

**SYLLABUS FOR DCM 2301
DEVELOPING A CHRISTIAN MIND**
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I. Catalog Description:

This course, built on a biblical foundation, is designed to introduce students to the lifelong goal of developing a Christian mind, and in the process to impart to them a solid understanding of the larger purposes of Christian higher education and the educational vision of Dallas Baptist University. Topics addressed include Christian mind and worldview development, the problem of dualism, Christian liberal arts education, integrating faith and learning, the life of the mind, calling, and the implications of Christian faith across the whole spectrum of life.

Required of all new traditional freshmen and transfer students and must be taken during the second semester of the freshman year or during the sophomore year. Must be successfully completed by the junior year.

II. Course Data

Professor: David Naugle, Th.D., Ph.D.
Class days, time and place: MWF, 9: 00 — 9: 50 a.m., LC 315
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III. Course Objectives

There are three marks of a great person:

- One who is a great thinker;
- One who is a great lover;
- One who is a great doer.

A. Intellectual Objectives:

1. Students will understand the nature of the concepts of a Christian mind and worldview and its biblical content based on the themes of creation, fall, redemption, and consummation as evidenced in various assignments, class discussions, and course examinations.
2. Students will comprehend the definition, sources, and implications of religious compartmentalization or “dualism” (the sacred-secular split) as the fundamental obstacle to the development of a Christian mind and worldview as evidenced in various assignments, class discussions, and course examinations.
3. Students will learn about the larger purposes of Christian higher education, its theological foundation, the centrality of liberal arts education, the process of integrating faith and learning, the role of community, and the marks of an educated person as evidenced in various assignments, class discussions, and course examinations.

4. Students will examine the problem of evangelical anti-intellectualism, the biblical basis for the life of the mind, its role in the Christian life, education, and scholarship, and the importance of acting on knowledge as evidenced in various assignments, class discussions, and course examinations.
5. Students will grasp the classic doctrine of calling in its theological, vocational, and personal aspects as the decisive foundation for purpose, meaning, and service as evidenced in various assignments, class discussions, and course examinations.
6. Students will recognize the responsibility of believers to engage and transform human culture Christianly including such areas as the family, work, politics, science, the arts, and popular culture as evidenced in various assignments, class discussions, and course examinations.

B. Affective Objectives:

1. Students will be challenged to enlarge the scope of their Christian imaginations through an expanded knowledge of God as cosmic Creator, Judge, and Redeemer and by grasping the radical comprehensiveness of biblical faith and its inherent relevance for higher education and the whole of life.
2. Students will be given the opportunity to cultivate new desires and purposes in faith, life, and learning through the formation of a biblically-based Christian mind that will transform attitudes and invigorate their educational pursuits and allow them to actualize the transformative potential of Christian higher education.
3. Students will be encouraged to discover and experience a new found spiritual freedom through a larger Christian vision that will enable them to become fully human and fully alive under God.

C. Volitional Objectives:

1. Students will be encouraged to apply themselves with desire, discipline, and diligence in fulfilling the requirements for this class.
2. Students will be challenged to love and serve God with their whole being and to love and serve their neighbors as themselves in all aspects of life, including their educational pursuits.
3. Students will be prompted to discover the purpose and direction for their lives on the basis of their various callings and vocations from God through which they will serve and transform the church and the world, and thus glorifying God and blessing others in every area of life.
4. Students will be urged to commit themselves to the ongoing task of developing a Christian mind and worldview, obediently living out this Christian vision faithfully, and teaching it to others until the very end of life.

D. Transformative Goal: To be transformed at the root of your being and in the fruit of your life! May this course do for you what the reading of Cicero's book *Hortensius* did for St. Augustine at age 19:

"In the ordinary course of study, I fell upon a certain book of Cicero, whose speech almost all admire, not so his heart. This book of his contains an exhortation to philosophy, and is called *Hortensius*. But this book altered my affections, and turned my prayers to Thyself, O Lord; and made me have other purposes and desires."

St. Augustine, *Confessions*, III. IV.

IV. Course Requirements, Grading, and Teaching Methods

"Reading maketh a full man;
Conference [conversation] a ready man;
Writing an exact man!"
—Francis Bacon, *Of Studies*

A. Course Requirements:

1. Reading (20%): You are required to read the following textbooks and miscellaneous handouts assigned periodically throughout the semester. The material must be read in its entirety to receive credit and each reading report is worth 5% of your total grade.

Purpose: students must be held accountable to read carefully and reflect deeply upon these texts on the Christian mind, education, calling and cultural transformation.

