallowness of much that passes for ethical and value teaching in the education environment.
2. To facilitate the ability to apply current research and examination of Old and New Testament ethics and values to current pedagogy and curriculum.
3. To promote the ability to understand, as well as, confront the destructive values and ethics teaching in the public schools.

III. Course Textbooks

Required Texts:

- Estes, *Here, my Son* (Intervarsity Press, 2001), ISBN: 0830826041.
Pazmino, *Foundational Issues in Christian Education*, 3rd ed (Baker Academic Press, 2008), ISBN:0801035937.
Clark, *Christian Education—Foundations for the Future* (Moody, 1991), ISBN: 0802416470.

Recommended Texts for Additional Study:

- Johnson, *Reason in the Balance* (Intervarsity Press, 1995).

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I).
2. **Reading Assignments and Accountability** – Everyone is expected to read assigned material before each lecture and answer the reading accountability questions.
3. **Research Assignments:**

Assignment 1: Students will read and critique each chapter of Estes’ book (except Chapter 5). Each chapter must be typed, double-spaced, and **two pages** in length. Since there are six (6) chapters, students will submit one cumulative paper with all six discussions (**a total of 12 pages**). The critiques are not merely a rehash of the content. Capture the important elements of each chapter and summarize their importance in the context of a Biblical axiology of education.

Assignment 2: Students will research and write **two** seven-page papers for this assignment. Choose your topics from the following list: Utilize 4-5 primary sources along with the Biblical text for your research

- a. Compare and contrast a Biblical worldview with the worldview of postmodernism.
- b. Discuss the obstacles and implications of the insertion of Biblical values in the context of public education.
- c. Exegete Matthew 22:37-39 and incorporate the discussion on Biblical values and morality in your research.

4. Course Exams – There will be no quizzes or examinations. Assessments will focus on the student's ability to critique and summarize the key concepts from the course textbooks.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) E-mail a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. Scoring Rubric

<u>Assignments</u>	<u>Campus</u>	<u>Online</u>
Attendance or Online Participation	Pass/Fail/Reduction	25
Reading Component (Reading & Accountability)	30 (40 if no exams)	25
Assignment Component (Papers & Projects)	40 (60 if no exams)	25 (50 if no exams)
Exam Component (if applicable)	30 (if applicable)	25 (if applicable)
Total Points:	100	100

V. Course Outline & Assignments

Class 1 – Introduction

Course objectives, readings, assignments, purpose of the course.

Class 2 – Worldview and Biblical Education

Reading Component – Estes, Chapter 1.

Answer the following questions: What are the key components of a Biblical worldview? How does one's worldview impact an understanding of education?

Class 3 – The Old Testament and Education

Reading Component– Clark, pp. 1-18; 31-35; and Pazmino, pp. 17-32.

Summarize the authors' analysis of Old Testament passages which address education.

Class 4 – The New Testament and Education

Reading Component– Clark, pp. 19-29; 35-42; and Pazmino, pp. 33-54.

Summarize the authors' analysis of New Testament passages which address the concept of education.

Class 5 – Values of Biblical Education

Reading Component – Estes, Chapter 2..

List and summarize the basic values of a Biblical education as presented in Scripture.

Class 6 – Goals for Biblical Education

Reading Component – Estes, Chapter 3.

Identify the goals for a Biblical education. How do these goals conflict with the goals of liberal education in most classrooms today?

Class 7 – Curriculum for Biblical Education

summarize the main components of the curriculum for Biblical education.

Class 8 – The Roles of Teacher and Student

Reading Component – Estes, Chapter 6.

Describe the roles for both teacher and student according to specific Bible passages. How have those roles

changed in light of liberal education practice?

Class 9 – The Process of Biblical Education

Reading Component – Estes, Chapter 7.

Describe the process, according to the author, of Biblical education. What is involved?

Research Component—**Assignments due.**

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via student Tyndale email. Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

Campus Students: Professor Name, Class # & Name, Student Name, Assignment Title
(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Learning Center Students: LC Location, Campus Prof. Name, Class # & Name, Student Name
(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)

Online Students: Online Prof. Name, Class # & Name, Student Name, Assignment Title
(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper#1)

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)

7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).