



CHRISTIAN ETHICS

ASSIGNMENTS AND PROJECTS

SEMESTER 1

Apologetics Class Schedule	
Week	Topic
1	Introduction to Ethics / Choose Topics
2	Biblical Foundations Part 1
3	Biblical Foundations Part 2
4	Topic One Presentations/Discussions
5	Topic One Presentations/Discussions
6	Topic One Presentations/Discussions
7	Topic Two Presentations
8	Topic Two Presentations
9	Topic Two Presentations
	END OF QUARTER
10	Reflection/Analysis of Previous Presentations
11	Misc. Ethical Considerations
12	Topic Three Presentations/Discussions
13	Topic Three Presentations/Discussions
14	Topic Three Presentations/Discussions
15	Topic Four Presentations
16	Topic Four Presentations
17	Topic Four Presentations
18	FINALS

GRADES

- Personal Ethics Paper
- Ethics Presentations/Debates
- Presentation Participation

PERSONAL ETHICS/APOLOGETICS PAPER

My Beliefs Paper

Email to: chenderson@fortbendchristian.org

- Each students is to write short essay fully exploring their personal beliefs regarding the following ethical topics, as well as their best “proofs” for God’s existence, the historicity of the Bible, and the historicity of Jesus’ resurrection.

- 12 point font
- Times New Roman
- Double-spaced
- Each paper must be no less than two full pages
- First person is expected
- Proper grammar is also expected
- This paper is worth one major grade

Section 1

- Homosexuality and Gay Marriage
- Abortion
- Cohabitation (living together before marriage)
- Sex Outside of Marriage
- Cheating (school/work)
- Lying (for the greater good)
- Violence (including self-defense and war)
- Responsibility of being wealthy
- Drinking
- Drugs

ETHICS PRESENTATIONS

Ethics Presentations

Students will be responsible for crafting and executing a persuasive presentation/discussion over the ethical topic of their choice and defend it to the class. These presentations will be allowed to last for up to four class days, enabling each group the ability to explore each topic as thoroughly as possible.

- Sustained focus on a topic, and the necessity to provide a compelling argument to others, produces a massive increase in learning potential, as well as refining rhetorical skill and critical thinking skills.

Topics will be chosen by each group and approved by the teacher.

- Students should be very interested in their chosen topics as it will increase meaningful learning and advancement.

Each group will need to prove their ethical position from a strictly Biblical perspective as well as a strictly logical/scientific/pragmatic perspective, and the group's position must remain the same between the two formats.

- Many Christians largely lack the ability to consistently hold beliefs that are both thoroughly biblical and also defensible in the public arena. This task will ensure that each person has the opportunity to explore topics to a depth that is rarely experienced.

Points will be awarded to the group throughout the days of presentation as the group is able to demonstrate a mastery over their chosen topic and their success in providing a compelling case for its veracity.

- Grades in this class are not about "proving" a student learned what was required. Instead, much of the learning in this class takes place during the presentation and following discussions/challenges, etc. Thus, the grades are progressively given as this learning and mastery is taking place in a real world environment.

Points will also be awarded to the rest of the students in the class as they successfully challenge and rebut the group offering the presentation.

- For the duration of the grading periods (each nine weeks), student learning and assessment are constantly in flux and thus student grades can be improved by participation, even when other groups are presenting. This encourages constant engagement and participation.