

9th Grade

LITERATURE AND HISTORY: CLASSICAL GREECE TO MEDIEVAL

Mrs. Chelsie Duff

The history and literature courses of 9th grade cover a time period of approximately 2000 years, beginning with Ancient Greece and continuing to the Early Middle Ages (800 BC – 1000 AD).

When studying these subjects, it is easy to separate the two and file them away as unrelated; however, to do so would be tragic. Taking the two courses together and studying them as related and necessarily blended, one can gather more than the facts of a time period. This approach allows for the facts of history to be seen alongside the potential actions or interpretations of the people. The study of history aids the understanding of literature by prompting the reader to see where the author takes liberties for interpretation or commentary. And literature aids the study of history, allowing the student to further understand the humanity that bare historical facts can lack. When studying ancient literature, we are further able to understand man, his feelings, and his faults at a point in history. Taking the two subjects and intentionally placing them hand in hand, we can glean more wisdom and truth about the past.

Considering the massive time period and the amount of literature that can be studied, we have taken a small selection of texts, some in their entirety and some in shorter form, to read. This means that students will look at the best and most influential works, with a special emphasis on identifying worldviews and searching for truth in each text.

Class time will be spent in discussion of previous readings (whether in small groups or as a whole) in order to further our understanding of assignments. There will be limited lecture time with most class times leading students into a discussion with a monitored trajectory. As a teacher, my job is not to be a “sage on a stage” but rather a facilitator, helping students in their growth as Christians as they think on what God has done and how to love and better serve Him with this understanding.

GREEK I

Mr. Hunter Carter

Greek I is a year-long course which will enable students to begin to understand New Testament Greek. Students will explore, with their teacher, Greek forms, grammar and syntax, starting at the most basic level. The aims of this course are:

- to develop rhetoric-level skills
- to sharpen logic-level skills
- to acquire grammar-level knowledge of Greek by using it in class weekly
- to develop more general language skills
- to understand and love God’s Word more fully

ALGEBRA I

Mrs. Jennifer Milvain

In many respects, algebra simply represents a new phase in students' study of the language of mathematics and science. Students will build upon the skills learned in their grammar and logic years (largely centered around arithmetic), and begin to express concepts algebraically. Like any language, algebra represents quantities, ideas, and actions using symbols. Learning how to do this will require students to think more abstractly than ever before, a skill that is budding at this stage in their education. This course helps to ground students in the essential functions, theorems, and methods of algebra. As such, it will teach the students fundamental operations involving linear equations (and inequalities), quadratic equations, and polynomials. As with all mathematics courses, Algebra I will illustrate the nature of our God, who has equipped mankind with the wondrous capacity for communication with one another, and with Him.

THEOLOGY: FOUNDATIONS OF THE CHRISTIAN FAITH

Rev. T. Nathan Trice

A study of the fundamental tenets of Christian orthodoxy, with an eye to their biblical basis, historical development, and contemporary challenges.

Course Objectives:

- To deepen students' understanding of those truths of Christianity most vital to our faith, and to instill in them a fresh awe at the mysteries therein.
- To make students aware of the development of major doctrines in the early history of the Church, and appreciative of the contributions to this development by various church fathers.
- To arm students against modern expressions of heresy and skepticism, and to equip them to defend the fundamentals of the faith from Scripture.
- To enable students to distinguish between doctrines essential to orthodox Christianity and those on which true Christians have differed.

BIOLOGY

Mrs. Leah Mancini

This course is a comprehensive high school biology course that will cover the basics of cellular biology, biochemistry, genetics, the history of life, microbiology, botany, zoology, and ecology. The theory classes will be complemented with laboratory work and there will also be opportunities to make connections with current issues. The course will reinforce God's role as the master designer in creation, the pervasive effects of the fall in our world, and the role that men and women in general (and Christians in particular), as God's vice-regents, are to play in the redemption of that fallen world. The course serves to revel in God's creative work and facilitate worship of our Creator.

