



Course Syllabus:	PHIL5101 – Worldview and Basis for Critical Thinking	
AgathonU Professor(s):	Christopher Cone, Ph.D., Th.D. Ph.D., John Olgesby, MA., Mark Perkins, MDiv. Stephen Lewis, Ph.D., Michael Thompson, M.Div.	
For Program:	Graduate / M.A.A.F., M.Div., M.Ed., M.A.A.S., M.T.C. / 60 hours	
Revision Date:	1/16/2025	
Policies (Links)	Enrollment Agreement Standards of Intellectual Honesty	Withdrawal and Refund Policy Writing Style Policy

I. COURSE DESCRIPTION

PHIL5101 Worldview and Basis for Critical Thinking is a presentation of the literal, grammatical, and historical approach to studying and understanding communication, with an emphasis on special hermeneutical problems, such as figures of speech, typology, and modern criticism.

II. AGATHON PROFESSOR(S) BIO

Dr. Christopher Cone is the professor of record for the course. He serves as President and CEO of [AgathonEDU Educational Group](#). Cone has served as President of Calvary University and as Research Professor of Bible and Theology, in executive and faculty roles at Southern California Seminary as Chief Academic Officer and Research Professor of Bible and Theology, and at Tyndale Theological Seminary as President and Professor of Bible and Theology. He has served in several pastoral roles and has also held teaching positions at the University of North Texas, North Central Texas College, and Southern Bible Institute. His articles are published at www.drcone.com, and he is the author and general editor of fifteen books.

John Oglesby presently serves as Executive Vice President and professor at Vyrity with previous experience in administration and academics at Calvary University. John received his BS in Advanced Biblical Studies as well as his MA in Bible and Theology from Calvary University. John has taught classes in Philosophy and Worldview, Theology, and Biblical Studies. His writing can be found at johnoglesby.org.

Mark R. Perkins has 33 years of experience as a pastor, professor, wilderness guide, and missionary, most notably as the Pastor of Front Range Bible Church in Denver, Colorado. Mark graduated from Azusa Pacific University with a BA in Bible Literature, and from Talbot Seminary with an MDiv in New Testament. He did further studies in Classical Literature at the University of Houston. He has served as adjunct faculty for Word of God Bible College in Kyiv, Ukraine, Rocky Mountain Bible College, and Calvary University. He remains active in leadership for Colorado Biblical University, APXAIOC Biblical Archaeology Institute, and Evanelia Tahiti. Mark is a veteran of the U.S. Army, and has led more than 40 wilderness trips in the mountains and canyons of the western USA. He is a two-time survivor of Acute Myeloid Leukemia. He and his wife Rene' currently reside in the town of Papara on the island of Tahiti in French Polynesia, where they serve training pastors and laymen in the Great Commission of Jesus Christ.

III. COURSE TEXTS AND RESOURCES

- All CBU courses use the Bible as a primary textbook. Translations used for coursework include any of the following: NASB, ESV, KJV, and NKJV. Other translations/versions may be used for complementary study and research.
- Christopher Cone, *Integrating Exegesis and Exposition: Biblical Communication for Transformative Learning* (Fort Worth, TX: 2015) ISBN: 978-0-9765930-5-8, \$14
- Christopher Cone, *Priority in Biblical Hermeneutics and Theological Method* (Raymore, MO: 2018) ISBN: 978-0-9982805-2-6, \$16.
- Milton Terry, *Biblical Hermeneutics: A Treatise on the Interpretation of the Old and New Testaments* (New York, NY: 1890) **Electronic Copy Provided.**
- Thomas Baurain, "A Short Primer on Biblical Hermeneutics," *The Journal on Dispensational Theology* 10, no. 31 (Dec. 2006): 41. **Electronic Copy Provided.**

IV. COURSE SCHEDULE AND OUTLINE

Module 1 – Worldview Foundations for Transformation – Dr. Christopher Cone

Dr. Cone introduces and defines transformative thought, explains the relevant topics, and introduces the various hermeneutic approaches within various worldviews.

