THIS BOOK BELONGS TO
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Your Syllabus

RESPONSIBLE MEMBERSHIP

This syllabus presents you with the guiding vision and governing expectations for your undergraduate career in this academic community. Your responsible membership in this community includes learning and adhering to the norms expressed in this syllabus, all of which protect the integrity of our shared work. Your responsible membership also includes discovering how to get the most out of your Torrey work, which we describe only in terms of core expectations in this document. You have all sorts of room, in collaboration with your mentor, for individualized and excellent execution of the work you pursue.

ACCESSIBILITY

Biola University's Disability Services works to provide reasonable and appropriate accommodations to students with psychological, medical, physical, and learning disabilities. Students desiring or needing accommodations on the basis of such disabilities or of medical incidents such as hospitalization or severe injury are to contact The Learning Center, which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from on campus.

If you are aware of a condition that may impact your studies, please contact this office at the beginning of the semester or at the onset of a crisis in order to have all relevant documentation on file for the duration of the course. In order for accommodations to be implemented, you must register with the Learning Center and document your needs. Please know that you will be best helped when you contact Disability Services and your Torrey mentor as soon as issues arise. While accommodations cannot fundamentally change the major aspects or core requirements of the program, they can aid you in successfully completing your work.
Your Books

The books you read in Torrey are often called great books.

Many of them are great in that they are consummately beautiful, wise, or powerful. Many also are great in that they were foundational or pivotal to the life and mind of a culture. Their massive force within the unfolding of Western civilization renders them part of cultural inheritance and cultural literacy. You read books that, whether bastions of truth or pitfalls of error, have formed a great conversation; so doing, you join that great conversation, and you learn from and contend with the living words of dead teachers.

You read books that dare to make claims about realities that matter. You read books that make it more possible for you to know yourself, others, the world, and God. You read books that can contribute to your growth in communion with God and with others. You read books that will help you discern what is true to believe, what is good to live out, and what is beautiful to long for.

You read primary sources, whole books.

The books themselves are what you get to study. That is to say, the books you read in Torrey are primary sources. Instead of reading books about, for instance, medieval theology, you will read Anselm, Aquinas, Boethius, Dante and more. It might feel foolhardy and risky to imagine that you could approach these books and authors directly, without someone with more expertise to tell you what to think they are saying. In some sense, it is. But, remember, the experts only got their expertise by learning to read carefully in conversation with other students of the text and by making the practice of reading a lifetime endeavor. This curriculum invites you to an independent reading life, the shape and scope of which is just now unfolding.

Your reading assignments reflect Torrey’s strong preference for whole books. Reading whole books gives you full access to the thought of the book. Your encounter all the parts that comprise the whole. So, you build up your reading muscles to notice what’s especially important and to gather a sense of the unity of a text from attention to its many parts.
Half of what you read is the Bible and theology.

Torrey delivers Biola's mandatory thirty units of Bible and theology to its students. More than half of the books in each house’s book lists are biblical or theological texts.

Our main strategy for the study of the Bible is to read its individual books as books. The gain is great when you apply your best reading skills and sensibilities to the reading of books of the Bible. Still, we’re not satisfied to approach Scripture as merely literary artifact. On the contrary, because of the reliability and authority of the inspired Word of God, we seek to become more faithful and careful readers of the Bible by getting good at reading its books as books.

The curriculum also invites you to pursue an increasingly canonical understanding of the witness of Scripture, intending the cumulative discovery of biblical unity. Further, we are deeply committed to the work of integration; reconciling the rest of the curriculum to the witness of Scripture is a large part of the project.

Lecture Credit Requirement

Once you get hooked on reading these books in this community, you’ll want to have more and more experiences that make your study richer and livelier. We offer a number of opportunities that connect to our core curriculum, experiences that deepen, extend, contextualize, focus, or supplement your acquaintance with the great books and your collaboration with one another.

For all courses except the thesis you must attend all mandatory lectures and earn one lecture credit per unit enrolled.
**Torrey Lectures**

Throughout the semester, Torrey offers lectures as supplements to its book-centered curriculum and dialogue-centered pedagogy. These lectures are community events. Torrey faculty members offer many of the lectures. Our community also hosts many on-campus and off-campus guests whose projects and interests will enrich your general education. All Torrey sponsored lectures count for lecture credit.

**Why You Read What You Read Lectures**

At the beginning of every semester, a panel of your house faculty will introduce you to your semester’s curriculum at a Why You Read What You Read lecture. Your attendance at your respective Why You Read is expected; contact your mentor if you have a scheduling conflict. Attendance counts for lecture credit.

**Culture and the Arts**

Beyond traditional format lectures, Torrey sponsors many art & culture events, which supplement the curriculum with live experiences of the kinds of artifacts we study and sometimes make. All Torrey-sponsored art & culture events count for lecture credit.

