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## ***Faculty Contact Information***

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**Professor Mikel Del Rosario**  
[mdelrosario@jessup.edu](mailto:mdelrosario@jessup.edu)

### **Availability**

During the week, students may contact me between the hours of 9 a.m. and 9 p.m. (PST). I am also usually online during this time. If you require assistance during the week, please send me a message via e-mail. I usually respond to e-mail messages within a few hours. If you need immediate assistance, please call my cell phone (No text messages please). If you are unable to reach me via phone, please leave a message.

### **Biography**

Mikel Del Rosario helps Christians defend the faith with confidence. Mikel is an Apologetics Professor, Speaker and Trainer who specializes in making apologetics accessible to the local church. He teaches Christian Apologetics courses at Western Seminary and William Jessup University. Mikel is the author of the Accessible Apologetics curriculum. He holds a Master's Degree in Christian Apologetics with Highest Honors from Biola University. Mikel is the Apologetics Guy at <http://apologeticsguy.com>

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## ***Course Description***

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Christian Apologetics is a branch of theology which seeks to provide a rational justification for the truth claims of the Christian faith. As a discipline, it is concerned with thinking clearly about the reasons for the faith we have received and the truth claims inherent in what we believe and have experienced in Christ. It is also about effectively presenting those truths as ambassadors of Jesus Christ in a radically skeptical, 21<sup>st</sup> century context.

This course, then, will introduce the student to this broad discipline, including arguments and evidence for the truth of Christian theism. Students will be equipped to train other believers in basic apologetics. (3 units)

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## ***Course Objectives***

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Upon satisfactory completion of this course, students will be able to:

1. Present positive evidence and arguments for the truth of Christianity.
2. Defend the faith against common challenges in the popular culture.
3. Discuss Christian convictions with wisdom and confidence as an ambassador of Jesus Christ.
4. Equip other Christians with a basic understanding of apologetics.

## **Course Materials**

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Craig, W. L. (2010). *On Guard: Defending Your Faith with Reason and Precision*. Colorado Springs, CO: David C. Cook. ISBN 1434764885.

Del Rosario, M. (2011). *The Accessible Apologetics Workbook: Five Lessons for Everyday Defenders of the Faith*. Roseville, CA: Apologetics Guy. ISBN 0615539645.

Koukl, G. (2009). *Tactics: A Game Plan for Discussing Your Christian Convictions*. Grand Rapids, MI: Zondervan. ISBN 0310282926.

Access to all electronic materials for this course are available via Moodle.

## **Faculty Policies**

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### **Readings and Lectures**

Each student is expected to read all assigned readings, view all lecture videos, screencasts, and access any links posted by the professor. Be prepared to discuss the contents of each in the forum or in a live meeting conducted online.

### **Participation**

Students are not required to be online at the same times as your classmates. However, students should check in regularly (to access new materials, submit assignments, and/or participate in ongoing threaded discussions).

Each course week includes a threaded discussion focusing on topics related to the course. The discussions are a great place to ask questions, clarify issues, and share insights. Students must check in regularly and contribute at least four days per week, making a minimum of 4-5 substantive comments.

Dialogue etiquette requires that posts be no longer than about 100-125 words. The focus is on critical thinking about the material assigned for the week. Students should pose new thoughts and questions as well as respond to the thoughts and questions of other students.

See the online discussion grading rubric in this syllabus for details.

### **Optional Meetings**

There are two opportunities to dialogue in a collaborative, online environment with your classmates and professor (during Week 2 and Week 4). Both of these live meetings will last approximately 30 minutes and are entirely optional.

### **Written Work**

Written work is graded for content, organization, style, grammar, and formatting. All papers are to be typed, proofread, spell-checked, double-spaced, and prepared in accordance with APA style and format.

### **Submission Format**

All assignments must be submitted as an attachment via Moodle no later than 11:59 PM (PST) the day the assignment is due. Unless otherwise specified, students should submit all papers as Microsoft Word documents (.doc or .docx files) via Moodle. Note: Your professor will review your work on a Windows PC.