AESTHETICS I

Mrs. Lori Lawing

This course is a study in Aesthetics, that branch of philosophy dealing with the nature and appreciation of art, taste, and beauty. In the Christian classical approach, the course presents to the students a philosophy of beauty in the context of the God of beauty, which is then applied to the investigation of the major artistic works of the time period. Ancient Greek and Roman, Early Christian, Byzantine, Medieval, Romanesque, Gothic, and Renaissance art is studied, which coincides with the period also being studied in history, literature and theology. The course covers art in the broadest sense, including music, painting, sculpture, theater, drama, literature, poetry, and architecture. The students will learn to establish logical connections between artists and their historical context and then critically analyze the ideas, or rhetoric, the artist communicates in his art. Finally, as one component of the threefold educational goal of embracing truth, goodness and beauty, this course aims to give the students a passion for beauty in all aspects of God's world.

Course Objectives:

- ~ Articulate a biblical philosophy of beauty
- ~ Introduce students to the artistic elements of Ancient, Medieval and early Renaissance culture
- ~ Examine how the art of a culture reveals to us the philosophy of the culture
- ~ Apply a Christian philosophy of beauty by critically analyzing the ideas, or rhetoric, the artist communicates in his art
- ~ Guide the student to a deeper appreciation for beauty and its place in God's creation and our lives

LOGIC & COMPOSITION

Mr. David Vogel

This course combines two academic subjects which are more related than they might appear at first glance: logic and composition. At their root, both logic and composition require good thinking and clear communication. Logic is about mental order and analysis, but one test of good thinking is whether you can express your thoughts to someone else! On the other hand, writing is about much more than putting words on a page. One of the most important stages in the writing process is the thought that occurs before the first word is written. So logic and composition naturally go hand-in-hand, and students will find this course is essential preparation for other studies through high school and beyond.

Our course will begin with a semester focusing on logic, using Introductory Logic as our primary text. We will learn about types of statements and their relations, then move on to syllogisms and argument analysis. In our second semester, we will shift our focus to writing. Our study will be organized around the classical canons of Invention, Arrangement, and Style. Students who have taken The Lost Tools of Writing, Level 1 will recognize some review and deepening of concepts, but the course is quite accessible for those with no prior acquaintance with LTW.

Course Objectives:

- To be familiar with the terminology and concepts of formal logic
- To be able to construct and analyze syllogisms
- To understand the relationship between syllogisms and argumentation in normal English
- To be proficient with the structure of a classical essay
- To be proficient at gathering relevant information and constructing a written argument to support a thesis
- To be familiar with the basics of research and citation

10th Grade

LITERATURE AND HISTORY: EARLY MODERN (AD 1000 – 1785)

Rev. Lee A. Shelnett

Description: These courses, which are also very tightly integrated, focus on the time period from the High Middle Ages to the First Great Awakening and the beginning of the Industrial Age. The historical material covers such church history topics as the East-West split of the Church, the Crusades, the Babylonian Captivity of the Church & the Great Schism, the Protestant Reformation, the Counter-Reformation, Puritanism, Pietism, the First Great Awakening, and the beginning of the modern missionary movement; and in relation to these the world history topics to be covered include the rise of the modern nation-state, the age of exploration and empires, episodes in the “long war” between Islamists and the West, and the first stirrings of industrialization. We will also critically examine the major philosophical movements of this period: the Medieval Synthesis of Theology & Philosophy, Rationalism, Empiricism, Skepticism and Romanticism. The religious, political, and philosophical history will then provide a context for our study of the great literature of the period and that literature will in turn help us better understand the history. The classic literature surveyed will include political pieces, plays, poetry, devotional classics, sermons and novels from authors such as Dante, Aquinas, Bernard of Clairvaux, Chaucer, Machiavelli, Luther, Calvin, More, Shakespeare, Cervantes, Herbert, Donne, Milton, Brother Lawrence, Bunyan and Edwards.

