



Introduction to the Philosophy of Science

Summer Course

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STUDENTS OF INTRODUCTION TO PHILOSOPHY OF SCIENCE

Introduction to the Philosophy of Science is a 10-week course intended for **9-12th Grade** students who desire to understand how science and faith are compatible. This exploratory course is designed to engage students in the conversation of how we are to know scientific truth. Students will begin to think critically about the underlying presuppositions of scientific ideas and gain confidence in the reliance of the Christian faith as a source of knowledge. We will explore how the modern view of science which is often considered to be the ultimate authority is based on a self-refuting argument, and that science is merely a tool used to understand God’s creation.

The topics covered will be analyzed from a variety of perspectives to prepare students to recognize how both secular and faith-based ideas shape scientific thinking. We will apply both formal and informal logic as well as common sense to modern and historical scientific theories that shape the scientific enterprise.

Students will be introduced to the following terms and concepts: Scientific method, empiricism, objective truth, circular reasoning, metaphysics, epistemology, deductive reasoning, inductive reasoning, abductive reasoning, fallacy, worldview, materialism, natural theology, general and specific revelation, qualified agreement, and more.

SCHEDULE FOR INTRO TO PHILOSOPHY OF SCIENCE

Course starts **Tuesday, June 7, 2022**, and will end **Tuesday, August 7, 2022**.

Section	Sessions	Eastern Standard Time
1	Tuesdays	2:00 p.m. to 3:15 p.m.

10 sessions (in 10 Weeks) on the following dates. *

<u>Month</u>	<u>#</u>	<u>Session Dates</u>
June	4	7, 14, 21, 28
July	4	5, 12, 19, 26
August	2	2, 9

Total Sessions: 10

These are anticipated dates for this course. However, they are **subject to change as circumstances might dictate. Session(s) canceled will be rescheduled at an alternate time.*

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TENTATIVE CONTENT MAP

Topic 1. Why is the Philosophy of Science important?

Topic 2. A Brief History of Science - its heroes and myths.

Topic 3. The Criteria of Science.

Topic 4. Science Without God.

Topic 5. Intelligent Design.

Topic 6. Fine-Tuned Universe.

Topic 7. C.S. Lewis and Science.

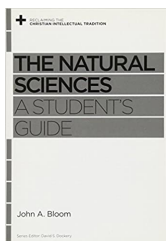
Topic 8. Compatibility of Science and Faith.

Topic 9. Apologetics and the Arguments for God.

Topic 10. The future of science.

SUGGESTED TEXT

The Natural Sciences: A Student's Guide Paperback – January 31, 2015
by John A. Bloom (Author), David S. Dockery (Series Editor)



COURSE DESCRIPTION FOR PHYSICS MODELING NATURE

Preparedness: The material for each topic will be presented with a brief PowerPoint designed to generate questions relevant to the day's topic. Informal and formal logic courses are not required but are a plus. Articles, media, as well as excerpts from texts will be provided prior to each class for discussion and argument analysis. New terms and concepts will be reinforced each week so that students can readily point them out and apply them. Suggested essays and argument mapping exercises may be assigned but are not required.

Grading: There will be no grades taken for this course.

Goals for our students: The goal is for students to grow in confidence and understanding of how science describes the universe with the knowledge how God's creation is seen through general and specific revelation.

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PARENT EXPECTATIONS IN ACTION

The expectations of parents are that they will ensure that their student has all required materials needed for the course, a stable internet connection, a distraction-free environment for class sessions, and adequate time to study and complete assigned work outside of class sessions. Parent assistance with assignments is not expected nor required. If your student is struggling with an assignment and asks for help, I would encourage parents to honor their student's initiative and provide help. I am available most days by appointment.

STUDENT EXPECTATIONS EXECUTIVE FUNCTION SKILLS

In this class, students will be expected to show development of **Executive Function Skills** throughout the year. **Executive Function Skills** are qualities and skill sets that student can develop and hone to better approach the courses, lectures, readings, and teachers they will encounter in their journey as a student. Students in this class should exhibit the following **Executive Function Skills** throughout the year.

Engagement: The student views class sessions as opportunities to learn and be in fellowship with the instructor and classmates. He is polite and attentive during class sessions, listens actively when others are speaking, and supplies answers, asks questions, and participates in class discussions. The student keeps his video on and stays focused on viewing the **Zoom** screen (not distracted by other screens).

Self-Control: The student raises his hand during class, speaks when called on to do so (and not out of turn), remains on-task, and shares relevant questions, comments, and ideas. He resists temptations to view other screens or use other devices, play games, work on other schoolwork or activities, or distract the instructor and classmates with disruptive behaviors.

Responsibility: The student completes and submits all assignments by the due date, arrives on time to all class sessions, regularly checks the syllabus and **Schoology** page for class information and updates, communicates with the instructor promptly with questions and requests for help, and makes use of offered resources. As the student grows in responsibility, our goal would be that he is able to learn and complete assigned work with independence.

Initiative: The student thinks about his own learning and discerns whether he understands the lesson or topic. He receives instructor feedback humbly and applies it to future assignments. The student actively communicates with the instructor (and/or parents) to seek help and ask questions if necessary. He strives to take ownership of his own learning.

The four skill sets listed above are general **Executive Function Skills** that align closely with Student Virtues. Additionally, students will also practice the important skill of taking notes**, which may or may not have been expected of them in past classes or lessons. Since some students may have little or no experience with taking notes, we will incorporate instruction in notetaking.

** **Notetaking:** The student will learn to discern important information, vocabulary, and example problems to write down for future review and study. He will also learn to finish his notes after a lesson and to write down his own thoughts and questions for later class sessions, independent study, or meetings with the instructor. This skill set will be expected in higher-level courses.