



Online Course Syllabus

PHL/352 Christian Apologetics – Online
3 Units

July 7 – August 24, 2014

Professor Mikel Del Rosario
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Faculty Availability

I currently live in Dallas, Texas. During the week, students may contact me between the hours of 7 a.m. and 7 p.m. (PST).¹ If you require assistance during the week, please send me a message via e-mail.

For the fastest response, please send e-mail to my WJU account and CC my personal Gmail account as well. 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, I may be in class or in a meeting. Please leave a message and I will get back with you as soon as I can.

Course Description

Description from the Catalog

A course designed to study the defense of the faith in our contemporary cross-cultural world, giving an overview of the different methodologies and evidences that can be used to construct a valid apologetic for a particular context. (Prerequisite: ENGL101A, BIBL249 or BIBL349)

Course Objectives

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

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

¹ Note: Texas is 2 hours ahead of California. This is 9:00 AM to 9:00 PM (CST).

Course Materials

Required Text(s)

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

Cowan, Steven B., ed. *Five Views On Apologetics*. Grand Rapids, Mich.: Zondervan, 2000. ISBN 0310224764

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.

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

Recommended (but not required) Additional Reading

Groothuis, Douglas. *Christian Apologetics: a Comprehensive Case for Biblical Faith*. Downers Grove: IVP Academic, 2011.

Habermas, Gary R., and Michael R. Licona. *The Case for the Resurrection of Jesus*. Grand Rapids, MI: Kregel Publications, 2004.

Moreland, J.P. *Love Your God with All Your Mind [15th Anniversary Repack]: the Role of Reason in the Life of the Soul*. Anv ed. Coloradp Springs, CO: NavPress, 2012.

Newman, Randy. *Questioning Evangelism: Engaging People's Hearts the Way Jesus Did*. Grand Rapids, MI: Kregel Publications, 2004.

Sweis, Khaldoun A., and Chad V. Meister, eds. *Christian Apologetics: an Anthology of Primary Sources*. annotated edition ed. Grand Rapids, MI: Zondervan, 2012.

Class Policies

Readings and Lectures

You are 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.

Participation

You are not required to be online at the same times as your classmates. However, you 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. You must check in regularly and contribute at least four days per week, making a minimum of 8 substantive comments for full points.

See the Online Discussion Guidelines for more details.

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. Basic formatting should be Times New Roman 12 with 1 inch margins. For help with APA formatting, see the [Bedford St. Martin's](#) and [Purdue OWL](#) websites.

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, you should submit all papers as **Microsoft Word documents** (.doc or .docx files) via Moodle. If you do not have access to Word, you may also submit **Adobe pdf files** in Moodle.

Late assignments

Late work may be penalized 10% of the possible points for the assignment, for each day or part thereof that it is late. **Work may not be submitted more than a week late. No work will be accepted after the last day of the course.**

If you face particular difficulty meeting a deadline, please contact the professor ahead of time to discuss any options.

Feedback and Grades

You can expect to receive written feedback and grades on each uploaded weekly assignment via Moodle within five days of the due date for submission.

Academic Integrity

The University Catalog states:

Academic integrity is an essential component of Christian higher education. Instances of plagiarism will not be treated lightly. If it is a student's first offence, the paper will simply receive a zero. The student may or may not have the option to re-write the assignment for half credit, according to the instructor's discretion. If evidence of plagiarism exists a second time the student will receive an academic dismissal, which can be appealed by the student.

Plagiarism includes:

- The intentional or unintentional representation of another's words or ideas as your own in an academic exercise.
- Using the "copy and paste" method to use text found on a Web site without giving credit to the source.
- 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 you.
- Failure to properly cite statistics, data, or other sources of information in your paper.
- Resubmitting a paper that you have already turned in as an assignment for a different course. While this can be considered your own original work, it is considered a form of plagiarism. Your assignments for every class should be unique and original for that course.

Online Discussion Guidelines

You should check in regularly and contribute at least four days per week, making a **minimum of 8** substantive comments per week.

Dialogue etiquette requires that posts be around 250 words. The focus is on critical thinking about the material assigned for the week. You should pose new thoughts and questions as well as respond to the thoughts and questions of other students.

Each week, you will receive 10 points per day that you interact thoughtfully and meaningfully in the online discussion, up to a maximum of 40 points per week. **Note:** Your response must demonstrate that you have reviewed the corresponding video, document or course material in order to earn full points for your discussion contributions.

The following factors will also be considered:

Promptness and Initiative

Consistently responds to postings and demonstrates excellent self-initiative. Initial posts are made early in cycle, enabling good interaction and achieving critical thinking.

Relevance of Post

Consistently posts topics related to discussion content. Always appropriate length and contributing insight to the topic.

Expression within Post

Expresses opinions and ideas in a clear and concise manner with obvious connection to topic. Demonstrates an ability to understand and respect alternative views.