**Urban Plunge**

Bringing our reading and discussion skills to a place and its people, Torrey upperclassmen lead underclassmen to discover Los Angeles, with an eye to how its history relates to its current realities and an interest in both its needs and its gifts. Urban Plunge participation counts for two lecture credits.

**Conferences**

To introduce core skills and key content in biblical studies and theology, Torrey coordinates strategic conferences and lectures for underclassmen.

At the Hermeneutics Conference you will learn to navigate the complex task of reading the Scriptures in their historical, canonical, and ecclesial contexts. Freshmen in both the Morgan House and Johnson House must attend the Hermeneutics Conference in the fall semester. It is always scheduled to precede your sessions on Bible books that term. The G. Campbell Morgan Theology Lectures introduce you to the core categories and content of systematic theology. Freshmen in the Morgan House and Sophomores in the Johnson House must attend the Theology Lectures in the spring semester, fitting the curricular content that term. These conferences are mandatory and do not count for lecture credit.
You read in a sequence of mandatory courses and a series of standard elective courses.

Most of your units are mandatory; standard electives are upper division courses. There are also non-standard electives, which include Meta-Torreys and Abroad programs. While these elective courses are alternative modes of unit-delivery, they maintain departmental standards.

Torrey is divided into two houses, Johnson House and Morgan House. Both houses were founded when the Johnson House began as an improvisation on the traditional deployment of the curriculum, the Morgan House. Each house has its own four-year unit distribution plan. Students and faculty, both, are placed in one of the two houses.

Many students would benefit equally from either house. Particular majors, however, fit better in one house than the other. Since Morgan House students complete 44 units by the end of their sophomore year, majors in which the bulk of required units are upper division (such as nursing, business, and many of the humanities) will benefit most from the Morgan House. On the other hand, majors with many lower division skill-building courses (such as the hard sciences, art, and music) benefit from the more even distribution of the Johnson House, which offers 8-unit courses straight through senior fall. In addition to the difference in unit distribution, the Morgan House and Johnson House organize their curricula differently.

Mandatory Courses

The mandatory course sequence in Morgan House follows the history of ideas chronologically, starting with the ancients in the freshman fall and ending with the early moderns in the sophomore spring (44 units). While chronology is the major brushstroke, there are thematic contours to each semester’s curricular selections. Morgan House mandatory curriculum begins with the freshman fall courses “Greek Thought” and “Old Testament Beginnings” and finishes with the sophomore spring courses “Early Modern Thought” and “Wisdom Literature” (44 units).

The mandatory course sequence in Johnson House pursues the history of ideas thematically; still, each semester’s curriculum is ordered chronologically, often moving from the ancients to the moderns in the span of fifteen weeks. Johnson House mandatory curriculum begins with the freshman fall course “On Origins” and finishes with the junior fall course “On the Cosmos” (40 units).
**Thesis**

Both houses require a 4-unit thesis course to graduate from Torrey. The Torrey thesis advisor oversees this capstone academic experience. The Torrey thesis is your opportunity to bring your area of expertise and your Torrey education to a culmination of thought and scholarship by writing an academic paper or completing a project. A written thesis must be at least 12,000 words.

You should start planning for your thesis at least a semester in advance of your registration for the 4-unit course. You must find a thesis advisor within your major who agrees to read and evaluate your work. The Torrey Thesis Advisor works with you and your major thesis advisor to ensure that your thesis is satisfactory.

Some Biola majors already require a senior thesis or project that is equivalent to the Torrey thesis. For students in these majors, the Torrey thesis requirement is waived. Additionally, a Torrey Abroad course may be substituted for the thesis. Please consult with your Torrey mentor to learn whether or not you are required to complete the Torrey thesis.

**Electives**

Morgan House offers four standard elective courses, which students normally take as a series from junior fall through senior spring. These 4-unit upper division elective courses study curricula of thematically-organized texts from the 18th to 20th century.

Johnson House offers three standard elective courses, which students normally take as a series from junior spring through senior spring. Johnson House electives are thematically-organized 8-unit and 4-unit courses, ranging chronologically from the ancient to the modern world.

**Meta-Torreys**

Meta-Torreys are 4-unit alternative elective courses with enrollment limited to qualified juniors and seniors. These classes are offered when a Torrey faculty member chooses to lead a semester-long exploration of a core author or text from the Torrey curriculum, a core idea or set of ideas within the curriculum, or extra-curricular texts or subjects that supplement the curriculum. Enrollment is by application only.

