

Anam Cara & Other Bits of Celtic Wisdom

course # HUM1012-1 FA14
credit hours: 2
location: Campus Center 302
time: T-R 12:50p-1:50p
instructor(s): Matt Price

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Course Description

This course will help students identify, form, and practice habits of the Christian mind through the basic analysis of worldview in their own lives and in key texts and through writing. It aims to introduce students to the vision of liberal arts education at MVNU and to the life of the mind as an aspect of Christian discipleship. This course is designated (W) for its contribution to writing across the University Core curriculum.

Rationale—The Gateway to the University Core will introduce students to the idea and practices of a Christian liberal arts education and prepare them to thrive as lifelong learners.

Students will be encouraged to see themselves as disciples of Jesus who, as part of that discipleship, are intentionally engaged in forming Christian minds in the contexts of their everyday lives and their vocation as students.

Through writing assignments and class discussion, the course will explore and engage aspects of the discipleship of the Christian mind, including:

1) its connection to a discipleship of the whole person, 2) the requisite development of particular habits and virtues, and 3) the need to practice discernment from a Christian and Wesleyan worldview. Each section of the course will include a shared framework developed from common reading and writing assignments as well as a unique set of discernment applications developed by the special expertise or interests of the instructor from primary texts.



Credit: Celtic Cross by Barbara Walsh flickr CC-by-2.0 Apr 2011

The Celtic cross superseded the ancient standing stones locating the sacred spaces of the proto-Celtic inhabitants of Ireland, following St Patrick and his missionaries. The Celtic cross borrows the image of the sun depicted by a “circle,” the local reference for God Most High in the Celtic tradition. The circle is reinterpreted and united with the form of a “cross” illuminating the revelation of Jesus Christ as the incarnation of God the Father and the Sender of the Holy Spirit.

Course Textbooks (required)

Gould, Jon B. *How to Succeed in College (While Really Trying): A Professor's Inside Advice*. Chicago: University of Chicago Press, 2012.
HUM1012 Course Packet (CP)
O'Donohue, John. 1997. *Anam Cara: A Book of Celtic Wisdom*. New York: HarperCollins Publishers.
Walsh and Middleton. 1984. *The Transforming Vision: Shaping a Christian Worldview*. IVP.
Additional articles/handouts assigned in class usually found on Moodle (MO)

Three Ways to Explore the Course Outcomes (James 1:2-8)

Skimmers show a tangential interest in the course subject. They will skim the reading, attend class, & learn the main concepts but stay near the surface without venturing far from familiar shores. They will earn an average grade at best.

Snorkelers will move beyond the shallows to probe below the surface, examine the concepts they find, make connections within the course, and try to apply them. More than curious, but engaged, they will spend more time on the readings, ask more **WHAT** and **HOW** questions, & participate actively in class.

Deep divers will critique what they find and how to apply it while seeking new insights and integrating them with previous learning, asking **WHY** questions, going beyond the minimum on each assignment.

READING ASSESSMENTS

Reading Quizzes. A short-answer objective quiz could be given on any day in which there is an assigned reading. It will be timed to take no more than 10 minutes. You are allowed to use handwritten notes taken from the reading(s). At least 15 quiz scores will count toward your final grade. All quizzes must be taken. (CO 1, 2, 5, 6)

Reading Essays. These written assignments are a response to questions given below. Make sure that you credit sources using APA or MLA citations. On the due date, you should submit your third revision not your rough draft. Submissions are made on Moodle and class. Deadlines are in the Course Schedule. Check Moodle for your score and graded work. (CO7)

Essay 1 (500 words): According to Holmes, Hauerwas, Price, and Gould, what—besides job preparation—is a college education *for*? In what ways does this vision of college education challenge or expand your own vision? (CO1,2,3)

Essay 2 (500 words): Compare your experience to the readings by reflecting on your habits of reading and study. What specific habits can you do to improve by using ideas from Foster's and Adler's steps for reading and study? Not included in word count: Include a list of the books you have read in the past two years, as well as a list of books you would like to read (not related directly to college courses). (CO3,4)

Reading Responses for *Anam Cara* (500 words x 6). Submit a 500-word written response to the reading for each chapter of the book *Anam Cara*. Writing prompts in the form of a question or a topical trajectory will be given in class to guide your writing. You will need to enter into a meaningful dialogue with the reading for the day, showing points of agreement and disagreement, citing the book for each point you make. (CO 1, 3, 5)

COURSE OUTCOMES

1 Explore and understand the interconnectedness of the discipleship of the whole person and the discipleship of the Christian mind;