Contribution to the Learning Community:

Frequently attempts to motivate group discussion; presents creative approaches to topic.

Grading Explanations

Points	Grade
90-100	A
80-89	B
70-79	C
60-69	D
<59	F

- 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.

Final Grade Calculation:

Discussion Responses	15%
Workbook Lessons	5%
Quizzes	20%
Book Reviews (2 @ 10% each)	20%
Integration Project	20%
Final Exam	20%
TOTAL:	100%

Course Structure

The course covers seven weeks. Each week begins at 12:01 AM on Monday and ends at 11:59 PM on Sunday night. Unless otherwise specified, assignments for each week are due on Sunday nights by 11:59PM.

Technical Requirements

Technology Requirements for WJU Online Courses

Sufficient technology tools and Internet access are required when taking a course through Jessup Online. 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](#).)

WJU Email Account

All students are provided with a WJU email address. It should be used for all 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 my.jessup.edu.

Supported Browsers

You should keep your browser up to date for the best experience. If you have trouble with a particular browser, please try another. Firefox and Chrome generally work best.

- [Google Chrome](#)
- [Mozilla Firefox](#)

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

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.

HelpDesk

There is a link on every Moodle page for 24/7 technical support through an outside vendor.

A backup HelpDesk (which is not 24/7) is through WJU. Email helpdesk@jessup.edu or call 916.577.2345.

COURSE OUTLINE

Week 1: July 7 – July 16, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>Introduction to Christian Apologetics</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Define Christian Apologetics • Identify biblical justification for Christian Apologetics • Explain the theistic argument from contingency 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • All of the materials in the introductory section: Professor's Welcome, Important Course Documents, Paper Grading Video, Syllabus • Week 7 Grading Rubric: If you select the presentation option, connect with your church regarding an opportunity to speak. • <i>On Guard</i>, Introduction, Chapters 1-3 • <i>Tactics</i>, Part 1: Chapters 1-6 		10 hrs.
Video Resources (in Course Materials Folder)	<p>View</p> <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Accessible Apologetics, Lesson 1 – Parts 1-3 ○ On Guard – Chapter 3 • Other Resources: <ul style="list-style-type: none"> ○ Spiritual Warfare: What You Didn't Hear at Bible Study ○ Arguing God from First Cause 		4 hrs.
Discussion	<p>Participate in the discussion forums.</p> <p>DQ1: Should apologetics training be incorporated into your church's evangelism efforts or should it be a part of the discipleship program? Should it be a part of both? Please cite Scripture in your response.</p> <p>DQ2: Why should gentleness and respect be important to Christians who want to talk about spiritual things with non-Christians? Please reference course materials in your response. Have you ever seen a Christian engage an unbeliever without gentleness or respect? What happened?</p> <p>DQ3: Why do you think apologetics is rarely mentioned in sermons or Bible studies on spiritual warfare? How might accessible apologetics training be better incorporated into a church like yours?</p> <p>DQ4: How would you explain the basic idea of Leibniz' argument from contingency to a high school audience? Please reference Craig's work in your response. Feel free to adapt his illustrations or ideas to your presentation.</p>	See Discussion Guidelines in Syllabus	4 hrs.
Workbook Assignment	<p>Complete Lesson 1 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> • Acknowledge completion of this requirement via Moodle. This is part of the assignment. • Students who do not acknowledge completion via Moodle before the due date will not receive credit. 	07/13 11:59 PM	.5 hrs.

Quiz 1	Complete <ul style="list-style-type: none"> • <i>On Guard</i>, Chapter 1 Quiz 	07/13 11:59PM	.25 hrs.
Quiz 2	Complete <ul style="list-style-type: none"> • <i>On Guard</i>, Chapter 2 Quiz 	07/13 11:59 PM	.25 hrs.

Week 2: July 14 – July 20, 2014			
	Details	Due	Demand Hours
Topics & Goals	Faith and Reason By the end of this week, you should be able to: <ul style="list-style-type: none"> • Understand the relationship of faith and reason • Analyze popular relativistic challenges to the Christian faith • Explain the <i>kalam</i> cosmological argument • Evaluate the apologetic methodology presented in <i>Tactics</i> 		
Reading Assignments	Read <ul style="list-style-type: none"> • <i>On Guard</i>, Chapter 4 • <i>Tactics</i>, Part 2: Chapters 7-14 		7 hrs.
Video Resources (in Course Materials Folder)	View <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Accessible Apologetics, Lesson 2 – Parts 1-4 ○ <i>On Guard</i> – Chapter 4 – Parts 1 & 2 • Other Resources: <ul style="list-style-type: none"> ○ Indiana Jones – Leap of Faith ○ Hilbert's Infinite Hotel ○ The Kalam Cosmological Argument 		4 hrs.
Discussion	Participate in the discussion forum. DQ1: What's one challenge you seem to get the most from your skeptical co-workers, friends or relatives? How have you responded in the past? DQ2: Think about movies, music and other popular forms of media. How might you have seen or heard an atheistic challenge to any of the premises in either the Leibniz or the <i>Kalam</i> arguments? What was the reason given or implied for rejecting any of the premises? How might you respond to this challenge using any of the materials we reviewed this week? DQ3: What would you say to a college student who asserted that nothing ever begins to exist, since everything is made of prior material "stuff?" Please incorporate material from "On Guard" in your response, using your own words in a conversational style. DQ4: How would you explain the basic idea of the <i>kalam</i> argument to a jr. high audience? Please reference Craig's work in your response. Feel free to adapt his illustrations or ideas to your presentation.	See the Discussion Guidelines in the Syllabus.	4 hrs.

