

# QuEST

## COURSE OBJECTIVES

---

### Area 1: Abilities of the Liberal Arts

---

#### **First Year Seminar** (General Education Committee)

- a. apply skills of critical thinking to reading, writing, and discussion.
- b. read analytically and critically.
- c. write essays using effective prose.
- d. apply basic methods and skills of information literacy: accessing, evaluating, and using information effectively and ethically .
- e. relate aspects of Christian faith to intellectual life .
- f. participate in conversations with students and faculty about significant ideas related to the identity of the College, thus enhancing an intellectual campus climate.

#### **Created and Called for Community** (General Education Committee)

- a. explain the Mission and Confession of Faith and Foundational Values of Messiah College.
- b. describe biblical and theological implications of the Old Testament emphasis on being created in the image of God and the New Testament emphasis on becoming a new creation.
- c. articulate defining characteristics of different kinds of communities, including those that are faith-based, academic, national, international, ethnic, inter-ethnic, and professional.
- d. develop a working definition of Christian Vocation as it relates to reconciliation, service, and leadership.

#### **Oral Communication** (Department of Communication)

- a. identify key elements of communication within a variety of contexts.
- b. analyze their own communication and recognize its effects on others.
- c. convey information and reasoned argument in spoken and visual presentation.
- d. articulate ethical responsibilities of oral communicators and, in their own communication, demonstrate adherence to those responsibilities.

---

## Area 2: Liberal Arts

---

### **Mathematical Sciences** (Department of Information and Mathematical Sciences)

- a. Solve quantitative problems using mathematical techniques, statistical methods, or information technology.
- b. Use systematic reasoning appropriate to the respective discipline.
- c. Apply course content to diverse fields of study.

### **Laboratory Sciences** (Departments of Biological Sciences, Chemistry and Biochemistry, Information and Mathematical Sciences, and Nutrition and Dietetics)

- a. substantive knowledge of the content and investigative methodologies of a scientific topic.
- b. an understanding of the scientific method and how the scientific community validates new knowledge.
- c. the ability to conduct and analyze simple investigations in the natural sciences.
- d. the ability to present scientific arguments orally and in writing using tables, graphs and charts.

### **Science, Technology, and the World** (General Education Committee and School of Health and Natural Sciences)

- a. a significant understanding of how science, technology, and the Christian faith complement and challenge one another.
- b. an enhanced understanding of the relationship of science and technology to other disciplines and relevant ethical, social, cultural, historical and political issues.
- c. substantive knowledge of the essential concepts, controversies and areas of exploration of a topic in the scientific and technological disciplines.
- d. the ability to critique scientific and technological arguments and claims in oral and written presentations.
- e. the ability to contribute to societal discourses on scientific and technological issues and controversies emanating from advances in science and technology.
- \* Science encompasses the disciplines of natural, physical, mathematical, and informational sciences.

### **Social Sciences** (Departments of Education, Human Development and Family Science, Management and Business, Psychology, Politics and International Relations, Sociology, Anthropology and Criminal Justice, and Social Work)

- a. explain various social scientific research methodologies and the philosophical assumptions underlying them.
- b. articulate theoretical frameworks that describe socio-cultural aspects of human experience.
- c. analyze important variables contributing to one or more social problems/issues.
- d. critically evaluate the use of social scientific research in popular media.

### **European History** (Department of History)

- a. explain traditions and methods of historical scholarship.
- b. comprehend selected ideas, peoples, institutions, and events central to the formation of Western traditions.
- c. comprehend the patterns and institutions of Western history and culture.
- d. recognize ways in which the past has shaped the contemporary world.

- e. conduct basic historical analysis of primary and secondary sources pertaining to European society and communicate that analysis in effective written and oral communication.

**United States History** (Department of History)

- a. explain traditions and methods of historical scholarship.
- b. comprehend selected ideas, peoples, institutions, and events central to American history.
- c. comprehend the patterns and institutions of American history and culture.
- d. recognize ways in which the past has shaped contemporary American society.
- e. conduct basic historical analysis of primary and secondary sources pertaining to American society and communicate that analysis in effective written and oral communication.

**Literature** (Department of English)

- a. evidence a basic understanding of some of the traditions and methods of literary study.
- b. appreciate significant works of literature .
- c. read closely and critically .
- d. respond to significant questions of textual interpretation and of the text's relationship to the student's personal world.