Reading Report #1: Brian Walsh and Richard Middleton, *The Transforming Vision: Shaping a Christian Worldview*; Henry Stob, "Note to a College Freshman." **October 1**

Reading Report #2: Arthur F. Holmes, *The Idea of a Christian College*; Dorothy Sayers, "The Lost Tools of Learning"; John R. W. Stott, *Your Mind Matters*. **Nov. 5**

Reading Report #3: Os Guinness, *The Call*, **Nov. 24**

Reading Report #4: Charles W. Colson and Nancy Pearcey, *How Now Shall We Live? Part 4*, **Dec. 8**

2. Interview of a Christian student-friend: (10%): You are to interview a Christian student-friend (preferably someone who does not attend DBU), and ask that person about his or her understanding of a Christian mind and worldview and the purpose of a college education. Questions should include but are not limited to the following: (1) What do you think it means to have a Christian mind or worldview? (2) What is the content of a Christian mind or worldview? (3) Do you make a distinction between the sacred and the secular, the eternal and the temporal in the Christian life? If so, what is the reason for and content of this distinction? If not, why not? (4) What is the purpose (are the purposes) of a college education? (5) What do you think liberal arts education is all about? Ask any other question you think is relevant. Once you have done the interview, then answer the questions yourself. Write up the results of your interview and your own answers in a 3-5 page, double-spaced, word-processed paper. **DUE: September 10.**

Purpose: to put students in conversation with other students about these issues, and to show how few Christians have a Christian mind and worldview, how little understanding there is of the purpose of a college and liberal arts education, and how important it is to consider these matters carefully and understand them.

Learning Communities: The class will be divided into groups of about five students each as discussion groups. Each group will meet on three occasions this semester for discussion for one hour about each of the three remaining papers. Prior to each meeting, appropriate material must be read as preparation. After the discussion session, ***each student will individually*** write the paper on each topic according to the specific requirements.

3. What is a Christian Mind or Worldview? (10%). This is one of the most important and foundational papers in this course, may be in your entire college career! You are to

present and discuss the essential ideas of worldview, creation, fall, redemption, and the problem of dualism as set forth in the textbook by Brian Walsh and Richard Middleton, *The Transforming Vision: Shaping a Christian Worldview*. The goal of this paper is comprehension, explanation, and synthesis of these themes as set forth in this book. You should include a final statement in your paper on how these ideas have changed your understanding of the content of Christianity, if they have indeed changed. 8-10 pages, word-processed, double-spaced. **DUE: October 1.**

Purpose: to cause students to grapple with the content of a Christian mind and worldview and the problem of dualism, and the practical difference these insights can make in real life.

4. My Vision for My College Education: (10%): Set forth your vision for your college education based on the reading of Arthur Holmes, *The Idea of a Christian College*, Dorothy Sayers, "Lost Tools of Learning," and John Stott, *Your Mind Matters*. This paper should include a brief discussion of the problem of evangelical anti-intellectualism, the theological basis for education, the nature of liberal arts, and what you plan to do about all this! Word-processed, double-spaced, five pages. **DUE November 4.**

Purpose: to challenge students to understand the larger purposes of Christian higher education and the deeper reasons for being in school, and how these fresh insights can be applied prior to graduation.

5. What Are My Callings In Life? (10%): Present your understanding of the Bible's teaching on calling based on Os Guinness's *The Call*, how calling relates to your college education, and to the best of your ability at this point in your life, set forth what you think your essential callings might be, vocationally and otherwise. Word-processed, double-spaced, five pages. **DUE November 24.**

Purpose: to introduce students to the concept of calling and how it provides meaning and direction for all of life.

6. Midterm and Final Examinations (40%): A mid-term (October 29) and final exam (December 15) will be given in this class, each worth 20% of your total grade.

B. Grading:

- A- = 90-93; A = 94-97; A+ = 98-100 % **Excellent:**
Excellent = top notch, superior, first rate/class, exceptional, superlative; paper and tests; class attitude, attendance, note taking, participation, posture, interest, etc.
Comprehensive excellence is needed for a superlative grade in this course.
- B- = 80-83; B = 84-87; B+ = 88-89%: **Above average**
- C- = 70-73; C = 74-77; C+ = 78-79%: **Average**
Average = mediocre, commonplace, ordinary, passable, fair, run-of-the-mill, tolerable, so-so, mid point between extremes of excellence and failure.
- D- = 60-63; D = 64-67; D+ = 68-69%: **Below average**
- F = 59% and below: **Failure**—Omission or lack of satisfactory performance of action or task, inadequate, unsuccessful, inferior, impassable, etc.