When you take a Meta-Torrey, you agree to fulfill all the syllabus requirements that the Meta-Torrey tutor provides. Additionally, you attend one lecture per unit enrolled. You still fulfill department policies concerning required mentor meetings. You still attend Mid Rags and Don Rags with your mentor even though the Meta-Torrey tutor assigns your final grade and communicates with your mentor about your performance. Mentoring remains a constant during the school year, whatever the mode of unit delivery.
Torrey Abroad

Torrey also offers abroad programs alternative electives. During Biola’s Interterm and Summer sessions, Torrey faculty bring you to other cities, countries, and continents, to deepen your practice of core learning skills in a cross-cultural, community-intensive setting.

A Torrey Abroad course counts either as an upper division elective course or as a capstone experience that replaces the Thesis requirement.

Your Colleagues

Your Torrey mentor guides you.

Your Torrey mentor is a fixture of all 4 years of your Torrey experience. (Torrey faculty members are “mentors” in office hours and “tutors” in session.) Your mentor supports and directs your development as a student by providing you with feedback about your work reading, talking, and writing that is particular to your own strengths and needs. Your mentor joins your journey through the curriculum, sometimes leading with her or his own questions and understanding and sometimes following your inquiries and insights.

Your mentor also supervises and evaluates your Torrey work. So, throughout the semester, you will receive constructive feedback about discrete assignments like pre-class notes, in-class participation, and papers. Mid-semester, at Mid Rags, your mentor offers provisional evaluation to guide you for the remainder of the semester. At Don Rags, your mentor (and his or her faculty partner) offers final evaluation of your semester’s work and assigns your semester grade.

Since you yourself are far more than a conglomeration of reading, talking, and writing assignments, you can expect your mentor to attend to your long-term intellectual, spiritual, and personal formation. Over time, your Torrey mentor can help you discover connections between your intellectual habits, the curriculum, and the rest of life. Your opportunities for deep formation increase as you experience richer and richer conversation with the books around which this learning community gathers.

The department privileges the goods that come from long-term mentoring. Accordingly, student-initiated mentor switches are rarely approved, and the department prioritizes long-term mentor assignments.
Office Hours

Office hours are the primary setting for individualized instruction and enrichment. You are required to attend a minimum of 4 mentor meetings per semester. Freshmen, please note that you are required to attend a minimum of 6 meetings during your first semester. Mid Rags and Don Rags count toward these minimums. More meetings may be recommended or required by your mentor.

You are also welcome to the office hours held by other Torrey faculty members, from whom you may seek additional mentoring. Faculty office hours are generally available to all Torrey students, not just mentees. For any office hour appointment, you should come with a plan for meaningful conversation.

Your Torrey group is a learning community.

Instead of privileging independent study, we make room for the unique goods that come from groups of fellow learners wrestling with books, ideas, words, deeds, and life. The department divides every incoming freshmen class into multiple Torrey groups. Your group will meet together for all of its sessions. Books and tutors will be different from session to session, but your Torrey group will remain the same.

Being a member of a Torrey group means that you and your peers will rely on one another to gather keener understanding and deeper insight from the books that you read. Your growth and learning are multiplied beyond what they would be were you a solitary learner because of the company of your group. Your membership in your Torrey group invites you to cultivate the kinds of skills and virtues that support the learning community: among them, clarity, wisdom, courage, modesty, curiosity, patience, humility, eloquence, and even love.
Groups work together for knowledge. Even if that means that there are long moments of debate and disagreement, the fundamental aim of the group is to collaborate. In iconic moments, you will see how some of your best intellectual work will actually yield communion.

Torrey groups are named after Torrey authors or related figures. Morgan House and Johnson House are long-term homes for their respective groups. Each group has its own banner and legacy book to collect the history of every set of students that bears the group name.

You will stay in the same Torrey group for the majority of your time in Torrey. Scheduling exceptions are made for various reasons in consultation between the mentor, student, and the department’s administration.

You are cultivating a reading life.

The curriculum is full of excellent books that are well-crafted and wise. To the extent that reading helps you think others’ thoughts with them, the reading life in this program is about furnishing your intellect with other folks’ genius. Reading some of the best works from some of the greatest masters of the past acquaints you with wisdom you might otherwise neglect. Sometimes it helps you discover your own commitments when you find yourself either resisting or affirming a book’s premises. Other times it helps you to discover the ideas and paradigms that formed cultures.

Reading is a practice that, in addition to providing the mind with content, builds up many intellectual skills. Reading whole books cultivates attention, requires patience, and develops endurance. As in our other core practices, reading provides you with opportunity for growth in virtues. For instance, charity, scrutiny, empathy, humility, and wonder all contribute to excellent reading. Also, your reading life trains you to process meaning over time, since parts of books make sense only in light of the unfolding whole. Over time, by acquaintance with more and more good books, you develop a sense for coherence and incoherence, for cogency and fallacy, for eloquence, for precision, and more. And, because the curriculum pursues conversations that really were happening across time (Milton read Dante read Virgil read Homer), you also learn the relation of thought between books. Thus, your practice of reading also teaches you what it looks like to contest, to counter, to comprehend, to extend, to restore, and to revise the thought or imagination of another.
Reading On Time

All reading assignments must be completed before session. Missed readings and late readings result in grade penalty. Reading extensions are by mentor permission only. Extension requests must be made with appropriate advance notice.

