

### **HUMA 100: The Humanities: Christian Wisdom for Learning and Living**

1. Basic understanding of the Christian theological framework of creation, fall, and redemption, including an understanding of Christian vocation and the calling of the Christian college student.
2. Basic understanding of the role of the humanities in wisdom-oriented education, including an understanding of the nature and role of the HUMA core at Grove City College.

### **HUMA 200: Western Civilization: Historical and Intellectual Foundations**

1. Demonstrate a basic understanding of Western civilization's seminal thinkers, formative ideas, and decisive moments that have shaped Western culture from ancient times to the present day.
2. Demonstrate comprehension of the role that revelation, reason, and experience have played in the "Great Conversation" of the West.
3. Demonstrate understanding of the concept of civilization.
4. Demonstrate the ability to read, comprehend, and evaluate primary and secondary sources and texts.

### **HUMA 202: CIVILIZATION AND LITERATURE**

1. Demonstrate knowledge of how literature has influenced the development of Western civilization in each of its major historical periods through an analysis of the central ideas and themes that inform particular works of great literature.
2. Demonstrate ability to read works from a variety of literary genres and to appreciate the major aesthetic elements of a literary work that contribute to its stature as a work of art.
3. Demonstrate ability to engage literature from a Christian perspective by exploring the transcendent questions and issues raised by seminal literary works regarding the nature of God, humanity, good and evil, moral choice, the purpose of life, and the meaning of salvation.
4. Demonstrate skills involved in literary research and analysis.
5. Students will be able to demonstrate an understanding and appreciation of the strengths and challenges of various cultural perspectives.

### **HUMA 204: CIVILIZATION AND THE ARTS**

1. Demonstrate an understanding of the relationship between Christianity and the arts.
2. Identify all works included in the class outlines by artist / composer, title, and era.
3. Know and be able to apply the technical vocabulary of the arts.
4. Demonstrate the ability to articulate the relationship between a work of art and its historical context and worldview.
5. The student will know enough about most of these works to begin to interpret them—to explain what and how artists communicate through the design of their works.

### **HUMA 261: Scripture & Theology for the Christian Life I**

1. By the end of the course, the successful student will be able to demonstrate basic and maturing understanding of the Bible in its redemptive, historical, and covenantal settings.
2. By the end of the course, the successful student will be able to demonstrate basic and maturing understanding of key doctrines and themes in Christian theology.
3. By the end of the course, the successful student will be able to demonstrate basic and maturing understanding of how the Bible and Christian theology equip us to live wisely in the contemporary world.

### **HUMA 271: Scripture & Theology for the Christian Life II**

1. By the end of the course, the successful student will be able to demonstrate basic and maturing understanding of the Bible in its redemptive, historical, and covenantal settings.
2. By the end of the course, the successful student will be able to demonstrate basic and maturing understanding of key doctrines and themes in Christian theology.
3. By the end of the course, the successful student will be able to demonstrate basic and maturing understanding of how the Bible and Christian theology equip us to live wisely in the contemporary world.

### **HUMA 300: THE GOSPEL AND THE GOOD LIFE: A CHRISTIAN VISION FOR ETHICS**

1. Basic and maturing understanding of a Christian vision for ethics and the good life.
2. Basic and maturing understanding of how a Christian vision for ethics and the good life can wisely address some of the most pressing ethical issues of contemporary life.
3. Basic and maturing understanding of alternative ethical frameworks, which offer rival visions for ethics and the good life, including critical responses to these rivals.

### **FOUNDATIONS OF SOCIAL SCIENCE**

1. Students will demonstrate an ability to discuss some of the insights that a Christian worldview brings to this social science discipline.
2. Students will demonstrate an ability to discuss the convergence and divergence of various theories of this social science discipline.
3. Students will demonstrate an ability to discuss the philosophical assumptions underlying various approaches to this social science discipline.
4. Students will demonstrate an ability to discuss the methods of research in this social science discipline, as well as the strengths and limitations of these methodologies.
5. Students will demonstrate the knowledge of the core concepts of this social science discipline.

## **NATURAL SCIENCES**

1. Students should be able to demonstrate knowledge of the scientific method.
2. Students should be able to demonstrate an understanding of the fundamental principles governing the study and practice of the natural sciences, and their application to solve scientific problems.
3. Students should be able to demonstrate the proper use of laboratory equipment, and the ability to carry out scientific experiments.
4. Students should be able to demonstrate the ability to derive and communicate accurate conclusions from the analysis of scientific data.
5. Students should be able to demonstrate a recognition of the impact of the natural sciences on society, their relation to our Christian mission, and the ability to critically evaluate scientific information presented in the media.