2 Engage the processes of discipleship involved in the formation of the life of the Christian mind;

3 Identify and use the key habits, virtues, and disciplines of the mind that produce discernment from a Christian and Wesleyan perspective;

4 Frame, interpret, judge, and develop practices in reference to the key elements of a Christian perspective;

5 Distinguish dualistic beliefs and practices from a Christian worldview;

6 Understand and appreciate the Wesleyan distinctive within a Christian worldview; and

7 Understand the role and ethics of writing in a Christian liberal arts education.

General Education Goals:

- 1: Integrative Thinking (CO 3, 6, 7)
- 2: Critical Thinking (CO 1, 4)
- 9: Christian Worldview (CO 2, 5)

All assignment deadlines are found in the Course Schedule in the syllabus

COURSE PROJECTS

Project 1: Meet & Greet Your Academic Advisor

By the end of the second week of class you will identify your academic advisor (usually a professor in department of your major course of study). This person's name is found in your portal page. You will set up a one-on-one meeting with them (this may take some time so do not procrastinate!). You will submit a course checklist for your major signed by your academic advisor in order to complete this assignment. (CO2,3)

Project 2: Calendar and Study Space Commitment

Create a semester calendar including all courses, assignment due dates, and exams plus a page locating and describing particular places on campus that you designate as study spaces. You need to identify inside and outside spaces (summer/winter & sunny/rain), study times need to be 2 hours for each semester credit hour per week (15 semester hours will mean at least 30 study hours per week); and you need to identify intentional recreation time each week (play/Sabbath). You will complete this assignment in a way that can be replicated habitually for each subsequent semester. (CO2,3,4)

Final Paper—What does it mean to be a Christian and a university student in terms of WHY you learn and HOW you learn? (500 words):

You will write an essay responding to this question by discussing at least three (3) concepts, readings, or habits/practices that were engaged during this course. Complete this paper by offering your response based on documented research, thoughtful reflection and input from the Christian faith, while citing often from course materials, assigned readings, and additional sources found through library research. The rubric is on Moodle. (Course Outcomes 1,4,5,6,7)

Course Evaluation

Assignments	Points	Learning Hours
Attendance & Participation (50 pts off for each hour tardy/absent)	(50)	27
Assigned Readings (70+158+231=469p @ 15 pph)	--	32
Reading Quizzes (up to 15 count for 20 pts each)	300	In class
Essay 1: What is college for?	100	6
Essay 2: Reading & Study Habits	100	6
Project 1: Academic Advisor Meeting	50	1
Project 2: Calendar and Study Space	50	2
Reading Responses for <i>Anam Cara</i> (50pts x 6)	300	12
Final Paper	100	4
	1000	90 hrs

Grading scale is:

A 1000-930 **B** 879-830 **C** 749-720 **F** 599>
A- 929-900 **B-** 829-800 **C-** 719-700
B+ 899-880 **C+** 799-750 **D** 699-600

One course learning hour equals . . .

- 10-15 pages of reading (1000 level) (300 page book = 30 learning hours)
- 15 pages of reading (2000 level) (300 page book = 20 learning hours)
- 15-20 pages of reading (3000 level) (300 page book = 15-20 learning hrs)
- 20-25 pages of reading (4000 level) (300 page book = 15 learning hours)
- 2 pages of writing (500 words) (add one hour of research for every research page written, no extra hours added for reflection papers)
- 1 minute of video
- 3 minutes of presentation with visual aids (Powerpoint, Prezi, object lesson, skit, illustration, dialogue, etc.)
- 60 minutes of class time or
- 60 minutes of research
- 60 minutes of exam time

All scheduled time spent in seminars/conferences/field trips (e.g. LEAP seminar should be added into total course work hours) excluding travel

Grading Rubric

A—Critical thinking and superior analysis, proper format and citations, new insights, good application, shows integration of outside sources, on time.