Pre-Class Notes

You are required to take reading notes for each reading assignment. These notes must be completed before class session. Missing or incomplete pre-class notes result in grade penalty.

Pre-class Notes are your space to engage each book thoughtfully. Take the kind of notes that sharpen your reading. Get in a thoughtful conversation with the text. Of course, you’ll be growing and changing in your reading life; accordingly, you will be in long-term conversation with your mentor to use your pre-class notes to improve your ability to read.

This assignment will also provide your mentor sufficient evidence to convict you of active reading and equip you for session participation. With your notes, you should be sure to do your personal, individual reading work so well that you show up to class ready to participate fruitfully in a session that assumes that you already know the book well.

Your faculty mentor will evaluate your pre-class notes at Mid and Don Rags. For convenience, the portfolio of work that includes pre-class notes, in-class notes, and pull questions is called the notebook.

Background Information

One of your largest reading challenges will be to get your ideas about the books you read from the books themselves. Getting your ideas from the text is hard work. It would feel much easier to find out how “experts” interpret your assigned text. But consulting sources that tell you what the book says or means is generally discouraged.
On the other hand, responsible readership does include gathering appropriate facts to help you know how an author and text fit in the story of Western civilization that you’re watching unfold for four years. Information about a text’s context is different than interpretation of a text’s content. Notice the difference between sleuthing out Homer’s location, date, language, and contemporaries, on the one hand, and, on the other hand, finding a list of themes in *The Iliad*. The former is appropriate fact-gathering. The latter cheats you out of your own readerly responsibilities by supplying what you could discern by yourself by reading carefully.

**Book Editions**

You must purchase the edition of the book indicated in the department book list. Having different translations or pagination hurts discussion and wastes valuable time in session. Having your own copy lets you annotate your book. Failure to bring the right edition to session may result in grade penalty.

**TALKING**

You are joining the great conversation.

Your Torrey sessions are discussions in which you, your group, and a Torrey tutor work together to join the great conversation happening in the curriculum. Torrey classes are (approximately) 3-hour sessions in which we deepen our practice of reading together. Good reading is a necessary condition for good discussion. In session, the book is your main teacher; the tutor, who has more practice at reading, is your guide; and the rest of your group are your co-laborers. Torrey sessions hinge on your active intellectual engagement with the book, with your peers, with the tutor, and with the living conversation you all are building.

In session, the journey is almost but not quite as important as the destination. In order to discover what you do not already know, you often need to say what you think you know, what you think you don’t know, and what you know you don’t know. Though you’ll try to put on your most academic personae for session, you do in fact, and increasingly, show up as whole persons full of your real opinions, desires, histories, prejudices, ideals, and more. This is good; it’s the best way to truly learn. Additionally, though it may be full of lively debates, session is not fundamentally about winning or losing. Session opens up the opportunity for genuine collaboration and positively reinforces the most collaborative moments. Truth is the sort of good that is quite worth sharing.

There are many skills to develop to help make shared learning more fruitful. As you talk together, you have time to grow in logic, clarity, eloquence, and wisdom.
But there are lots of ways that sitting in a room with a bunch of other college students and trying to talk about hard books feels frustrating. Take heart. Even on the days you fear that nothing will come of your discussion, you have ample opportunity grow in wonder, hospitality, patience, and charity.

You are practicing the art of hospitality.

Because sessions are shared space for shared work, they require the practice of hospitality. In order for your bonds with one another to be bonds of truth-seeking, you will need to invite each other into the work you’re trying to do. Our language gets in the way of this practice when our speech excludes potential conversation partners by promoting unexamined biases and judgments. We call language discriminatory when it uses stereotypes or terms that demean persons or groups; this language often generalizes on the basis of age, disability, ethnicity, gender, race, sexuality, language or national origin. Such speech sabotages the work of this learning community both for those who use it and those who endure it; avoid using it.

Additionally, hold it in mind that you don’t know enough about your neighbor to assume that your experience is also his or her experience. Speak in ways that honor differences between your and others’ experiences so that you can subject your judgments to one another’s scrutiny and, when appropriate, revise your account of reality to be more truthful.

Our vision for hospitality is not a demand for perfection. "We all stumble in many ways," says James 3:2, and "if we could control our tongues, we would be perfect and could also control ourselves in every other way." (NLT) But to grow, you’ll have to scrutinize your intentions and learn to avoid giving offense and to reconcile when you offend or are offended. Learning to do so will strengthen the bond of truth-seeking by tying it to the love of God and others.