Course Objectives:

1. To develop our understanding of and appreciation for God’s sovereign hand in the unfolding of history.
2. To familiarize ourselves with the influence of the various philosophical, political, and theological debates of these eras upon our own worldviews today.
3. To experience firsthand many of the great pieces of literature from the time period and experience these through the Christian prism of creation, fall, redemption, and new creation.
4. To be able to competently converse with fellow students and adults about the subject matter and in that conversation reflect intelligently upon our own present situation in the light of our studies.
5. To have minds and hearts fired with a greater love for our Lord, His Bride and His creation.

CHEMISTRY

Mrs. Leah Mancini

This course is designed to help students recognize the glory of God in Creation as we study the concepts and order of chemistry. Our science courses, like all our courses, are taught from a wholly Christian perspective in which the Triune God is presented both as the Creator of the glories which fill the earth and as the Sustainer of all that is. The constancy and predictability discovered in the chemical compositions and reactions of our world are sources of awe and delight, for they reveal the all-powerful, wise and good hand of God.

GEOMETRY

Mrs. Leah Mancini

Mathematics is the language of science, and Geometry goes hand-in-hand with science, helping us understand the "Why?" of the world around us. For example: Why do so many structures, buildings, and bridges use triangles in their framework instead of only rectangles? We all have an intuitive knowledge of the basic figures of Geometry through our play (blocks and balls) and everyday life (rectangular solid boxes, cylindrical cans and ice cream cones). The purpose of this course will be to go beyond our basic knowledge and memorization of formulas to the understanding of "Why?". The greater, long-term purposes of the course are for students to have a greater appreciation of the order in all of God's creation, and to develop stronger reasoning skills. Subjects covered include Deductive Reasoning, Lines and Angles, Polygons, Circles, and Geometric Solids. The major part of learning will come in a student's "Doing" from which will come "Understanding"; therefore, diligent, timely completion of homework is essential for success in this course.

GREEK II

Mr. John McGowan

Greek II is a year-long course which will enable students to begin to continue to develop their understanding of New Testament Greek. Students will explore, with their teacher, Greek forms, grammar and syntax, at an increasingly advanced level. The aims of this course are to develop and sharpen rhetoric and logic level skills; to acquire knowledge of Greek by using it in class weekly; to develop more general language skills; and to understand and love God's Word more fully.

CLASSICAL WRITING II

The goal of this course is to help students develop strong arguments, apply classical essay structure effectively, practice various practical writing forms, and mature in both written and oral presentations. We will create, organize, and effectively write at least 8 (standard*) or 12 (honors**) structured essays. There will also be opportunities for presentation and research development to build towards the senior thesis capstone.

THEOLOGY: FOUNDATIONS OF REFORMED THEOLOGY

Rev. John D. McGowan

This theology course focuses on teaching the student the basic contents of Reformed theology as well as training the student to think and read theologically, rooted in the Reformed convictions concerning the nature of God, the plight of man, and the history of redemption. Students will learn Reformed theology through engaging the historical situations and questions from which early Reformed theology arose. Of particular interest will be understanding, within historical context, the "five *solas*" of the Reformation: *sola Scriptura*, *sola fide*, *sola gratia*, *solus christus*, and *soli deo gloria*. Students will also be taught how to approach Reformed theology from a systematic standpoint, paying special attention to "the five points of Calvinism." This will build off of what the students have learned from their 9th-grade theology course. Students will be engaging with portions of Scripture to gain an overall understanding of what the Bible teaches concerning Christ and salvation.

AESTHETICS II

Dr. Catharine Jackson

This course will provide an overview of the arts of the High Renaissance, Baroque and Rococo eras, spanning to the 17th and 18th Centuries. It will explore the stylistic character, interrelationship and cultural significance of music, painting, sculpture and architecture from a Christian perspective. In addition to studying the lives and works of important figures of each period, the course will offer the opportunity to discover how the music and art reflect the current events and philosophies of the time. In this way, the Aesthetics course will walk hand in hand with the 10th Grade History and Literature courses. This course allows the opportunity to listen to and look at some of the greatest art and music ever produced in the history of the world.