## **Late assignments**

Students should expect any late assignment (including quizzes, projects, papers and exams) to earn a score of zero percent if it is submitted after 11:59 PM (PST) on the day the assignment is due. Any exception to the late assignment policy will be handled on a case-by-case basis at the professor's sole discretion and may include grade penalties. Unless the student makes a prior arrangement with the professor, no assignments will be accepted for credit after the last day of the course.

## **Feedback and Grades**

Students should expect to receive written feedback and grades on each successfully uploaded assignment within seven days after the assignment is due.

## **Academic Integrity**

Academic integrity is an essential component of Christian higher education. Plagiarism is not limited to purchasing research papers from online vendors. It also includes using the "copy and paste" method to use text found on a Web site without giving credit to the source and unintentionally failing to document any source that a student quotes or paraphrases.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Copying information from a source without proper citation and without use of quotation marks or block quotation formatting. If any words or ideas used do not represent your original words or ideas, you must distinguish them with quotation marks or an indented block quotation followed by the appropriate citation.
- Paraphrasing statements or paragraphs without proper citation or using someone else's ideas, data, language, and/or arguments without acknowledgement.
- Presenting work as your own that has been prepared in whole or part by someone other than that particular student.
- Failure to properly cite statistics, data, or other sources of information in your paper.

Students should expect papers containing plagiarism to earn a score of zero percent for a first-time offense. If plagiarism is present in any following submission, the student may earn an "F" in the class and will be referred to the academic committee. See the official university policy for details.

## ***Technical Requirements***

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### **Technology Requirements for WJU Online Courses**

Sufficient technology tools and Internet access are required when taking an online course from William Jessup University. The following list will help ensure that you are adequately equipped.

#### **Supported Operating Systems**

- Windows XP, Vista, and Windows 7
- Mac OS X is supported for most online course materials

It is highly recommended that you have administrative rights to the computer used for your coursework. If you must use a computer over which you do not have administrative rights (such as a workplace computer), you may experience difficulties with needed functions, such as installing plug-ins. Check with your workplace IT department to ensure that you may access course materials from your company's network.

### **Productivity Tools**

Microsoft Office (NOTE: This software is available to students at deeply discounted pricing through [Microsoft](#) or [JourneyEd.com](#).)

### **Internet Access**

Internet access is required to access online courses.

### **Scanner Access**

Certain courses *may* require access to a scanner. An app such as Turboscan for the iPhone (free app) often works well if you do not have access to a physical scanner.

### **WJU Email Account**

A valid WJU email address, which is checked frequently, is required for participation in components of your coursework. All students are provided with an email address that is to be used for course communication between you and your instructor. This will avoid issues with Spam blockers and other problems that may prevent you from receiving email from your instructors. Use of this email account will also enable you to participate in special student offers that are available only to students with an ".edu" email address. You can access your WJU student email account at [owa.jessup.edu](http://owa.jessup.edu)

### **Supported Browsers**

It is recommended that you keep your browser up to date for the best experience. If you have trouble with a particular browser, please try another. We find Firefox and Chrome to work best.

- [Google Chrome](#)
- [Mozilla Firefox](#)
- [Apple Safari](#)
- [Microsoft Internet Explorer](#)

### **Browser Settings**

Please refer to your browser's **Help** features to check these settings.

- Pop-Up Blocker should be disabled
- JavaScript should be enabled
- Java should be enabled
- Cookies should be enabled

### **Skype Access**

To facilitate conversation between you, your instructor and your classmates, we recommend installing and setting up a free Skype account at <http://www.skype.com>, GET SKYPE. You will need access to a webcam with a microphone as well (available in many laptops).

### **Plug-ins**

The **most recent version** of the following plug-ins is required for many of the resources available in your online courses:

- [Adobe Flash Player](#)
- [Adobe Acrobat Reader](#)
- [Apple QuickTime Player](#)
- [Java SE 6 or higher](#)

All plug-ins needed to participate in components of your online classes are available at no additional cost. It is recommended that you review the list of plug-ins and install them prior to beginning your coursework.