**Attendance**

You are required to attend all sessions with your group. Any notable tardiness or excessive break taking may result in grade penalty. Unexcused absences are penalized heavily.

You must consult your mentor in advance to request any absence from session with your assigned group. Mentors will excuse legitimate absences and will require appropriate make-up work, which often includes attendance and participation in another group’s session.

No absences will be excused for holiday travel.

You must attend all sessions.

You must take notes during session.

You must participate in every session.

You must grow in your capacity to contribute to session.

Juniors and seniors will lead sessions after completing the mandatory curriculum.

Student session leaders must meet with the session tutor at least 7 days prior to the session.
In-Class Notes

You take notes in session to capture crucial questions and key insights as well as to trace the general shape of the conversation. There is a kind of note-taking that is an obstacle to your active participation in session, but a healthy note-taking practice actually helps you pay attention to the living conversation that your group is crafting. Your in-class notes are due at Mid and Don Rags.

Participation

In Torrey sessions, each of you is responsible to the other for the conversation you create as a cohort. Session depends almost entirely on what you each bring to the room, both in terms of thoughtful preparation and active participation. You are required to participate in every session. Participation includes actively listening throughout session as well as speaking in good measure. Failure to contribute verbally to each discussion will result in grade penalty.

Silence is not the only kind of failure, nor is talking the only measure of success. For some, gathering your thoughts before speaking will mark significant growth. For others, having the guts to share your unfinished thought will be a milestone. All of you share the challenge of learning to hear what your peers are actually saying and to connect your own thoughts to the conversation happening in the room. What is more, whatever your participation skills when you begin, you are expected to grow in your capacity to meaningfully contribute to sessions, which, over time, offer you the opportunity to cultivate numerous discursive skills.

Student-led Sessions

As juniors and seniors, after you have spent hundreds of hours talking in session, your new assignment is to lead session. It’s not altogether new, though. You’ve already practiced so many of the skills you’ll be harnessing for the assignment. As session leaders, you should ask fruitful questions, direct conversation without dominating, empower others to speak, facilitate disagreements peacefully and productively, and steer the group from its variety of opinion toward unity of thought. Of course, all of the discussion skills must be partnered with your careful, thoughtful, and faithful reading of the text.

In both houses, students lead session after having completed the mandatory curriculum. Johnson House students lead session for “On Learning and Knowledge” and “On History and Rhetoric.” Morgan house students lead session for “Revivalism and Romanticism,” “Nineteenth Century Thought,” “America,” and “Twentieth Century Thought.”
Tutors supervise your session-leading. In preparation for session, you are required to have at least one 30 minute meeting with the session tutor at least seven days in advance of the session you are to lead (unless the tutor permits otherwise). Preparation for that meeting includes careful reading of the whole assigned text and substantial session planning (albeit provisional). Students who lead session will receive constructive feedback from the tutor and the group. Your preparation for and leadership of session is part of your participation score.

**Session Protocols**

**Devices**
You are not allowed online or on your phone during session without explicit permission from the tutor. Unless you have mentor permission, laptop use during session is discouraged since it tends to disrupt attention and create interpersonal barriers.

**Devotionals**
Sessions will usually include about fifteen minutes for group devotionals, most often at their beginning. Devotional times are direct and explicit efforts to increase fellowship with one another and with God. Of course, all of session is indeed done together and by God's help. Still, devoting time to intercessory prayer, the instruction of the Scriptures, the praise of God, and more, has the potential to build up the true life of your group and the dedication of your studies to His kingdom ends.

**Breaks**
There are no programmed breaks in a Torrey session. You are at liberty to take a break that is necessary to your sustained participation in the discussion.

**Meals**
You are not at liberty to leave class to purchase any food or drink, but you are permitted to consume food or drink that you bring to session.

**Titles**
In session, you address one another by the titles Mr., Ms. (or Miss or Mrs.), and the tutor by the title Dr. or Professor followed by last names. Tutors, likewise, address you by the titles Mr., Ms. (or Miss or Mrs.). This practice of formality symbolizes respectful collegiality for the sake of rigorous academic discourse between friends.

**Guests**
Guests are generally welcome to observe Torrey sessions. If you would like to invite a guest, please follow appropriate protocol, which includes consulting the department staff and e-mailing the tutor to request permission. Guests should not speak unless invited by the tutor.
You are communicating the wisdom you acquire.

In this great books curriculum you are not just studying great ideas in the abstract. You are reading some of the best-crafted texts from the master writers of Western civilization. You begin your study of writing through your practice of reading. From there, you can see that the finest writing gives life and relative permanence to ideas that have consequences. From there, you can see that well-crafted words, fixed on a page, have power to stir up thought, affection, and action. Then, in session, you start putting your understanding into words. You communicate to your groups thoughts that they might challenge, refine, adopt, or amplify. Together you gather what wisdom you can and discover what language will successfully convey that wisdom to one another.

