

# PT6113-O1: An Introduction to Christian Classical Education

RTS Orlando  
Summer 2026  
July 20-24, 2026  
Monday-Friday, 9am-4pm

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## Course description

A survey of the history, culture, curriculum, pedagogy and goals of teaching within the Reformed Christian classical tradition.

## Course objectives

1. To re-imagine education as it was practiced for nearly 2500 years during classical antiquity and the establishment of Christendom in the West.
2. To understand education's current malaise and its detriment on students made *imago dei*, and to see how prescient C.S. Lewis was in *The Abolition of Man*.
3. To excite prospective teachers and leaders to the renewed vision of human flourishing, best expressed by Irenaeus' assertion that "the glory of God is man fully alive."

## Required reading

**Note: It is recommended that students read the Clark/Jain book and the Lewis book in their entirety prior to our first class meeting on July 20, 2026. All readings must be completed by August 8th, 2026.**

Kevin Clark and Ravi Jain, *The Liberal Arts Tradition: A Philosophy of Christian Classical Education*, (Classical Academic Press), Version 2.0 Revised Edition, ISBN: 978-1-60051-225-4. (Note bene—both Clark and Jain are graduates of RTS Orlando.)

David I. Smith and Susan M. Felch, *Teaching and Christian Imagination*, (William B. Eerdmans Publishing Company, 2016). ISBN: 978-0-8028-7321-1.

Littlejohn/Evans, *Wisdom and Eloquence* (Crossway, 2006). ISBN: 1-58134-552-6 (tpb).

C.S. Lewis, *The Abolition of Man* (HarperCollins, 2001). ISBN: 978-0-06-320753-0.

Robert Ingram and Michael Beates, *The Five Solas: A Curriculum of Applied Classical Pedagogy and Christian Practices*, (Unpublished manuscript, 140 pp., 2023) **A copy of this will be supplied to students on the first day of class.**

Christopher Perrin and Carrie Eben, *The Good Teacher*, (Classical Academic Press, 2025), ISBN: 978-1-60051-687-0.

Josef Pieper, *Leisure the Basis of Culture*, (Knopf Doubleday Publishing Group, a division of Random House, Inc., 1963), ISBN: 978-1-58617-256-5.

Vigen Guroian, *Tending the Heart of Virtue*, (Oxford University Press, 1998). ISBN: 978-0-19-515264-7.

John Piper, *Foundations for Lifelong Learning: Education in Serious Joy*, (Crossway, 2023). ISBN: 978-1-4335-9370-3. Trade paperback.

Barbara Cooney, *Miss Rumphius*, (The Viking Press, 1982). ISBN: 978-0-670-47958-0

## Assignments

**Note: All assignments are due August 8th, 2026, at 11:59 EST on XXXXX**

1. **Reading report (40% of the final grade):** Students will report the percentage of the required readings they have read with reasonable care over the duration of the course/semester.
2. **Reflective paper (20% of the final grade):** Students will write a reflective paper (between 5-7 pages) on the prompt, "Every anthropology has a pedagogy." A more detailed elaboration of this prompt will be discussed during class.
3. **An integrative paper (40% of the final grade):** In *Abolition of Man* Lewis writes (p.77), "For the wise men of old the cardinal problem had been how to conform the soul to reality, and the solution had been knowledge, self-discipline, and virtue." Your paper will not be a summary of the book or a critique of it. Rather, this quote serves as a prompt to answer how the modern iteration of Christian classical education (obviously with the power of the Holy Spirit) can conform our souls to reality. Integrate as many of the main themes of this course as possible into a 10-12 page paper that demonstrates how "wise men" of today fulfill the cardinal problem of antiquity.

## Academic Policies

1. **Late assignments:** Apart from exceptional circumstances late assignments will not be accepted for credit. Please contact me by email ([robertfingram11@gmail.com](mailto:robertfingram11@gmail.com)) if you need to request an extension.
2. **Plagiarism:** Plagiarism, whether intentional or unintentional, will result in a failing grade for the course.
3. **Artificial intelligence:** Students are prohibited from using any form of artificial intelligence in completing assignments for this course.

**Course Objectives Related to MDiv\* Student Learning Outcomes**

Course:  
 Professor:  
 Campus:  
 Date:

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.	Moderate/Strong	Demonstrated capability to engage in class discussions and writing 2 papers
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Moderate	Original languages not required. English Bible will suffice. Key passages will serve as foundations and anchors to a biblical and theological grounding
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	Anthropology, soteriology, sanctification, and virtue formation under the ministry of the Holy Spirit will be theologically developed
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Strong	Christian classical education is an education in virtue formation as well as in knowledge and wisdom
<b>Desire for Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	Education's telos is all of life lived to the glory of God
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate/Strong	Classical rhetoric requires winsome persuasion and apologetics in a culture that is skeptical and at times hostile
<b>Preach</b>	Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.	Strong	Teaching (as opposed to preaching) is the art/skill that is one of the highest goals of the class
<b>Worship</b>	Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.	None	Preaching and worship leadership are not part of the curriculum for this course

<b>Shepherd</b>	Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.	<b>Strong</b>	Being a teacher involves mentoring and discipleship; paideia enculturation is a key concept
<b>Church/World</b>	Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.	<b>Moderate</b>	A knowledge of social/moral issues is required due to the anthropological premises in the course