B – Solid work but misses the mark, few connections, no insights or integration, not formatted correctly, grammatical errors

C—Meets bare minimum expectations, summarizes without adequate analysis or application, many errors

Course Policies (AAAA)

Attendance Policy Regular attendance and participation is expected. You will lose 50 points for every unexcused absence (excuse only considered if instructor is informed prior to class time). You have an attendance “buffer” of one day. Sleeping, texting, surfing the internet, & excessive talking could be counted as an absence by instructor’s discretion. The MVNU policy on class attendance provides excused absences for these reasons:	1) participation in official university organizations (e.g. sports teams) and pre-arranged course trips; 2) severe emergencies or death in the immediate family; 3) legal responsibilities; or 4) extended personal illness when an authorized medical official requires confinement to home, room, or hospital. (NOTE: The following are not excused absences: Weddings, birthdays, school functions, holiday celebrations, work obligations, volunteer work, job interviews, hospital visits, feeling sick or tired).	Assignment Submissions Assignments are due on the due date at class time. No exceptions. Nothing accepted by email, either. Standard submission will be paper copy in class and/or to Moodle (Turnitin) unless otherwise noted. 12pt font, double-spaced, proper APA or MLA citations, no grammar or spelling errors
		Accommodation See the instructor if you need accommodations, as defined by the Americans with Disabilities Act of 1990, and then follow the Disability Services Policies and Procedures as put forth by the office of Academic Success office or search for page on the MVNU web site. Instructors are generally able to accommodate as needed.

Academic Integrity

MVNU seeks learners committed to honesty among students, faculty, and staff, a standard governing expectations for all campus and educational activities. As a Christian community, there is a moral and ethical responsibility to uphold this standard as found in the Academic Catalog (for examples of violations). All course work submitted to instructor(s) should be evidence of personal learning endeavors.

Course Schedule—HUM1012-1—FALL 2014 (T-R) 12:50-1:50

Date	Topic	Reading	What's Due	Date	Topic	Reading	What's Due
Unit 1 Becoming Wholly Holy: Discipleship of the Whole Person				Unit 3 Discernment & Wisdom through a Christian Conscience			
Sept 2 T	Intro & Syllabus			Oct 21 T	Midterm Break	No Class	
Sept 4 R	Academic Life			Oct 23 R	Christian Conscience: Where am I? Worldview Defined	MO Kraft (1&2)	Reading Quiz
Sept 9 T	Univ Core & My College Path	MO University Core (MO = on Moodle)	Reading Quiz	Oct 28 T	Christian Conscience: Who am I? Anam Cara & Prayer	Walsh & Middleton c 1	Reading Quiz
Sept 11 R	Making Time & Space	Gould c1, c2	Reading Quiz	Oct 30 R	Christian Conscience: What's wrong? Dualism Explained Pilgrimage & Solitude	Walsh & Middleton c6-7	Reading Quiz
Sept 16 T	What's it mean to be a university student?	CP Hauerwas (CP = course packet)	Reading Quiz Project 1 DUE	Nov 4 T	Christian Conscience: What solves it? Idols of Our Age Saints, Symbols, & Learning	Walsh & Middleton c9-10	Reading Quiz
Sept 18 R	What's it mean to be a Christian disciple (learner)?	In-class video/notes	Project 2: DUE	Nov 6 R	How does a Christian university impact this world?	MO Wiley	Reading Quiz
Sept 23 T	What are the "liberal" arts?	CP Holmes pts 1&2	Reading Quiz	Unit 4 Anam Cara & Other Bits of Celtic Wisdom			
Sept 25 R	Why study in Christian University?	MO Price	Reading Quiz Essay 1 DUE	Nov 11 T	Spirituality of Friendship	O'Donohue c1	Reading Response
Unit 2 Developing Good Habits of Heart and Mind				Nov 13 R	Senses & Experience: Doorway to the Whole Wide World	O'Donohue c2	Reading Response
Sept 30 T	Habits of the Mind: Reading	CP Alder MO Carr	Reading Quiz	Nov 18 T	Loneliness & Solitude: Inner Reflection on the Unexpected	O'Donohue c3	Reading Response
Oct 2 R	Habits of Christian College Students: Study	CP Foster (both parts)	Reading Quiz	Nov 20 R	Work: Paying Attention to the Everyday	O'Donohue c4	Reading Response
Oct 7 T	Habits of Christian College Students: In the Classroom	Gould c3	Reading Quiz	Nov 25 T	Time: Spirituality through the Life Cycle	O'Donohue c5	Reading Response
Oct 9 R	Habits of Christian College Students: Exams & Papers	Gould c4-5	Reading Quiz	Nov 27 R Thanksgiving Break No Class			
Oct 14 T	Habits of Christian College Students: Et Cetera	Gould c6	Reading Quiz	Dec 2	Death: Where is the end, really?	O'Donohue c6	Reading Response
Oct 16 R	Habits of Christian College Students: Love of Learning	CP Oord & Lodahl	Reading Quiz Essay 2 DUE	Dec 4 R Dec 10 W	Princess Bride, part 1 Princess Bride, part 2		Final Paper DUE