Still, with so much reading and talking, you could run the risk of never finishing thoughts, of constantly exploring but never arriving. Your writing accomplishes, among other goods, moments of fixity and firmness in your sea of learning.

You practice your writing craft to become more winsome and compelling communicators. Every writing exercise can be a practice in the art of persuasion. Every writing exercise can be a practice of the art of taking what you have learned and giving it to others.

Some of your writing assignments (notes, some Pull Questions) will prompt you to explore the ideas you’re gathering from reading and session. In these cases, you’re mostly writing to learn. But your writing practice in Torrey should also help you learn to write. This is certainly the case in your Torrey Paper. But it is also possible to use all your writing assignments (Pull Questions and even Pre-class Notes) to sharpen your writing craft.

Pull Questions

While much of your Torrey work (reading, session, and notes) is primarily exploratory and expansive, Pull Questions are a key opportunity for you to tie down your opinions and practice the craft of writing. Tutors ask Pull Questions at the end of every session, and their questions are writing prompts that help you pull together your thoughts from the book and session. Your semester’s detailed reading list tells you the exact Pull Question requirement, usually one per book.

Pull Questions are written responses to the tutor’s prompt, typically 300-600 words. You should answer the question well with an eye to the book that prompted the inquiry. Pull Questions are always due by Mid Rags and Don Rags. Mentors may collect your Pull Questions more frequently and in advance of Mid and Don Rags.
The Torrey Paper

Your Torrey paper is a rich opportunity to work deeply on one thing over the course of the whole semester. It requires your sustained attention to one large writing project not only for the sake of the final paper you’ll produce, but also for the unique goods that come from participating in such a dynamic process. Because you work through different stages of the paper process across the entire semester, the assignment asks for a high degree of investment, investigation, reflection, and revision.

The Torrey Paper is the product of your sustained and focused work on one particular thread of the curriculum. This paper and its thesis should be analytic in that the majority of your insights come from your analysis of primary texts and their ideas. It should be argumentative in that you could imagine other responsibly thoughtful people having different ideas than you do and that you intend to demonstrate that your ideas have the most warrant. It should be persuasive in that, both in style and content, you make every effort to convince your reader to arrive at the same conclusions as you have. There are many excellences that distinguish a successful paper; among them are insight, cogency, organization, and clarity.

Missing or late work at any stage of the paper process—proposal, first submission, or second submission—may result in grade penalty.

Department Standards

1. All students are required to follow the formatting rules in Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations.

2. There are three main phases of the assignment, all of which receive faculty feedback: the proposal, the first submission, and the second submission.

3. Revision is mandatory for all students. Failure to revise results in grade penalty.

Paper Length and Sources

Paper length expectations and source freedom both increase with your class status. The standard expectation is that you must have had session on a book to use it as a primary source for your paper.

Paper Proposal

Paper proposals should reflect some significant work on your part to find an argument you are interested in making and a plausible framework for it that is coherent. Your mentor will assign and collect your paper proposal. Specific proposal prompts come directly from your mentor. The scope and aim of
the proposal assignment is for you to articulate a working concept of your whole paper, its argument and plan. Mentors troubleshoot, refine, or accept your paper proposal without qualification. If your proposal is rejected, you must resubmit a proposal in short time.

**Composition**

You may solicit feedback from your mentor throughout the drafting process, but are not required to. The paper you submit on the first submission deadline should be the finest version you are capable of composing so that your revision work will actually produce growth in your writing capacities. The quality of your first submission may bear upon your final grade. Your mentor will return your paper with revision feedback.

**Revision**

The revision process should richly improve your first submission. Your mentor will provide you with guidance and requirements for revision. In addition to adhering to your mentor’s revision feedback, you should pay fresh attention to every word, sentence, and paragraph you have placed in your paper. You will turn in a second submission of your paper (with your first submission attached to it) on the department’s second submission deadline. Your mentor will grade your final submission. By Don Rags, your mentor will return your graded paper.

**Projects**

Since there are so many skills, habits, and activities that could contribute to your whole-soul development, you have the occasional opportunity to propose a project in lieu of a paper. To be eligible for a project, (1) your mentor must determine that you have demonstrated enough skill in your writing to be released from the paper requirement for a semester and (2) you should write at least one term paper for Torrey in the academic year.

The sky’s the limit for fruitful projects. You propose your project to your mentor. For many projects, time spent will be an important criterion, in which case the department standard is that projects should take a minimum of 40 hours. As with a paper proposal, your mentor retains the right to disapprove, troubleshoot, refine, or pass your proposal without qualification.