Objectives:

- ~ To provide a useful understanding of art within a historical and cultural context
- ~ To offer students the opportunity to experience the music and art through their senses
- ~ To develop techniques of critical analysis for appreciating and understanding works of art
- ~ To develop the ability to distinguish beauty in a variety of musical sounds and in artistic pieces of other cultures
- ~ To uncover how God's providence is revealed through history and the arts
- ~ To provide students with the opportunity to develop group discussion and communication skills
- ~ To engage students with opportunities to create their own music and art, both individually and as a class.

11th Grade

SPANISH I

Mrs. Myriam Adams

This course will introduce students to the study of a modern language. Students will learn the mechanics of Spanish using a deductive approach, which first emphasizes the basic facts and fundamental rules of the language. Spanish grammar will be presented in a logical and systematic order. As with any subject taught classically, vocabulary acquisition will be strongly pursued and marked by extensive drill and repetition both written and oral. Spanish is a phonetically perfect language and special attention will also be placed on phonetics/pronunciation. Reading assignments, translation exercises, listening comprehension and practical conversation patterns will be used to master grammar, vocabulary and pronunciation skills. Guest speakers, class projects and field trip opportunities will also expose students to various facets of Spanish-speaking culture.

LITERATURE AND HISTORY: MODERN EUROPEAN (1785 - PRESENT)

Dr. Ashley Trice

In these integrated classes, we will explore the major events that have shaped Europe since the end of the 18th century. Beginning before the French Revolution, we will assess the humanistic ideologies behind the Enlightenment and the Romantic movements. In addition, we will critically examine the events that surrounded the Industrial Revolution, the rise and fall of Napoleon, World Wars I and II, and a number of other historical examples that reveal the never-ending struggle for power over the European continent. Also important are the philosophical, political, and religious movements behind each historical event that provided a certain impetus for action. These include, among many others, Rationalism, Realism, Socialism, and Nationalism. We will explore how these “-isms” permeated all aspects of European culture, most importantly its literature. By reading the great books of the time period through the lens of a Biblical worldview, we will better understand the pervasive schools of thought in an effort to avoid repeating the mistakes of the past. The novel choices are drawn from British literature, with short stories and poems representing the literature of other countries in translation.

Objectives:

- I. To learn the prominent dates, events, personalities, and institutions of Modern European History.
- II. To understand and assess the ideas, movements, and faith commitments underlying Modern European History.
- III. To notice and be awed by the sovereign hand of our God throughout history.
- IV. To appreciate some of Europe’s great pieces of literature.
- V. To understand and evaluate secondary sources, learning how to benefit from them and discern their value and limitations.
- VI. To practice eloquent, intelligent, logical, and godly self-expression.
- VII. To employ a Biblical worldview in all our studies, toward the end of greater love for Christ.

ALGEBRA II

Rev. John D. McGowan

In our exploration of the world that God has made, and in our daily living, we make constant use of language. Algebra is the first language of math and science, and by understanding algebra well, students will be equipped to explore our world and to communicate with others concerning mankind’s discoveries of God’s works.

This course will both review and further the concepts introduced in Algebra I: linear and quadratic equations and their application, inequalities, exponents, polynomials, radicals, etc. In addition, this course will introduce and/or review the following: direct/indirect variation, exponential and logarithmic functions, nonlinear functions, conic sections, etc.

ANATOMY & PHYSIOLOGY

Mrs. Karen Claxton

This course is an in-depth study of the structure and function of the human body. Students will learn more about the creativity and genius of our great God by studying His handiwork. Frequent guest lecturers will provide multiple opportunities for students to interact with professionals in a variety of health-related fields.