## **QUANTITATIVE/LOGICAL REASONING**

1. Students should be able to demonstrate an understanding of college-level quantitative and/or logical problem solving skills in a broad variety of pure and applied contexts.
2. Students should be able to demonstrate the ability to formulate mathematical or logical problems and proficiency in the mechanical and algorithmic processes used in their solution.
3. Students should be able to demonstrate an understanding of the mathematical and/or logical concepts underlying strategies and approaches for problem solving.

## **STUDIES IN SCIENCE, FAITH, AND TECHNOLOGY**

1. Students should be able to describe key aspects of the historical development of scientific thought, including representative changes, conflicts, and controversies.
2. Students should be able to explain the nature of scientific thinking, including its advantages, limitations, and philosophical assumptions, and discuss the correspondence between Christianity and those assumptions.
3. Students should be able to present a Christian perspective on general and special revelation that affirms their ultimate unity, while discussing approaches and examples for cases in which there is seeming tension between the two.
4. Students should be able to discuss the moral and ethical implications of a variety of modern technologies, emphasizing the ways in which technology can serve both as a blessing and means of common grace, and the ways in which it can produce or multiply harm.

## **FOREIGN LANGUAGES**

1. Identify main ideas and supporting details about familiar topics from materials and texts with a predictive structure in the target language.
2. Communicate information and express thoughts about familiar topics using connected series of sentences in the target language, both orally and in writing.
3. Describe biblical principles of mercy, humility, and hospitality, and illustrate how these principles relate to our responsibilities as global citizens in Christ's world.
4. Comparatively analyze the history, perspectives, practices, and linguistic diversity of the target culture.

## **WRITING**

1. Students will formulate a concise thesis that clearly focuses the document.
2. Students will use various rhetorical strategies to explore and develop ideas.
3. Students will write focused, unified, and coherent paragraphs.
4. Students will structure an essay appropriately to achieve specific writing goals.
5. Students will write clear, concise, and grammatically correct prose.
6. Students will engage critical thinking to understand and evaluate multiple perspectives on complex issues and to formulate and explain their own positions in relation to various views.
7. Students will use library research tools to locate, evaluate, and integrate authoritative sources into their writing.

## **WRITING INTENSIVE**

1. Within the General Education Core
  - A. Write informative, evaluative, analytical, and persuasive documents.
  - B. Use rhetorical strategies to develop their writing and to achieve specific writing goals.
  - C. Apply critical thinking strategies to evaluate multiple perspectives and to explain and defend their own views in cogent writing.
  - D. Engage an effective writing process or strategy to complete various types of writing tasks.
2. Within each Major Program
  - A. Use writing to learn and think critically about key issues in their major or discipline.
  - B. Write a paper or report using the research, citation/documentation, and format conventions of their major.
  - C. Write professional and grammatically correct prose using the stylistic conventions of their major.

## **SPEAKING INTENSIVE—Within each Major Program**

1. Identify the conventions and expectations of oral communication appropriate to the discipline.
2. Create, organize, and support ideas for various types of oral communication appropriate to the discipline.
3. Deliver professional presentations appropriate to the discipline utilizing effective verbal and nonverbal communication skills.

## **INFORMATION LITERACY**

1. Within the General Education Core
  - A. Identify authoritative information sources based on information need.
  - B. Recognize that similar content may be presented in different contexts, which may affect interpretation of the content.
  - C. Select a source that best meets an information need based on the audience, context, and purpose of various formats.
  - D. Give credit to the original ideas of others through attribution and/or formal conventions.
  - E. Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information.
  - F. Evaluate information from a variety of perspectives in order to shape their own knowledge base.
2. Within each Major Program
  - A. Identify markers of authority recognized by disciplines, professions, and other communities of knowledge and practice.
  - B. Distinguish between format and method of access, understanding that these are separate entities.
  - C. Formulate questions for research of an appropriate scope, based on information gaps or by reexamining existing information.
  - D. Select research methodology(ies) based on need, circumstance, and type of inquiry.
  - E. Demonstrate persistence, adaptability, and reflection as components of inquiry.
  - F. Design searches strategically, considering and selecting systems to search and evaluate search results.
  - G. Reflect on the search process in order to refine searches.
  - H. Identify how information systems are organized in order to access relevant information.