SPECIAL NOTE: NO EXTRA CREDIT WILL BE GIVEN IN THIS CLASS AND NO LATE WORK WILL BE ACCEPTED, EXCEPT FOR EMERGENCY SITUATIONS.

C. Teaching Methods: Lecture, Q & A, open discussions, audio-video tapes, film, music, etc.

V. Textbooks:

Brian Walsh and Richard Middleton, *The Transforming Vision: Shaping a Christian Worldview* (Downers Grove: IVP, 1984). TV

Arthur Holmes, *The Idea of the Christian College*. rev. ed (Grand Rapids: Eerdmans, 1987). ICC

John R. W. Stott, *Your Mind Matters* (Downers Grove: IVP, 1973). YMM

Os Guinness, *The Call: Finding and Fulfilling the Central Purpose of Your Life* (Nashville: Word, 1998). TC

Charles W. Colson and Nancy Pearcey, *How Now Shall We Live?* (Wheaton: Tyndale, 1999). HNSWL?

VII. Tentative Course Schedule

| Class # | Date | Subject | Assignments |
|--|-------------|--|--|
| 1 | Aug 23 | Introduction to Course | |
| 2 | Aug 25 | Course Images: Cave and Fish Bowl Sun and Sea | Plato's cave analogy Step Into a Larger World |
| Part One: A Christian Mind and Worldview — Walsh, Middleton | | | |
| 3 | Aug 27 | Christian Mind | "Note to a College Freshman" By Henry Stob |
| 4 | Aug 30 | Worldviews and Culture | TV, chp. 1 |
| 5 | Sept 1 | Analyzing Worldviews | TV, chp. 2 |
| 6 | Sept. 3 | WALK | |
| 7 | Sept. 8 | Creation | TV, chp. 3 |
| 8-9 | Sept 10, 13 | Creation, continued; Fall | TV, chp. 4; Interview due 10th |
| 10 | Sept 15 | Redemption | TV, chp. 5 |
| 11-12 | Sept 17, 20 | WALK | |
| 13-14 | Sept 22, 24 | Problem/Development of Dualism | TV, chp. 6-8 |
| 15 | Sept 27 | Christian Cultural Response | TV, chp. 10 |
| 16 | Sept 29 | WV and Scholarship | TV, chp. 11 |
| 17 | Oct 1 | Christian Mind/Worldview Summary | Christian Mind/WV paper due RR #1 due |

Part Two: Christian Higher Education—Holmes, Sayers, Stott

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|----|---------|---|---|
| 18 | Oct 11 | Why a Christian College? | A. Holmes, ICC, chp. 1 |
| 19 | Oct 13 | Theological Foundations | A. Holmes, ICC, chp. 2 |
| 20 | Oct 15 | Liberal Arts: What and Why? | A. Holmes, ICC, chp. 3 |
| 21 | Oct 18 | “Lost Tools of Learning” | Essay by Dorothy Sayers |
| 22 | Oct 20 | Liberal Arts as Career Prep | ICC, chp. 4 |
| 23 | Oct 22 | Integrating Faith and Learning | A. Holmes, ICC, chp. 5 |
| 24 | Oct. 25 | College as Community | A. Holmes, ICC, chp 7 |
| 25 | Oct 27 | Marks of an Educated Person | A. Holmes, ICC, chp 9 |
| 26 | Oct 29 | Mid-Term Examination | |
| 27 | Nov 1 | Your Mind Matters | J. Stott, YMM, pp. 1-40 |
| 28 | Nov 3 | Your Mind Matters | J. Stott, YMM, pp. 41-end |
| 29 | Nov 5 | Critical, Connected, Christian thinking | Special Lecture Education paper due; RR#2 Due |

Part Three: Calling — Guinness

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|-------|------------|----------------------|---|
| 30-32 | Nov 8-12 | Calling and Vocation | Os Guinness, TC, chps 1-9 |
| 33-35 | Nov. 15-19 | Calling and Vocation | Os Guinness, TC, chps. 10-18 |
| 36-37 | Nov. 22-24 | Calling and Vocation | Os Guinness, TC, chps. 19-26 Calling paper due; RR #3 due |