## Screen Settings

Screen resolution (size) should be set at minimum 1024 x 768 or higher.

For questions regarding these requirements, please email Help Desk at [helpdesk@jessup.edu](mailto:helpdesk@jessup.edu) or call 916-577-2345. Please allow 24 hours for weekend response.

## Online Discussion Rubric

Students must check in regularly and contribute at least **four days per week**, making a minimum of **four substantive comments** each week. Below is an explanation of weekly comment scores.

	60-69%	70-79%	80-89%	90%-100%
Promptness and Initiative	Does not respond to most postings; rarely demonstrates initiative. Initial posts are just before deadline or late, preventing engagement with classmates.	Responds inadequately to postings with limited initiative. Initial posts are made later in the cycle, but before deadline, reducing interaction and lacking deeper critical thinking.	Responds to most postings and demonstrates good self-initiative. Initial posts are made early in the cycle, enabling good interaction and achieving deeper critical thinking.	Consistently responds to postings and demonstrates excellent self-initiative. Initial posts are made early in cycle, enabling best interaction and achieving deepest critical thinking.
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks.	Occasionally posts off topic; most posts are short in length or inappropriately long and offer no further insight into the topic.	Frequently posts topics that are related to discussion content. Usually the appropriate length and prompting further discussion.	Consistently posts topics related to discussion content. Always appropriate length and contributing insight to the topic.
Expression within Post	Does not express opinions or ideas clearly; no connection to topic. Ignores alternative views or demonstrates poor or no ability to understand and respect alternative views.	Unclear connection to topic with minimal expression of opinions or ideas. Demonstrates limited ability to understand and respect alternative views.	Opinions and ideas are stated clearly with only occasional lack of connection to topic. Interactions demonstrate an adequate ability to understand and respect alternative views.	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Demonstrates an outstanding ability to understand and respect alternative views.
Contribution to the Learning Community	Does not make effort to participate in learning community; seems indifferent.	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved.	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.	Frequently attempts to motivate group discussion; presents creative approaches to topic. Emerges as a leader.

## Grading Explanations

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Points	Grade
95+	A
90-94	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
60-63	D-
<59	F

### Explanations

- A** = Excellent performance. Work is truly exemplary and worthy of emulation by others. Student exceeds expectations and constructively contributes to the learning environment.
- B** = Above average performance. All assignments are complete and on time and exhibit a complete understanding and an ability to effectively apply concepts.
- C** = Average performance. Student accomplishes only the minimum requirements or does not complete all requirements. Oral and written communication is at an acceptable level for a college student.
- D** = Work is below acceptable level for a college student. Student shows only a very basic understanding of the material or does not meet all assignment requirements.
- F** = Work is not passing. Student's work is incomplete or does not apply information and concepts in a satisfactory manner.

### **Point Values for Course Assignments**

<b>Assignments</b>	<b>Points</b>
<b>Module 1</b>	<b>60</b>
<i>On Guard</i> - Quiz 1	20
<i>On Guard</i> - Quiz 2	20
<i>Accessible Apologetics Workbook</i> - Lesson 1	10
Discussion	10
<b>Module 2</b>	<b>160</b>
<i>On Guard</i> - Quiz 3	20
<i>On Guard</i> - Quiz 4	20
<i>Accessible Apologetics Workbook</i> - Lesson 2	10
Discussion	10
Tactics - Book Review	100
<b>Module 3</b>	<b>60</b>
<i>On Guard</i> - Quiz 5	20
<i>On Guard</i> - Quiz 6	20
<i>Accessible Apologetics Workbook</i> - Lesson 3	10
Discussion	10
<b>Module 4</b>	<b>260</b>
<i>On Guard</i> - Quiz 7	20
<i>On Guard</i> - Quiz 8	20
<i>Accessible Apologetics Workbook</i> - Lesson 4	10
Discussion	10
Integration Project	200
<b>Module 5</b>	<b>260</b>
<i>On Guard</i> - Quiz 9	20
<i>On Guard</i> - Quiz 10	20
<i>Accessible Apologetics Workbook</i> - Lesson 5	10
Discussion	10
Final Exam	200
<b>Total</b>	<b>1000</b>