1. *Reading Assignment*
 - Cone, *Integrating*: p. 1–46
 - Cone, *Priority*: p. 1–16
2. *Reading Content Assessment*
 - Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.
3. *Module Assessment*
 - Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.
4. *Interaction Assessment*
 - Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 2 – The Genesis Principle – Christopher Cone, Th.D., Ph.D., Ph.D.

Dr. Cone presents an exegetical case for a normative understanding of the Bible throughout the book of Genesis.

1. *Reading Assignment*
 - Cone, *Priority*: p. 17–76
 - Terry, p. 137–150

2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 3 – Literal Grammatical-Historical Hermeneutic Defined – John Oglesby, MA

John Oglesby provides a brief definition of the Literal Grammatical-Historical hermeneutic providing six principles to follow.

1. *Reading Assignment*
 - Baurain, *A Short Primer*
 - Terry, p. 161–162; 203–253
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 4 – Comparative Hermeneutics 1: Theological, Allegorical, and Spiritualization – Stephen Lewis, Ph. D

Dr. Lewis covers comparative hermeneutic models including the theological, allegorical, and spiritualization models of interpretation

1. *Reading Assignment*
 - Terry, p. 163–174; 302–328
 - Cone, *Priority* p. 77–82

2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 5 – Comparative Hermeneutics 2: Complementary, Canonical, and Genre – Mark Perkins, M.Div

Mark Perkins covers comparative hermeneutic models including the complementary, canonical, and genre models of interpretation.

1. *Reading Assignment*
 - Cone, *Priority* p. 83-148
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 6 – Comparative Hermeneutics 3: Postmodern, Trajectory, and Redemptive – John Oglesby, M.A.

John Oglesby covers comparative hermeneutic models including the postmodern, trajectory, and redemptive models of interpretation.

1. *Reading Assignment*
 - Terry, p. 603-738
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2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 7 – Hermeneutics and Personal Growth – Michael Thompson, M.

Michael Thompson engages the interdisciplinarity of hermeneutics and personal growth. Includes a look at hermeneutics, personal growth, and the interplay/relationship between the two.

1. *Reading Assignment*
 - Cone, *Priority*, p. 149-204
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 8 – The Impact of Theology on Understanding and Learning – Mark Perkins, M.Div.

Mark Perkins explores the relationship between theology and understanding engaging the impact one has on the other.

1. *Reading Assignment*
 - Cone, *Priority*, p. 205-245
 - Terry, p. 582-600

2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 9 – Four Steps for Understanding – John Oglesby, M.A.

John Oglesby presents four basic steps for understanding any communication while focusing on understanding the Bible itself. The steps explored are observation, interpretation, verification, and application.

1. *Reading Assignment*
 - Terry, p. 17-75
2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
3. *Module Assessment*
 - *Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.*
4. *Interaction Assessment*
 - *Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).*
5. *Interaction question(s)*
 - Q1
 - Q2
 - Q3

Module 10 – The Exegetical Process and Transformation – Christopher Cone, Th.D., Ph.D., Ph.D.

Dr. Cone expands on the four basic steps of understanding, breaking down the process into a detailed exegetical process which leads to the transformation of the individual.

1. *Reading Assignment*
 - Cone, *Integrating*, p. 47-132
 2. *Reading Content Assessment*
 - *Graduate: Learners will write a 300-500-word summary on each assigned reading and highlight one way in which the reading was helpful or informative.*
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3. Module Assessment

- Graduate: Learners will create a 7–10-minute video summarizing the information covered in the module, with appropriate emphasis on important facts and issues.

4. Interaction Assessment

- Learners will create an initial, substantive post on the assigned question(s)/topic(s), and will respond to at least two other posts by Faculty and/or Learners. Initial posts should address the question/topic, should reflect appropriate critical thought, should be well formatted and communicated, and should be gracious and edifying (even if critical).