Part Four: Cultural Engagement and Renewal — Colson/Pearcey

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|----|--------|--|-------------------------------|
| 38 | Nov 29 | Saved to What? (Cultural transformation) | HNSWL? chps. 30-31 |
| 39 | Dec 1 | Don't Worry, Be Religious (Value of Wisdom) | HNSWL? chp. 32 |
| 40 | Dec 3 | God's Training Ground (Family life) | HNSWL? chp. 33 |
| 41 | Dec 6 | <i>Soli Deo Gloria</i> (Arts) | HNSWL? chp. 42 |
| 42 | Dec 8 | Does the Devil have all the Good Music? (Music) | HNSWL? chp. 44 RR#4 |
| 43 | Dec 15 | Final Exam: 8: 00 a.m. —10: 00 a.m. Exams for Graduating Seniors, Friday, Dec 10 | |

Bibliography: Foundations of a Christian Mind and World View

- Bandow, Doug. *Beyond Good Intentions: A Biblical View of Politics*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Barcus, Nancy. *Developing a Christian Mind*. IVP, 1977.
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- Billingsley, K. L. *The Seductive Image: A Christian Critique of the World of Film*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Blamires, Harry. *Recovering the Christian Mind: Meeting the Challenges of Secularism*. IVP, 1988.
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- Chesterton, G. K. *Orthodoxy*. Doubleday, 1959 [1908].
- Clark, Gordon. *A Christian View of Men and Things*. Baker, 1957.
- Curry, Dean C. *A World Without Tyranny: Christian Faith and International Politics*. Turning Point Christian World View Series, Wheaton: Crossway Books
- Dooyeweerd, Herman. *Roots of Western Culture: Pagan, Secular, and Christian Options*. Wedge, 1979.
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- Eliot, T. S. *Christianity and Culture*. Harcourt, Brace and World, 1949.
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- Geisler, Norman L. and William D. Watkins. *Worlds Apart: A Handbook on World Views*. Second Edition. Baker, 1989.
- Geisler, Norman L. *Is Man the Measure? An Evaluation of Contemporary Humanism*. Baker Books, 1983.
- Goudzwaard, Bob. *Idols of our Time*. IVP, 1984.
- Guinness, Os. *The American Hour: A Time of Reckoning and the Once and Future Role of Faith*. Free Press, 1993.
- _____. *The Dust of Death*. IVP, 1973.
- _____. *The Gravedigger Files: Papers on the Subversion of the Modern Church*. IVP, 1983.
- Hart, Hendrick. *Understanding Our World: Toward an Integral Ontology*. Univ. Press of America, 1984.
- Hoffecker, Andrew W. and Gary Scott Smith. *Building a Christian World View*. 2 vols. Presbyterian and Reformed, 1986, 1988.
- Holmes, Arthur. *All Truth is God's Truth*. IVP, 1983 [1977].
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- Houston, James M. *I Believe in the Creator*. Eerdmans Publishing Company, 1980.
- Howard, Thomas. *Evangelical is not Enough*. Thomas Nelson, 1984.
- Kearney, Michael. *World View*. Chandler and Sharp, 1984.
- Kreeft, Peter. *Heaven: The Heart's Deepest Longing*, Ignatius Press, 1989.
- _____. *Love is Stronger than Death*. Ignatius Press, 1992.
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- Kuyper, Abraham. *Lectures on Calvinism*. Eerdmans, 1983.
- Ladd, George Eldon. *The Pattern of NT Truth*. Eerdmans, 1968.
- _____. *A Theology of the NT*. Eerdmans, 1974.
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Classroom Policies and Procedures

I. Absences and Tardiness

- Students are expected to come to class regularly and be on time.
- Each student is allowed a maximum of three unexcused absences for MWF classes, and two unexcused absences for TTh classes per regular long semester without grade penalty. This number will be calculated proportionately for other semesters (short summer and winter terms, long summer and winter, mini terms, etc.). According to the DBU catalog, students cannot miss over 25% of classes & pass the course.
- Additional unexcused absences and habitual tardiness will result in a **significant grade reduction** which will be determined at the discretion of the professor. No credit is given for attendance, but excessive absences can be the basis for lowering the final grade at the discretion of the professor.

- Excused absences must be approved by the professor; in some cases, a note from a proper authority may be required. Students who will be away from class for an extended period of time (e.g., for emergencies, medical problems, military service, varsity sports, work related matters, etc.) are expected to notify and explain the situation to the professor. Failure to do so may result in grade reduction.