Workbook Assignment	<p>Complete Lesson 2 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> Acknowledge completion of this requirement via Moodle. This is part of the assignment. Students who do not acknowledge completion via Moodle before the due date will not receive credit. 	07/20 11:59 PM	.5 hrs.
Quiz 3	<p>Complete</p> <ul style="list-style-type: none"> <i>On Guard</i>, Chapter 3 Quiz 	07/20 11:59 PM	.25 hrs.
Quiz 4	<p>Complete</p> <ul style="list-style-type: none"> <i>On Guard</i>, Chapter 4 Quiz 	07/20 11:59 PM	.25 hrs.
Book Report	<ul style="list-style-type: none"> Write a focused, 1,050-1,250-word book review on <i>Tactics</i>. <ul style="list-style-type: none"> Briefly describe each major tactic discussed in the book. Discuss the benefits of the author's method and include your personal interaction and critique. Evaluate the strengths and weaknesses of the book as a training resource for a general Christian audience. <ul style="list-style-type: none"> Would you recommend this to a Christian friend? Why or Why not? What, if anything, would you change or like to see added in order to improve this resource? Cite and direct quotations and reference all borrowed information according to APA standards. Do not include quotations longer than 40 words. 	07/20 11:59 PM	3 hrs.

Week 3: July 21 – July 27, 2014

	Details	Due	Demand Hours
Topics & Goals	<p>Arguments for the Existence of God</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Describe the absurdity of life without God Summarize key theistic arguments Explain the Fine-Tuning argument Explain the Moral argument 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> <i>On Guard</i>, Chapters 5-6 <i>Five Views on Christian Apologetics</i>, Read in this order: Back Cover, Introduction, Glossary of Key Terms, Conclusion, Chapter 1 		10 hrs.
Video Resources (in Course Materials Folder)	<p>View</p> <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Accessible Apologetics, Lesson 3 – Parts 1-4 On Guard – Chapter 5 – Parts 1 & 2 On Guard – Chapter 6 – Parts 1 & 2 		4 hrs.

	<ul style="list-style-type: none"> • Other Resources: <ul style="list-style-type: none"> ○ Who Designed the Designer? ○ Can We Be Good Without God? ○ Are You Good Without God? Why This Atheist Billboard is Wrong 		
Discussion	<p>Participate in the discussion forum.</p> <p>DQ1: Where do you see chance promoted in the popular culture as an explanation for our world? What about necessity? Design? Which of these ideas do you think gets the most airtime at the popular level? Why?</p> <p>DQ2: How would you explain to a skeptic that virtually all people "just know" that things like murder, rape, and torturing babies for fun are really wrong--- even if they don't believe that God is the ultimate source of values and duties?</p> <p>DQ3: How would you explain basic concept of Craig's "absurdity of life without God" to a 6th grade audience? Please reference Craig's work in your response. Feel free to adapt his illustrations or ideas to your presentation.</p>	See the Discussion Guidelines in the Syllabus.	4 hrs.
Workbook Assignment	<p>Complete Lesson 3 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> • Acknowledge completion of this requirement via Moodle. This is part of the assignment. • Students who do not acknowledge completion via Moodle before the due date will not receive credit. 	07/27 11:59 PM	.5 hrs.
Quiz 5	<p>Complete</p> <p><i>On Guard</i>, Chapter 5 Quiz</p>	07/27 11:59 PM	.25 hrs.
Quiz 6	<p>Complete</p> <p><i>On Guard</i>, Chapter 6 Quiz</p>	07/27 11:59 PM	.25 hrs.
Week 4: July 28 – August 3, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>The Reliability of the Bible and the Problem of Evil</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the reliability of the Bible • Analyze the Problem of Evil • Explain Theistic responses to the Problem of Evil • Explain oral tradition in relationship to the Jesus tradition 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • <i>On Guard</i>, Chapters 7-8 • <i>Five Views on Christian Apologetics</i>, Chapter 2 		6 hrs.
Video Resources (in Course)	<p>View</p> <ul style="list-style-type: none"> • Video Lectures: <ul style="list-style-type: none"> ○ Accessible Apologetics, Lesson 4 – Parts 1-3 		8 hrs.