RHETORIC

Course Description: Knowing your beliefs is important, but knowledge without an ability to express and defend those same beliefs leaves humanity in a vulnerable and impotent position. In 11th grade rhetoric, students will begin to cultivate the life-long skills of wise expression and defense through a study of the philosophy, methodology, and practice of rhetoric. We will make use of Classical Rhetoric for the Modern Student as well as selected readings about rhetoric from the Western tradition to discover and discuss the principles of rhetoric. Much of the class will revolve around student presentations and various speeches, accompanied by teacher evaluations and rubrics. The summation of the class and year will be a persuasive speech on a unique thesis claim. Rhetoric is meant to be a companion and precursor to the senior thesis.

Course Objectives:

1. To become a rhetorician in the classical sense: as Quintilian put it, “a good man speaking well”
2. To possess and display *wisdom* (applying God’s word to all of life) and *eloquence* (speaking in a way that helps others to understand and attracts them to the truth)
3. To understand and appreciate the value of Biblical worldview when developing arguments, and to do so in a thoughtful, intellectual way
4. To successfully defend a thesis claim in front of an audience, with poise and confidence
5. To gain experience in research methods
6. To gain experience in the skills of communication
7. To gain the skill of effective refutation in any given argument

THEOLOGY: CHRISTIAN LIVING & ETHICS

Rev. T. Nathan Trice

A study of the biblical principles that are to guide the Christian in his pursuit of a life of obedience to God.

Objectives:

- To deepen students’ understanding of the necessity of personal holiness in the Christian life, as well as the source of that holiness in our relationship with Jesus Christ.
- To ground students in the proper role of God’s law as a guide for Christian living, and to equip them to discern the abiding principles of that law from the whole of the Bible.
- To impress upon the students the importance of The Ten Commandments as a summary of the moral law of God, and to demonstrate their extended application to all of life.
- To enable students to properly identify the errors of legalism on the one hand and license on the other, and to become familiar with the manifestations of both in contemporary Christianity.
- To instill in the students a zeal for the implementation of God’s revealed will for all of society and culture, together with biblical convictions concerning the ethical issues facing the Church in America today.

AESTHETICS: MODERN EUROPEAN (1785 - PRESENT)

Dr. Catharine Jackson

This course serves as a foundation for the study of the arts, mainly from the Romantic era, spanning from AD 1750 to 1850, along with being an investigation of the artwork of the many “isms” of the late 19th and early 20th Centuries. It is a study of the stylistic character, interrelationship and cultural significance of music, painting, sculpture and architecture. In addition to studying the lives and work of important figures of the period, the course will offer the opportunity to discover how the music and art reflect the current events and philosophies of the time. In this way, the Aesthetics course will walk hand in hand with the 11th Grade History and Literature courses providing students with the opportunity to develop group discussion and communication skills. Throughout the year, students will have the opportunity to listen to and look at some of the great art and music produced during this time with a goal of developing techniques of critical analysis for appreciating and understanding works of art. In addition, students will experience the music and art through their senses as they have opportunities to create their own music and art, both individually and as a class. Ultimately, the desire is for students to uncover how God’s providence is revealed through history and the arts.

Objectives:

- ~ To provide a useful understanding of art within a historical and cultural context
 - ~ To offer students the opportunity to experience the music and art through their senses
 - ~ To develop techniques of critical analysis for appreciating and understanding works of art
 - ~ To develop the ability to distinguish beauty in a variety of musical sounds and in artistic pieces of other cultures
 - ~ To uncover how God’s providence is revealed through history and the arts
 - ~ To provide students with the opportunity to develop group discussion and communication skills
 - ~ To engage students with opportunities to create their own music and art, both individually and as a class
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12th Grade

PRECALCULUS

Mrs. Karen Claxton

Calculus is the study of how things change, and it originated in the study of motion. Precalculus involves topics, skills, and insights needed to understand calculus, incorporating arithmetic, algebra, coordinate geometry, trigonometry, and functions. Not only will this class prepare students to go on to study calculus, but also it will explore the aesthetic qualities of mathematics. *The mathematician's patterns, like the painter's or the poet's must be beautiful; the ideas, like the colours or the words must fit together in a harmonious way. Beauty is the first test: there is no permanent place in this world for ugly mathematics.* --G. H. Hardy

