

THEMATIC CORE

AAQR1. describe phenomena using mathematical, computational, or symbolic tools (such as graphs, formulas, tables, diagrams, and algorithms)

AAQR2. solve problems or draw evidence-based inferences about phenomena using a variety of mathematical techniques

AAQR3. communicate logical arguments using structured reasoning and quantitative information

DUS1. critique the sources and consequences of patterns of injustice and inequality in regards to marginalized groups in the United States

DUS2. critically and respectfully engage with the experiences and perspectives of marginalized racial, ethnic, class, and gender groups in the United States, as well as one's own experiences as a cultural being

DUS3. articulate a Christian theological understanding of human diversity and unity

GP1. understand the history, culture, or social experience of at least one cultural group outside the Anglo/Anglo-American context

GP2. analyze the global context of at least one cultural group with reflection on one's own context

GP3. articulate a Christian theological understanding of global differences, cultural diversity, and unity

HP1. critically analyze primary and secondary historical sources

HP2. interpret the past using sound historical reasoning

HP3. articulate the multiple connections between historical investigation and Christian conviction and practice

LE1. analyze works through close reading with sensitivity to the interplay of ideas, genre, language, literary form and aesthetic enjoyment

LE2. situate their interpretations of the works within relevant literary, historical, biographical and/or cultural contexts and traditions

LE3. explore enduring questions presented in literature, reflecting on the harmony with and dissonance from Christian theological traditions

PI1. interpret significant primary philosophical texts subtly and critically, with sensitivity to their logical structure and role in a tradition of thought

PI2. communicate cogent arguments in defense of philosophical positions, including examining and responding to potential objections

PI3. assess the merits of varied answers to perennial philosophical questions recognizing their implications for Christian faith and practice

SIP1. articulate the historical and social contexts of scientific investigation

SIP2. demonstrate responsible stewardship of scientific knowledge regarding the natural world in personal and/or social decision-making

SIP3. discuss connections between science and Christian thought in a humble, constructive, and informed manner

SP1. design and conduct scientific investigations

SP2. evaluate the scientific claims

SP3. articulate a defensible scientific argument

SI1. demonstrate understanding of the concepts, theories, and methods employed by one or more disciplines to document and interpret patterns of social phenomena and human behavior

SI2. analyze social phenomena and human behavior using relevant concepts, theories, and methods of empirical and/or theoretical analysis

SI3. articulate how analyses of social phenomena and human behavior can shape and be shaped by Christian faith and practice

VPA1. interpret artistic works within their social, cultural, and historical contexts of art creation and continued practice

VPA2. engage a primary work of art through performance, creation, presentation, or study

VPA3. articulate a Christian theological understanding of artistic content and creativity

SHARED CORE

FYS1. articulate how life in Christ shapes the way one addresses enduring questions (including “What is the good life?”) in conversation with alternative approaches

FYS2. analyze significant factors that influence the development of character

FYS3. articulate the value of Christian liberal arts education

FYS4. explain the Gospel in light of the biblical narrative using basic theological vocabulary

FYS5. critically engage the ideas of vocation as they concern God’s general calling on all Christians, their calling as students, and the distinctive vocations each of them pursues

AIS1. demonstrate increasing maturity in their ability to show how the Christian faith informs and is informed by their understanding of a complex issue

AIS2. exhibit research skills involving different forms of inquiry, investigation and analysis in order to address the course topic

CAP1. integrate their major’s discipline with their Christ at the Core learning

CAP2. articulate how their understanding of vocation as it concerns God’s general calling on all Christians, their calling as students, and their distinctive vocational callings has developed while at Wheaton College

CAP3. discuss how studying the Christian liberal arts has shaped their growth in knowledge, wisdom, and Christian character during their time at Wheaton College

OT1. describe in broad outline the historical and geographical context in which the OT was written and the significance of this context for interpreting the OT.

OT2. recount the basic content, major theological themes and grand narrative of the OT, identifying key people, places, events and dates of the OT.

OT3. interpret OT texts as ancient literature with reference to genre and compositional features.

OT4. apply basic principles of hermeneutics to interpretation and application of the OT.

OT5. relate OT teaching to reflection in other courses and disciplines

NT1. learn the content of the New Testament: its central theological themes, its main historical narratives, and the names of people, events and places within that narrative

NT2. identify the historical setting and social environment of the New Testament writings and differentiate these from the twenty-first century contexts

NT3. engage various critical approaches to the New Testament and their hermeneutical methods

NT4. discuss biblical and theological questions with the aim of growing in their love for the triune God, the global church of Christ, their neighbor, creation, and Holy Scripture

CT1. articulate a survey level understanding of Christian doctrine, including its biblical, historical, cultural, and theological components, with attention to the distinctives of the evangelical tradition

CT2. engage complex biblical and theological questions with the aim of growing in love for the triune God, the global church of Christ, Holy Scripture, their neighbor, and creation

CORE COMPETENCIES

WRIT1. write persuasive texts for different purposes, audiences, and situations

WRIT2. employ discourse community and genre conventions to govern such things as content, style, tone, organization, document design, mechanics, usage, spelling, and citation practices

WRIT3. develop recursive composing strategies to complete their written texts, including reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing

WRIT4. demonstrate critical thinking and reading practices

WRIT5. locate and evaluate (for relevance, credibility, sufficiency, accuracy, timeliness, and bias) primary and secondary research materials, such as journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

ModLang1. write persuasive texts for different purposes, audiences, and situations

ModLang 2. employ discourse community and genre conventions to govern such things as content, style, tone, organization, document design, mechanics, usage, spelling, and citation practices

ModLang 3. develop recursive composing strategies to complete their written texts, including reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing

ModLang 4. demonstrate critical thinking and reading practices

ModLang 5. locate and evaluate (for relevance, credibility, sufficiency, accuracy, timeliness, and bias) primary and secondary research materials, such as journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

ClassLang1. identify meanings of select lexemes and grammatical features

ClassLang 2. interpret classical texts in the original language

ClassLang 3. express an awareness of the differences and similarities between the target cultures and their own culture

ClassLang 4. articulate how classical language learning informs their Christian faith

OralComm1. formulate oral messages that connect with the interests, attitudes, and values of the listeners (audience adaptation)

OralComm2. generate the raw material for a speech, including the use of evidence and reasoning in persuasive argument construction (invention)

OralComm3. develop a coherent plan to accomplish the speech purpose (organization)

OralComm4. express oral messages in an engaging, extemporaneous manner (delivery and style)

OralComm5. respond to others' informative and persuasive speeches critically and constructively (analysis)