5. Interaction question(s)

- Q1
- Q2
- Q3

Course Content Assessment

Graduate: Learners will write a 1500–2000-word paper or create a 7–10-minute video summarizing the course highlights and explaining how the course has impacted your thinking.

Competency Assessment

Learners will select and complete any 1 of the 3 competency assignments. Specifics of the assessment *must* be preapproved by the Mentoring Professor:

1. Practical Engagement Component – a practical social engagement of 2-3 hours applying principles covered in the course, and a 2000-word report discussing: (1) Introduction of the Engagement, (2) Methodology, (3) Summary of What Happened, and (4) Benefits and Implications
2. Writing Component – a publishable quality paper of 5000-7000 words on an approved topic related to the course material.
3. Teaching Encounter Component – preparing, delivering, recording, and submitting a 40–60-minute teaching to a live audience on an approved topic related to the course material.

V. LEARNING OUTCOMES**Course Learning Outcomes (CLOs)**

1. To understand the foundational relationship between Hermeneutics in worldview and critical thought
2. To be able to compare and contrast various methods of understanding and learning
3. To be able to apply the Biblical model of understanding for personal growth and development
4. To be able to assess communication based on a biblical model of interpretation

Program Learning Outcomes (PLOs)

1. To prepare Learners for roles in transformative education teaching and service.
2. To provide Learners a foundation for effective individual and organizational leadership in diverse environments.
3. To ensure Learners demonstrate worldview foundation for empowering people and building communities.
4. To help Learners formulate a Biblical approach to transformative learning and leadership.

List Program Learning Outcomes from the appropriate degree page
(find degree pages here: <https://www.agathonu.com/programs/>)

Agathon UAF Learning Outcomes (ALOs)

1. *Critical Thinking, Problem Solving, and Research* – Learners will demonstrate ability to think critically from a Biblical worldview platform, solve problems, and conduct interdisciplinary research at a level appropriate to their program, and in a way that is gracious and beneficial to those operating within other worldviews.
2. *Personal Growth* – Learners will understand how learning is related to personal growth, and will be challenged to grow in their thinking, communication, conduct, and engagement with others.
3. *Skills Development* – Learners will advance in skills related to their area of learning, demonstrating a level of competency appropriate to their program.
4. *Social Responsibility* – Learners will appreciate the diversity in, and value of others as designed by our Creator, and will grow in willingness and capability to serve others.
5. *Worldview Applications* – Learners will become capable at thinking from a Biblical worldview perspective and will understand the relationship of description and prescription, so that they can ground their actions in sound principles.

VI. ASSIGNMENTS AND GRADING RUBRIC (1000 POINTS)

Module Assessments	(20 points each x 10)	200 Points	CLO #1 / PLO #3,4 / ALO #1,2
Reading Content Assessments	(20 points each x 10)	200 Points	CLO #1 / PLO #3,4 / ALO #1,2
Interaction Assessments	(10 points each x 10)	100 Points	CLO #2,3 / PLO #3 / ALO #1-5
Course Content Assessment		250 Points	CLO #2 / PLO #3,4 / ALO #3,5
Competency Assessment		250 Points	CLO #3 / PLO #1,2 / ALO #4,5
Total Available Points		1000 Points	

VII. GRADING SCALE

91-100%	A
81-90%	B
71-80%	C
61-70%	D
0-60%	F

[View the Agathon UAF Grading Policy and Assessment Rubrics Here](#)

VIII. CARNEGIE UNIT CREDIT HOUR EQUIVALENT

Total Hours of Module Content:	20 hours
Total Hours of Reading Content:	60 hours
Total Hours of Minor Assessments:	50 hours
Total Hours of Major Assessment:	50 hours

Equivalent of 3 Credit Hours (60 hours of total course time per credit hour)