LITERATURE AND HISTORY: AMERICAN

Mrs. Barbara Lockman

These two courses are taught in tandem to explore the events, people, and ideas that have shaped the nation from its founding and are reflected in its unique literature. The historical materials focus on major themes including religion, politics, race, sectionalism, economics, and legal governance that have dominated public discourse, culture, and literary expression to this day. Starting with the goals of colonization, we will examine the impetus for and influence of significant events in America's history including the Revolution, establishment of a republic, Civil War and Reconstruction, Westward Expansion, two World Wars, the "Roaring Twenties," the Great Depression, the Cold War, Korean Conflict, Vietnam War, the Civil Rights movement, Middle East conflicts, and acts of terrorism. Recognizing the validity of Dr. Samuel Johnson's observation that "The chief glory of a nation arises from its authors," we will also study representative works of American literature including novels, poetry, drama, and short stories that are both products of history and deal with the consequences of history. Works will be examined for style, content, form, and theme. Authors include Nathaniel Hawthorne, Edgar Allan Poe, F. Scott Fitzgerald, Mark Twain, Flannery O'Connor, Eudora Welty, Ernest Hemingway, Arthur Miller, and Ray Bradbury, as well as poets Walt Whitman, Emily Dickinson, Robert Frost, T.S. Eliot, Langston Hughes and more. Through these two courses, students should, through the lens of a biblical worldview, develop a greater understanding of concepts often espoused but rarely understood, including democracy, freedom, and equality, and be able to articulate what it means to be an American and a Christian.

Course Objectives:

Students should --

1. Gain a working knowledge of the events, dates, and people prominent in the history of America.
2. Recognize the influence of prevailing ideas and goals that have shaped the American experience.
3. Develop an appreciation for outstanding, representative works by American authors, poets, statesmen, and dramatists.
4. More deeply understand the providential working of God throughout the nation's history.
5. Be able to capably converse and engage with current culture as informed citizens and confident Christians.

SPANISH II

Mrs. Myriam Adams

This course will introduce students to the study of a modern language. Students will learn the mechanics of Spanish using a deductive approach, which first emphasizes the basic facts and fundamental rules of the language. Spanish grammar will be presented in a logical and systematic order. As with any subject taught classically, vocabulary acquisition will be strongly pursued and marked by extensive drill and repetition both written and oral. Spanish is a phonetically perfect language and special attention will also be placed on phonetics/pronunciation. Reading assignments, translation exercises, listening comprehension and practical conversation patterns will be used to master grammar, vocabulary and pronunciation skills. Guest speakers, class projects and field trip opportunities will also expose students to various facets of Spanish-speaking culture.

AESTHETICS: AMERICAN

Mrs. Lori Lawing

This course is a culmination of the study of beauty. After articulating a biblical philosophy of beauty, we then examine the art of America from its inception through our present day. Students will apply a Christian philosophy to interpret the ideas that artists communicate in their art. As we move into an analysis of modern and postmodern thinking, we shall see the significant impact of these current philosophies on the art world; specifically: architecture, painting, sculpture, music, theater, and cinema. We shall examine the pluralism in our postmodern world (the false dichotomy between science and faith, reason and beliefs, body and spirit) and how this false construct plays out in our culture's view toward ethics and morality as depicted in the arts, and, often, the loss of beauty. Students will look critically at the message communicated by today's art and determine an appropriate Christian response: delightfully affirming common grace portrayals of truth and beauty, and participating in the Christian contribution to art; or rejecting that which violates Scriptural truths, and identifying how we might offer the Hope of Redemption to a lost, postmodern world.