**Philosophy** (Department of Philosophy)

- a. evidence a basic understanding of some of the traditions and methods of philosophical inquiry.
- b. analyze historical philosophical problems and their relation to contemporary thought.
- c. engage the work of significant thinkers.
- d. think logically and critically.

**Religion** (Department of Biblical and Religious Studies)

- a. evidence a basic understanding of some of the traditions and methods of the study of religion as a humanities discipline.
- b. understand the role religions play in shaping individual identity and self-understanding of adherents.
- c. identify relationships between religion and culture at the local, national, and transnational levels.
- d. recognize that Christianity, like other religions, can be explored historically and sociologically.
- e. understand various Christian positions on religious pluralism and interfaith dialogue.

**Arts** (School of the Arts)

- a. reflect on the nature and principles of art.
- b. describe artistic processes and their history.
- c. make or perform art, usually at an introductory level.
- d. "see" and "hear" through personal interaction with art media.

**Languages and Cultures** (Departments of Modern Languages, History, and Biblical and Religious Studies)

- a. communicate in at least one language other than English.
- b. understand the interdependent nature of world societies.
- c. identify with cultural traditions other than their own.
- d. comprehend ways in which people who speak a language other than English perceive the world.
- e. understand and evaluate cultural relativism.

**Cross Cultural Studies** (General Education Committee)

- a. appreciate cultural traditions significantly different from their own.
- b. articulate how people from different cultures perceive the world, interpret reality, and make meaning.
- c. understand the paradoxes, tensions, and contradictions as well as the consistencies and values in a society significantly different from their own.
- d. develop an appropriate sense of cultural relativism and reduce ethnocentrism.
- e. reflect on their own culture and society from the perspective of another culture.
- f. gain skill and experience living and working in a culture different from their own.

**Non-Western Studies** (General Education Committee)

- a. articulate a basic understanding of a culture or people whose heritage and/or present life has been significantly shaped by customs, practices, and systems of thought outside the Western tradition.
- b. engage with multiple aspects of the culture under study; these may include social customs and practices, systems of thought, and artistic expression.
- c. understand the effects of contact between Western and non-Western people.

---

## Area 3: Christian Faith

---

### **Knowledge of the Bible** (Department of Biblical and Religious Studies)

- a. understand and evaluate the role of the Bible as an authority for Christian belief and practice.
- b. describe important aspects of the Bible's complex formation and its variety of literary genres.
- c. read the Bible as an ancient text with contemporary relevance, and develop a basic grasp of interpretive methodology.
- d. recognize how interpretive communities influence the way their members read the Bible.

### **Christian Beliefs** (Department of Biblical and Religious Studies)

- a. practice theological ways of thinking and writing.
- b. understand central beliefs of historic Christian faith about God, Jesus Christ, the Holy Spirit, salvation, and the church.
- c. understand Anabaptist, Pietist, and Wesleyan theological emphases, while affirming that Christian faith can be articulated in many ways.
- d. examine their theological convictions and spiritual practices.
- e. do theological reflection on academic study.

---

## Area 4: Social Responsibility

---

### **Health and Physical Fitness** (Department of Health and Human Performance)

- a. develop and practice a program for physical activities, exercise, and related skills.
- b. develop a personal program for physical activities, exercise, and related skills.
- c. describe the relationship between care of the body and well-being.
- d. exercise the body and participate in physical activities.
- e. develop habits of exercise and physical activity that could be maintained over a lifetime.

### **Ethics in the Modern World** (General Education Committee)

- a. describe various approaches to philosophical ethics (e.g. virtue, natural law, utilitarianism, duty, ethical relativism) and methodological issues associated with each.
- b. articulate implications of selected ethical issues of significance in the contemporary world.
- c. apply Christian ethical approaches to selected ethical problems or issues.
- d. develop and defend a perspective on contemporary ethical issues.

### **World Views** (General Education Committee)

- a. describe the basic issues surrounding the concept of world view.
- b. compare and contrast a Christian world view with other world views.
- c. articulate different approaches to justifying one's world view.
- d. outline a variety of contemporary issues relevant to the development of a personal world view from a Christian perspective.

### **Pluralism in Contemporary Society** (General Education Committee)

- a. outline contemporary issues arising out of the pluralism of race, ethnicity, social class, gender, and religion.
- b. examine contemporary society from diverse viewpoints and through these increase self-knowledge.
- c. explain some effects of inequality, prejudice, and discrimination.
- d. articulate and practice an informed and faithful Christian response to diversity.