**Module One: Introduction to Christian Apologetics**

	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Define Christian Apologetics</li> <li>• Identify biblical justification for Christian Apologetics</li> <li>• Explain the theistic argument from contingency</li> </ul>		
<b>Reading</b>	<b>Read</b> Ch. 1 of <i>On Guard</i> .		
<b>Reading</b>	<b>Read</b> Ch. 2 of <i>On Guard</i> .		
<b>Reading</b>	<b>Read</b> Ch. 3 of <i>On Guard</i> .		
<b>Resources</b>	<b>Review</b> this week's Electronic Reserve Materials.		
<b>Lectures</b>	<b>View</b> the lecture videos and screen casts: <ul style="list-style-type: none"> <li>• <i>Accessible Apologetics</i> - Lesson 1</li> <li>• <i>On Guard</i> – Ch. 3</li> </ul>		
<b>Workbook</b> <i>Accessible Apologetics</i>	<b>Complete</b> Lesson 1 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture. <ul style="list-style-type: none"> <li>• Acknowledge completion of this requirement via Moodle. <u>This is part of the assignment.</u></li> <li>• Students who do not acknowledge completion before the due date will not receive credit.</li> </ul>	May 14, 2012	10
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 1 quiz.	May 17, 2012	20
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 2 quiz.	May 18, 2012	20
<b>Discussion</b>	<b>Participate</b> in the discussion forum.	<i>See Discussion Policy</i>	10



**Module Two: Faith and Reason**

	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>Examine the relationship of faith and reason</li> <li>Distinguish between the role of the Holy Spirit and the role of the believer in Christian Apologetics</li> <li>Analyze popular relativistic slogans and challenges to the Christian faith</li> <li>Explain the <i>kalam</i> cosmological argument</li> <li>Review the apologetic methodology presented in <i>Tactics</i></li> </ul>		
<b>Reading</b>	<b>Read</b> Ch. 4 of <i>On Guard</i> .		
<b>Reading</b>	<b>Read</b> Ch. 5 of <i>On Guard</i> .		
<b>Resources</b>	<b>Review</b> this week's Electronic Reserve Materials.		
<b>Lectures</b>	<p><b>View</b> the lecture videos and screen casts:</p> <ul style="list-style-type: none"> <li><i>Accessible Apologetics</i> - Lesson 2</li> <li><i>On Guard</i> – Ch. 4</li> </ul>		
<b>Workbook</b> <i>Accessible Apologetics</i>	<p><b>Complete</b> Lesson 2 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> <li>Acknowledge completion of this requirement via Moodle. <u>This is part of the assignment.</u></li> <li>Students who do not acknowledge completion before the due date will not receive credit.</li> </ul>	May 21, 2012	10
<b>Quiz</b> <i>On Guard</i>	<b>Review</b> <i>Study Guide for Quizzes</i> . <b>Complete</b> the Ch. 3 quiz.	May 23, 2012	20
<b>Quiz</b> <i>On Guard</i>	<b>Review</b> <i>Study Guide for Quizzes</i> . <b>Complete</b> the Ch. 4 quiz.	May 24, 2012	20
<b>Book Review</b> <i>Tactics</i>	<p><b>Read</b> <i>Tactics</i>.</p> <p><b>Write</b> a focused, 1,050-1,250-word book review on <i>Tactics</i>.</p> <ul style="list-style-type: none"> <li>Briefly describe each major tactic discussed in the book.</li> <li>Discuss the benefits of the author's method and include your personal interaction and critique.</li> <li>Evaluate the strengths and weaknesses of the book as a training resource for a general Christian audience. <ul style="list-style-type: none"> <li>Would you recommend this to a Christian friend? Why or Why not?</li> <li>What, if anything, would you change or like to see added in order to improve this resource?</li> </ul> </li> </ul> <p><b>Cite</b> and direct quotations and reference all borrowed information according to APA standards.</p>	May 25, 2012	100

