

Understanding the Times I

Syllabus

Prerequisites: None

Estimated time to complete the course:

70-75 hours (Students are reminded that this course is very similar to the traditional classroom in that it will require a time commitment of at least 3-5 hours a week to successfully complete the course within the estimated completion time). This estimate is based on the average amount of time required to complete all assigned activities.

Course Overview:

The purpose for this curriculum are twofold. The first goal is defensive: we want to help protect Christian youth from being deceived by anti-Christian worldviews. The second goal is offensive: we want to train up Christian leaders who can actively champion the truth of Christianity in a culture of relativism, paganism, hedonism, and confusion. "Nothing short of a great Civil War of Values rages today throughout North America. Two sides with vastly differing and incompatible world-views are locked in a bitter conflict that permeates every level of society...the struggle now is for the hearts and minds of the people. It is a war over ideas. And someday soon, I believe, a winner will emerge and the loser will fade from memory. For now, the outcome is very much in doubt."

What James Dobson and Gary Bauer describe is the current struggle among worldviews as Christians, Muslims, Secular Humanists, Marxists, New Agers, and Postmodernists vie for the hearts and minds of individuals. Many Christian students, parents, and teachers falsely assume that Christian youth are immune to false ideas simply because they have been raised in a Christian environment. However, even students raised in Christian homes, who attend church regularly, and are enrolled in Christian schools are vulnerable to non-Christian ways of thinking. Christian youth in large numbers are rejecting certain biblical truths or even turning away from Christianity altogether.

Course Description:

Understanding the Times I will have you reading, viewing, and discussing six different worldviews as they relate to topics of theology, philosophy, ethics, biology, and psychology. You will achieve your learning through reading, watching videos, discussing, taking quizzes, and written homework.

Grading Policy:

All grades will be based on the point system. Each assignment and assessment will have a certain point value. At the end of each grading period, the number of points earned will be divided by the total number of possible points to derive a percentage. The percentage will then be based on the state grading scale. The grading scale for the course will be:

A - 90 - 100% - Outstanding Progress

B - 80 - 89% - Above Average Progress

C - 70 - 79% - Average Progress

D - 60 - 69% - Below Average Progress

F - 59 and lower - Failing

Homework Breakdown

	Discussion	Written Assignment	Review Quiz	Dear Doug	Test/Paper	Points
Module 1	1x20 = 20	2x20=40	3x10 = 30	100	100	290
Module 2	2x20 = 40	5x20=100	2x10 = 20	100	100	360
Module 3	2x20 = 40	5x20=100	2x10 = 20	100	100	360
Module 4	2x20 = 40	5x20=100	2x10 = 20	100	100	360
Module 5	2x20 = 40	5x20=100	2x10 = 20	100	100	360
Module 6	2x20 = 40	7x20=140			200	380
Totals	220	580	110	500	700	2110

Grading Rubrics:

Discussion Grading Rubric:

Points	Criteria
16-20	<ul style="list-style-type: none"> • Quality – The student’s postings are well developed (at least a full paragraph) and their answers provide clear evidence of critical thinking (analysis, synthesis, evaluation, or application.) Their questions or observations add greater depth to the discussion by introducing new ideas. • Interaction – The student responds to a minimum of two other students or summarizes the ideas of the discussion after talking with a parent or pastor. The student is clearly collaborative by taking the initiative to respond to other student’s questions, providing clarification and insight on issues raised in the discussion. The student shows initiative in leading discussions.
10-15	<ul style="list-style-type: none"> • Quality – The student’s postings show some development and their answers some critical thinking is evident. Their questions and observations add to the discussion by expanding the ideas of others. • Interaction – The student responds to one other student or doesn’t summarize the ideas of the discussion after talking with a parent or pastor. The student has been collaborative in some situations. The student has shown some initiative in workshop discussions.
5-9	<ul style="list-style-type: none"> • Quality – The student’s postings show nominal development and only the beginnings of critical thinking. Their contributions (questions or observations) do not clearly add to the discussion. • Interaction – The student responds to one other student or doesn’t summarize the ideas of the discussion after talking with a parent or pastor. They have shown little initiative in discussions and their presence was not collaborative.
1-4	<ul style="list-style-type: none"> • Quality – The student’s postings show no development and are mostly a reiteration of what the textbook or others have said. Their questions and observations detract from the discussion. • Interaction – They take no initiative in discussions and any posting(s) are isolated and of negligible value in building a collaborative discussion.
0	Student did not participate in the discussion

Writing Assignment Grading Rubric

Content	
Criteria:	Total Points Possible
Questions Answered Accurately	18
Grammatically Correct	2
Total Points	20 points

Dear Doug 1 Grading Rubric:

Each question answered completely, thoroughly, and accurately will achieve 25 points toward a final grade of 100 points for the assignment.

Dear Doug 2 Grading Rubric:

Each question answered completely, thoroughly, and accurately will achieve 20 points toward a final grade of 100 points for the assignment.

Dear Doug 3 Grading Rubric:

Each question answered completely, thoroughly, and accurately will achieve 25 points toward a final grade of 100 points for the assignment.

Dear Doug 4 Grading Rubric:

Each question answered completely, thoroughly, and accurately will achieve 20 points toward a final grade of 100 points for the assignment.

Dear Doug 5 Grading Rubric:

Each question answered completely, thoroughly, and accurately will achieve 25 points toward a final grade of 100 points for the assignment.

Worldview Paper Grading Rubric:

Introduction 25 points

Christian Worldview 25 points

Islamic Worldview 25 points

Secular Humanist Worldview 25 points

Marxist-Leninist Worldview 25 points

Cosmic Humanist Worldview 25 points

Postmodern Worldview 25 points

Conclusion 25 points

Total of 200 points

Course Expectations:

Students will be expected to:

- Read directions in the modules and follow them.
- Actively participate.
- Learn to use discussion boards, drop box, and quizzes.
- Complete all work assignments in a reasonable amount of time.
- Participate in asynchronous discussions in the Discussion Area and in any synchronous conversations set up online for the course.
- Access resources from a variety of sources including, but not limited to, print sources, the Web, and other electronic sources such as video, audio, and CD-ROMs.

- Communicate at least **once a week** with the instructor about the work and any problems. Communication includes sending emails, phone calls, and submitting assignments.
- Let the instructor or facilitator know immediately of any technical problems. Your school has technical support people on staff and can usually resolve technical issues in a timely manner.

The instructor will be expected to:

- Assist students in traveling through the virtual class environment.
- Be available by email, phone, and FAX to assist the student.
- Record and submit reports of the progress and work completed by the students.
- Evaluate the work submitted by students and provide feedback to students and parents.
- Provide students, parents, and participating schools with progress reports and grades on the students.
- Keep accurate records of the work completed by students and the grades earned.
- Keep records of contact with students and parents.