A project proposal format will be specified by your mentor, but any sound project proposal should include the reason you’re doing the project, the scope of your work, and the plan for grading and evaluation. You should begin a conversation with your mentor about project ideas at the beginning of the semester. Mid Rags is the latest deadline for project proposals.
Some standard categories into which project proposals often fall are listed below.

**Club Involvement (performance-oriented)**
The department grants paper credit for student participation in Torrey Theater Club, Torrey Music, and Urban Plunge leadership. The clubs (and their participation requirements) are student-run with faculty oversight.

**Reading Projects**
Students often want to study a body of literature that is not part of the Torrey curriculum. Student reading projects are usually at least 1500 pages. A legitimate proposal for a reading project includes a description of your motivations and aims, a draft of a reading list (with page count), deadline(s), and a presentation plan. Presentation could take the form of reading notes, a final brief reflection paper, conversation(s) with faculty, an annotated bibliography, or any other satisfactory means by which a faculty mentor can gather sufficient evidence to confirm the completion of the assignment.

**Memorization Projects**
Students often want to internalize some significant portion of the Scriptures or a poetic text. You can work with your mentor to determine the scope of such a project as well as the criteria for assessment. As a point of comparison, students regularly tackle epistles like Ephesians, Colossians—and once, even Romans!

**Art Projects or Creative Writing Projects**
There are numerous ways that you can pursue and practice the arts (musical, visual, verbal, or performance) for a project. The evaluation rubric will vary with scope of the particular project, but 40 hours of work is a minimum requirement.

**Spiritual Disciplines Projects**
Often students want to incorporate new or more rigorous practices of prayer or solitude or fasting or the like. Mentors collaborate with you to craft a semester-long project that includes some reflection on the practices adopted.

**Academic Service Learning Projects**
You might want to explore ways to bring your big ideas to life in real communities. Legitimate projects would include at least 40 hours of work that are not compensated or incentivized apart from the academic credit received in Torrey. Students have also pursued projects like teaching poetry to juvenile hall residents and composing and implementing unique Sunday School curricula.

Work and service in local communities gives you the opportunity to witness ideas in action and ideals in practice. It provides you with the an opportunity to learn from persons, communities, and institutions outside the walls of the university. ASL pairs the practice of virtues such as humility and charity with skills such as strategy and creativity. ASL is built into the JH Sophomore Fall course and the MH Sophomore Spring course as a requirement.
Evaluation in Torrey is an ongoing process.

Faculty use evaluation opportunities both to promote your growth and to uphold department standards. The feedback you receive will be particular in that it will consider the features and dimensions of your own work. It will be qualitative in that it will evaluate your work in a way that attaches description to and emphasizes quality above scores and grades. It will be developmental in that it will consider and prioritize your growth in skills and learning.

Most evaluation and feedback you receive will come from your mentor. Your mentor gives you that evaluation and feedback most directly at Mid Rags and Don Rags. Throughout your time in Torrey you will receive and may solicit additional feedback from Torrey faculty other than your mentor whenever one is also in a position to speak to you with insight about your performance, strengths, needs, or growth.

Mid Rags

Mid Rags are mandatory thirty-minute, one-on-one meetings with your faculty mentor, on the department’s calendar as close to the middle of the semester as possible. At Mid Rags, your mentor looks over the first half of your semester’s work and gives you feedback that prepares you for the full and final evaluation Don Rags.

Mid Rags includes a review of your notebook, a curricular discussion (much like your Don Rags oral exam), and a checkpoint for your paper or project.

Your mentor’s feedback at Mid Rags should help you understand your current performance and should suggest a trajectory for the rest of the semester.

A missed Mid Rags will result in grade penalty.
**Don Rags**

Your whole semester’s work culminates in Don Rags, at which two tutors review your notebook, conduct your Don Rags oral exam, evaluate the rest of your assignments, and assign your semester grade.

Missing Don Rags results in an automatic reduction of your grade by at least one full letter. It may also result in failure and expulsion from the program if there has been a pattern of irresponsibility. A missed Don Rags cannot necessarily be rescheduled.

You should arrive at your scheduled Don Rags with (i) a completed notebook including pre-class notes, in-class notes, pull questions, (ii) your books, (iii) a completed but unsigned Don Rags form, and (iv) a list of lectures you attended.

Your Don Rags will contain a Don Rags discussion as well as faculty evaluation of the rest of your semester’s work. The feedback you’ll receive at Don Rags will include grades and scores but with an eye to your particular accomplishments and growth needs.

Your Don Rags discussion, which is graded, will comprise most of your meeting. To talk about your semester’s curriculum fluently, you will need to be able to recall material you’ve read, account for your understanding of various books and authors, describe relationships between books, and defend your own estimation of the ideas in the curriculum. In other words, you’ve been preparing and practicing for this discussion all semester long.