	<b>Format</b> your paper according to APA standards.		
<b>Discussion</b>	<b>Participate</b> in the discussion forum.	<i>See Discussion Policy</i>	10
<b>Optional Live Q&amp;A</b>	Join the optional, live question and answer session with the professor.	<i>Friday, May 25, 2012 at 9:00 PM (PST).</i>	

**Module Three: Arguments for the Existence of God**

	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Describe the absurdity of life without God</li> <li>• Summarize key theistic arguments</li> <li>• Explain the Fine-Tuning argument</li> <li>• Explain the Moral argument</li> </ul>		
<b>Reading</b>	<b>Read</b> Ch. 6 of <i>On Guard</i> .		
<b>Reading</b>	<b>Read</b> Ch. 7 of <i>On Guard</i> .		
<b>Resources</b>	<b>Review</b> this week's Electronic Reserve Materials.		
<b>Lecture</b>	<b>View</b> the lecture videos and screencasts: <ul style="list-style-type: none"> <li>• <i>Accessible Apologetics</i> - Lesson 3</li> <li>• <i>On Guard</i> – Ch. 5-6</li> </ul>		
<b>Workbook</b> <i>Accessible Apologetics</i>	<b>Complete</b> Lesson 3 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture. <ul style="list-style-type: none"> <li>• Acknowledge completion of this requirement via Moodle. <u>This is part of the assignment.</u></li> <li>• Students who do not acknowledge completion before the due date will not receive credit.</li> </ul>	May 28, 2012	10
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 5 quiz.	May 31, 2012	20
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 6 quiz.	June 1, 2012	20
<b>Discussion</b>	<b>Participate</b> in the discussion forum.	<i>See Discussion Policy</i>	10

**Module Four: The Reliability of the Bible, The Problem of Evil**

	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Demonstrate the reliability of the Bible</li> <li>• Analyze the Problem of Evil</li> <li>• Explain Theistic responses to the Problem of Evil</li> <li>• Produce an apologetics training resource</li> </ul>		
<b>Reading</b>	<b>Read</b> Ch. 8 of <i>On Guard</i> .		
<b>Reading</b>	<b>Read</b> Ch. 9 of <i>On Guard</i> .		
<b>Resources</b>	<b>Review</b> this week's Electronic Reserve Materials.		
<b>Lecture</b>	<p><b>View</b> the lecture videos and screen casts:</p> <ul style="list-style-type: none"> <li>• <i>Accessible Apologetics</i> - Lesson 4</li> <li>• <i>On Guard</i> – Ch. 7-8</li> </ul>		
<b>Workbook</b> <i>Accessible Apologetics</i>	<p><b>Complete</b> Lesson 4 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> <li>• Acknowledge completion of this requirement via Moodle. <u>This is part of the assignment.</u></li> <li>• Students who do not acknowledge completion before the due date will not receive credit.</li> </ul>	June 4, 2012	10
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 7 quiz.	June 6, 2012	20
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 8 quiz.	June 7, 2012	20
<b>Integration Project</b>	<p><b>Option #1</b></p> <ul style="list-style-type: none"> <li>• <b>Select</b> a naturalistic challenge to the truth of a Christian claim discussed in this class. <ul style="list-style-type: none"> <li>○ <b>Consider</b> a challenge that is immediately relevant to your field or future industry.</li> <li>○ <b>Analyze</b> this expression of a naturalistic challenge in a popular-level book, movie, song, Web site, Internet video or other medium.</li> </ul> </li> <li>• <b>Compose</b> a focused, 1,050-1,250 word analysis of the contemporary issue, training a Christian reader to respond to your chosen naturalistic challenge, as expressed in popular culture. <ul style="list-style-type: none"> <li>○ <b>Cite</b> material from at least one of our course texts.</li> <li>○ <b>Cite</b> material from least three (3) outside sources.</li> <li>○ <b>Consider</b> material found via the University library.</li> </ul> </li> </ul>	June 8, 2012	200