II. Papers, Tests, Printers, and Academic Misconduct

- Students are expected to turn assigned work in on time, that is, during the class period for which it is assigned. Late papers (essays, term themes, etc) will not be accepted, **unless there is a real emergency justifying the tardiness of the paper**. The professor must approve such emergencies.
- Students are also expected to take tests on the day they are assigned. In case of a *real* emergence (*severe* illness, accident, etc.), a student may take a test late without penalty (a note from a proper authority may be required to verify the emergency). Otherwise, no make up tests will be given.
- **Papers will not be accepted that are printed with a used, worn out ribbon that renders the paper virtually unreadable.** Students are responsible for having their paper printed in such a way that the words are clear, dark, and clearly discernible.
- Incidents of cheating, plagiarism (presenting someone else's work as your own), collusion, abuse of resource materials, and computer misuse will be dealt with according to the guidelines in the DBU catalog and current schedule of classes.

The faculty member endorses the University Honor Code and abides by the University's Academic Appeal and Academic Misconduct Procedure as stated in the Student Handbook and the Schedule of Classes.

III. Miscellaneous Policies:

- **Financial Aid:** Students who are receiving federal, state, or institutional financial aid who withdraw or add hours during the semester may have their financial aid adjusted because of the withdraw or addition. This change in schedule may affect the aid they are receiving during the current semester, and could affect their eligibility for aid in the future.
- **Disabilities:** The student has the responsibility of informing the Associate VP for Student Affairs at 214.333.5134 of any disabling condition, which will require modifications to avoid discrimination. DBU provides academic adjustments and auxiliary aid to individuals with disabilities as defined under law, who are otherwise qualified to meet the institution's academic requirements. It is the student's responsibility to initiate any request for accommodations. Required documentation must be provided before the university can make accommodations.
- **Posting of Final Grades:** Final course grades provided to a student by a faculty member may not be relied upon as official. Students may access their official final grades online through the WebAdvisor System. The Registrar's Office will only mail grades to a student upon request. Official grades can be obtained online at <http://webreg.dbu.edu/>. The DBU undergraduate and graduate catalogs state that all accounts must be paid in full before a student can receive a grade. According to FERPA, faculty may not provide final grade information to students via telephone, email, posting or any other source which may compromise student confidentiality.

Minor children of DBU students are not permitted to attend class with their parents. Furthermore, minor children may not be unaccompanied by any location or property where

DBU classes are taught. If a minor child is brought to the DBU campus or any location where DBU classes are taught, the child must be accompanied by an adult at all times. For their safety and welfare, unaccompanied children on the DBU campus will be escorted to the Campus Safety Security Office and the parents or guardians will be summoned to pick them up immediately.

Cell phone policy: classroom disruption by cell phones or other electronic devices is prohibited. All cell phones and similar electronic devices must remain turned off and out of sight for the duration of class. Electronic devices utilized in a learning context, such as laptops and language interpreters may be permitted at the professor's discretion. A student may face a zero and or failure in the class if an electronic device is used for cheating during a test. Cheating at DBU is not tolerated and may result in expulsion.

Senior Grades. It is the responsibility of the student to notify the instructor if he or she is graduating this semester. Final exams for graduating seniors will be given on the Friday the last week of class. Final grades are due in the Registrar's Office by noon on the following Monday. These grades are final. The instructor will not submit late grades for graduates nor change grades once they are submitted.

IV. Classroom Attitude and Demeanor

Students are expected to exemplify proper classroom behavior, attitudes, and etiquette including such things as:

- **Sitting up straight**, Listening attentively, **Taking notes**, Remaining focused, Doing your very best, Participating enthusiastically

Students are not allowed to:

- Talk or chatter disruptively, slouch or take a nap, **Work on material for other classes while class is in session**, **Read extraneous material while class is in session** (Newspaper, Sports Illustrated, Cosmo, etc.)

Based on your instructor's personal judgment, **Final Grades** will be influenced by how well students comply with the above attitudes and expected behavior. Remember: you are no longer in middle school or high school! When controversial topics are being discussed in class, before you speak out, you should (1) make sure you understand the ideas being presented, (2) learn something from them, (3) and then learn how to criticize them constructively and with civility. Also, make sure comments or questions **pertain to the subject matter** under consideration.

V. The New GPA Grading System:

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|---------|------|---------|------|----------|------|
| A+..... | 4.00 | A | 4.00 | A- | 3.67 |
| B+..... | 3.33 | B | 3.00 | B- | 2.67 |
| C+..... | 2.33 | C | 2.00 | C- | 1.67 |
| D+..... | 1.33 | D | 1.00 | D- | 0.67 |
| F | 0.00 | | | | |