Your mentor will calculate your final grade at Don Rags. You will receive both qualitative and quantitative feedback about your assignments. You will leave knowing your grade and possessing a deeper vocabulary regarding your academic performance.

**Don Rags Form**

You bring a filled-out but unsigned student Don Rags form to your Don Rags.

This form asks you to testify to your completion of assigned work throughout the semester including but not limited to reading on time, completing notes before class, timely arrival to, attendance at, and participation in every session. You sign the form in front of two faculty members. We expect you to tell the truth.

**Lying on the Don Rags form is grounds for dismissal.**

If you have not yet become a person of integrity of whom truth-telling can be expected, please notify your mentor who might work with you to provide a more rigorous accountability system until you can be trusted.
Your mentor calculates and communicates your grade at Don Rags.

Limiting you to a once-a-semester grade revelation is part of our strategic attempt to resist grade-centered evaluation of your academic performance. We invite you to a richer conversation about your intellectual life throughout your Torrey experience.

That said, grades are valuable feedback. They help you estimate the quality of your work, they protect the rigor of the program’s expectations, and they norm faculty feedback. While your mentor gives you your final grade, the department norms its grading by sharing a grading rubric and by partnering faculty for Don Rags grading responsibilities.

Your semester grade comes from the division of your work into three categories—reading, talking, and writing—into which all your major assignments fit. Each category comprises a portion of your grade.

The system is built so that it is easy for students who meeting all of the program’s high expectations, including completing all work on time, to get a 90 or above for the semester. In other words, the program expects excellent work from excellent students.

**Probation**

If you earn a B+, 89.9%, or lower, you are officially on probation. This means that you should work closely with your mentor in the next semester to raise the level of your performance to be well within program expectations, since a second semester earning below a 90 is grounds for dismissal.

**Failures**

Earning below a 70 usually leads to dismissal from the program. If you earn below a 70 and remain enrolled in Torrey, you are required that you need to repeat those units in order to graduate from Torrey.
Unofficial Withdrawal (UW)

When a student has unexcused absences for two weeks of session, a UW (unofficial withdrawal) will be assigned. A UW grade will influence a student’s GPA in the same way as an F grade.

Plagiarism

Any work that you submit for evaluation must be free of plagiarism.

Plagiarism occurs when you uses words, images, or concepts from any source other than your own mind without acknowledgment or citation. Plagiarism can be deliberate or otherwise; it does not depend on intention. You commit scholarly theft when you do not indicate, either by explicit acknowledgement or citation, that you are not the original author of any specific words, images, or concepts being presented as part of your submitted work.

Plagiarism occurs most frequently in the Torrey context in pre-class notes, papers or projects, and pull questions.

While there is a time and a place for collaborative work, these written works (or other media of communication) are submitted as evidence of your individual thoughts and efforts in relation to the course material.

In agreement with the official policy of the university, plagiarism found in any assignment will result in a grade of “F” for the course and submission of a plagiarism incident report to the Dean of Academic Records. Plagiarism is also grounds for immediate dismissal from the Torrey Honors Institute.

Due to the significant impact of a failing grade on a student’s cumulative GPA, another consequence of plagiarism may be the loss of significant financial aid, including any scholarships with a minimum GPA requirement.

To avoid plagiarism always indicate when words, images, or concepts are taken from another source, including all print or digital sources and media.

Grading Scale and Commendations

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
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<td>93-100</td>
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<tr>
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<td>90-92.9</td>
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<td>80-82.9</td>
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<td>60-62.9</td>
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<tr>
<td>F</td>
<td>0-59.9</td>
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</tbody>
</table>

The program recognizes stellar performances with commendations.

High Commendation: ≥ 97%
Commendation: 95-96.9%
Expected Performance: 90-94.9%
Leaving Torrey

Dismissals
The Director, in consultation with faculty, may discern that your continued enrollment in the program is no longer of sufficient benefit to either or both you and the learning community.

Grounds for dismissal include gross academic failure, severe ethical violations, plagiarism, destructive group participation, and repeated academic underperformance. In the case that a mentor recommends your dismissal from the program, you have the opportunity to meet with the Director to discuss, contest, or understand the terms of the decision.

Withdrawals
Whether for academic, financial, or personal reasons, you may discern that withdrawal from Torrey is your best choice either for a season or for good. You should consult with your mentor about your standing in the program at the time of departure. Students who depart in good standing are welcome to return to the program at will. Students who withdraw in poor standing will need to apply for readmission.
Handy Checklists

Your Notebook

1. Pre-class notes for every reading selection assigned
2. In-class notes for every session
3. All pull questions assigned

Your Paper Process

1. A paper proposal
2. A first submission that should be the finest version you are capable of
3. A revised second submission

Don Rags

1. Completed notebook
2. Completed but unsigned Don Rags form
3. All of your semester’s books
4. List of lectures attended
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