	<ul style="list-style-type: none"> <li>○ <b>Note:</b> One of these sources must be from a peer-reviewed journal.</li> <li>○ <b>Format</b> your paper according to APA standards.</li> </ul> <p><b>Option #2</b></p> <ul style="list-style-type: none"> <li>• <b>Select</b> a lesson from the <i>Accessible Apologetics Workbook</i> or a chapter of <i>On Guard</i> discussed in this class.</li> <li>• <b>Prepare</b> a practical Microsoft® PowerPoint® presentation <u>with speaker's notes</u>, training Christians to utilize key concepts from your chosen lesson or chapter in conversations with their skeptical friends, co-workers or family members.</li> <li>• <b>Present</b> a 30-minute to 60-minute training session at your church or other gathering.</li> <li>• <b>Compose</b> a focused, 850-1,050-word paper, summarizing your content and experience leading this training session. <ul style="list-style-type: none"> <li>○ Include the exact date, time, and location of your presentation.</li> <li>○ Describe the context of your training session and identify your target audience.<sup>1</sup></li> <li>○ What went well?</li> <li>○ What did you learn?</li> <li>○ What kinds of challenges did you have to overcome?</li> <li>○ What would you do differently if you had to do this again?</li> </ul> </li> <li>• <b>Cite</b> material from at least one of our course texts.</li> <li>• <b>Cite</b> direct quotations and reference all borrowed information according to APA standards.</li> <li>• <b>Format</b> your paper according to APA standards.</li> <li>• <b>Submit</b> your Microsoft® PowerPoint® presentation <u>with speaker's notes</u>.</li> </ul>		
<b>Discussion</b>	<b>Participate</b> in the discussion forum.	<i>See Discussion Policy</i>	10
<b>Optional Live Q&amp;A</b>	Join the optional, live question and answer session with the professor.	<i>Friday, June 8, 2012 at 9:00 PM (PST).</i>	

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<sup>1</sup> This may be done in an adult Sunday School setting, college group or youth group. For the purposes of this assignment option, the majority of your audience must be over 12 years of age.

**Module Five: The Resurrection of Jesus**

	<b>Details</b>	<b>Due</b>	<b>Points</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>• Explain the historical evidence for the resurrection of Jesus</li> <li>• Describe naturalistic challenges to the resurrection of Jesus</li> <li>• Analyze the challenge of religious pluralism</li> </ul>		
<b>Reading</b>	<b>Read</b> Ch. 10 of <i>On Guard</i> .		
<b>Resources</b>	<b>Review</b> this week's Electronic Reserve Materials.		
<b>Lecture</b>	<b>View</b> the lecture videos and screen casts: <ul style="list-style-type: none"> <li>• <i>Accessible Apologetics</i> - Lesson 5</li> <li>• <i>On Guard</i> – Ch. 10</li> </ul>		
<b>Workbook</b> <i>Accessible Apologetics</i>	<b>Complete</b> Lesson 5 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture. <ul style="list-style-type: none"> <li>• Acknowledge completion of this requirement via Moodle. <u>This is part of the assignment.</u></li> <li>• Students who do not acknowledge completion before the due date will not receive credit.</li> </ul>	June 11, 2012	10
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 9 quiz.	June 13, 2012	20
<b>Quiz</b> <i>On Guard</i>	<b>Complete</b> the Ch. 10 quiz.	June 14, 2012	20
<b>Discussion</b>	<b>Participate</b> in the discussion forum.	<i>See Discussion Policy</i>	10
<b>Final Exam</b>	<b>Complete</b> the Final Exam. <ul style="list-style-type: none"> <li>• This exam is based on Lessons 1-5 of <i>Accessible Apologetics</i> &amp; Chapters 3-8 of <i>On Guard</i>.</li> <li>• Review the Final Exam Study guide on Moodle.</li> </ul>	June 15, 2012	200