Class Objectives:

- ~ Articulate a Biblical philosophy of beauty
- ~ Explore American art: paintings, music, architecture, cinema, sculpture and theatre
- ~ Examine the impact of modern and postmodern philosophy on the American art scene
- ~ Apply a Christian philosophy of beauty by critically analyzing the ideas, or rhetoric, the artist communicates in his art
- ~ Explore opportunities for students to engage their culture with the compassion and hope of God's Word concerning beauty

PHYSICS

Dr. David Clark

This Physics course will help the student to look more deeply into God's creation, exploring topics with math skills from Algebra, Geometry, and Trigonometry. The scientific method will be studied to show the strengths and limits of discoveries while keeping in clear focus that, contrary to some current opinions, many scientific theories can never be proven but are needed in daily operations. New discoveries will be discussed (such as gravity waves) with the goal of becoming as informed as possible about the way God is revealing the workings of His marvelous creation. Students are expected to have a good working knowledge of what it means to be responsible for directing their own study. Labs will be done during class time with some formal and some informal write-ups. Topics covered are those typical of college preparatory Physics, including: classical mechanics, vectors, motion, force, energy, momentum, gravity (as well as mechanical waves), light, optics, electricity and magnetism. This is a course built to meet the needs of students going on to college.

SENIOR THESIS

Dr. Ashley Trice

Course Description: This class will build upon the artistic and literary foundation of earlier years to create each senior's capstone of composition and rhetoric, the Senior Thesis Project. For this intensive assignment that represents the culminating effort of the classical education process, each student must—with all needed guidance given—select, research, write, and defend a thesis statement. To accomplish this task, students have the guidance of both the primary teacher and an approved advisor to help discuss, organize, and broaden arguments; however, the paper and defense is an individual effort that requires much more work than the average writing assignment. To promote a successful experience, this class will break down the process into successive steps. It is vital for students to complete each step promptly and completely: getting behind will inevitably lead to discouragement and inferior work. I am committed to helping each student do his or her best work for the glory of God and for his or her own growth and encouragement. Upon completion of the thesis, each student will also present and defend his or her thesis to a panel of teachers, board members, and advisors, with the school community present.

Course Objectives:

1. To become a rhetorician in the classical sense: as Quintilian put it, "a good man speaking well"
2. To possess and display *wisdom* (applying God's word to all of life) and *eloquence* (speaking in a way that helps others to understand and attracts them to the truth)
3. To understand, appreciate, and incorporate a Biblical worldview when developing arguments, and to do so in a thoughtful, intellectual way
4. To gain experience in academic research methods (reading critically, note taking, outlining, citations, etc.)
5. To become comfortable and confident in developing a clear, concise thesis statement that requires argument and persuasion
6. To gain experience in the skills of composition (drafting, revising, editing, etc.)
7. To gain the skill of effective refutation in any given argument
8. To successfully defend an extensive thesis in front of an audience, with poise and confidence

THEOLOGY: APOLOGETICS & EVANGELISM

Rev. Joseph (Joby) Fowler

A study in the principles and tactics of defending the truth claims of the Christian faith revealed in the Bible.

Course objectives:

- To observe and marvel at the beauty, glory and truth of God's Word and to commit to an orthodox summary of it, given to men through Divine revelation and developed and summarized through others works.
- To compare the Christian worldview that is observed in nature and Scripture, with a litany of false religions, philosophies, and approaches to life, sin, salvation and eternity, and to train and equip students to engage with those who hold to false worldviews.
- To review and evaluate various approaches to apologetics through history, taking up a variety of techniques, schools and disciplines which have arisen over time.
- To introduce students to the biblical foundations of defending the Christian faith.
- To ground students in the principles and practice of Presuppositional apologetics, including the transcendental method of arguing for the Christian position.
- To survey and evaluate essential questions addressed by Christian apologetics, including the existence of the God revealed in the Bible, the divine inspiration and veracity of the Bible, the resurrection of Jesus Christ, the problem of evil, and apparent conflicts presented by modern science and the Bible.
- To enable students to engage the world effectively amidst the present milieu of secular and religious public discourse, and ably grasp and defend the faith intellectually and evangelistically.
- To supply students with the knowledge and training to responsibly research newer and/or unfamiliar critiques against Christianity in order to more effectively "always [be] ready to make a defense to everyone who asks you to give an account for the hope that is in you" (1 Pet 3:15).