Materials Folder)	<ul style="list-style-type: none"> ○ On Guard – Chapter 7 ○ On Guard – Chapter 8 – Parts 1-3 ● Other Resources: <ul style="list-style-type: none"> ○ Answering the Problem of Evil ○ America After 9/11 – Is Religion Evil? ○ Can We Trust Accounts Written 2000 Years Ago? ○ Bumper Sticker Theology - Video ○ Bumper Sticker Theology - Handout 		
Discussion	<p>Participate in the discussion forum.</p> <p>DQ1: Respond to the following assertion that atheism is true. “Since there is evil in the world, the Christian God is either too weak to stop evil or else He does not care to stop evil.” Reference one of our course texts or viewing assignments in your response.</p> <p>DQ2: Contrast Craig's approach with Jones' approach to the problem of evil. Which do you find most helpful in terms of your own faith? What about in terms of dialoguing with skeptical friends?</p> <p>DQ3: How could a Christian agree that the Biblical take on evil and suffering might not "sit well" with him or her either, while still holding to the existence of an all-loving, all-powerful God?</p> <p>DQ4: What kinds of challenges to the reliability of the Bible come up most often in the popular culture? How well does Wallace's talk help you in answering these challenges?</p>	See Discussion Guidelines in the Syllabus.	4 hrs.
Workbook Assignment	<p>Complete Lesson 4 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> ● Acknowledge completion of this requirement via Moodle. This is part of the assignment. ● Students who do not acknowledge completion via Moodle before the due date will not receive credit. 	08/03 11:59 PM	.5 hrs.
Quiz 7	<p>Complete</p> <p><i>On Guard</i>, Chapter 7 Quiz</p>	08/03 11:59 PM	.25 hrs.
Quiz 8	<p>Complete</p> <p><i>On Guard</i>, Chapter 8 Quiz</p>	08/03 11:59 PM	.25 hrs.
Week 5: August 4 – August 10, 2014			
	Details	Due	Demand Hours
Topics & Goals	<p>The Resurrection of Jesus</p> <p>By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> ● Explain the historical evidence for the resurrection of Jesus ● Describe naturalistic challenges to the resurrection of Jesus ● Analyze the challenge of religious pluralism 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> ● On Guard, Chapters 9 -10 ● <i>Five Views on Christian Apologetics</i>, Chapter 3 		8 hrs.

	<ul style="list-style-type: none"> Article: "The Case for Christ's Resurrection" 		
Video/Audio Resources (in Course Materials Folder)	<p>View & Listen</p> <ul style="list-style-type: none"> Video Lectures: <ul style="list-style-type: none"> Accessible Apologetics, Lesson 5 – Parts 1-3 On Guard – Chapter 10 Other Resources: <ul style="list-style-type: none"> Jesus' Resurrection vs. Ancient Mythology Oral Tradition: A Reason to Trust the Gospels What Do the Gospels Really Say About Jesus? 		6 hrs.
Discussion	<p>Participate in the discussion forum.</p> <p>DQ1: Compare Craig's defense of the Resurrection with Habermas' "Minimal Facts" approach. Which might you find more practical in personal engagement with your skeptical co-workers, friends or relatives? Why?</p> <p>DQ2: How do Darrell Bock's presentation and interview videos on the Gospels help you defend against the popular misconception that the "Jesus of History" is distinct from the "Christ of faith?"</p> <p>DQ3: One of the most challenging things I've found in dialoguing with unbelievers, is that many have rejected Christianity outright--either because they think they generally know what Christianity teaches (and reject it), or they actually know what Christianity teaches relative to a current "hot issue" (and reject it), or just have some gut feeling that whatever Christianity is, they don't like it (and reject it)--without any interest in whether or not any of it is actually true. They have no intellectual challenges to throw out. They are just disinterested in considering it's truth. How might you engage people like this in spiritual conversation?</p> <p>DQ4: How would you help a 4th grader at your church have confidence that the Resurrection really happened? Please reference one of Habermas' "minimal facts" or material from Craig in your response. Feel free to adapt any illustrations or ideas to your presentation.</p>	See Discussion Guidelines in the Syllabus.	4 hrs.
Workbook Assignment	<p>Complete Lesson 5 in <i>The Accessible Apologetics Workbook</i> while watching the corresponding video lecture.</p> <ul style="list-style-type: none"> Acknowledge completion of this requirement via Moodle. This is part of the assignment. Students who do not acknowledge completion via Moodle before the due date will not receive credit. 	08/10 11:59 PM	.5 hrs.
Quiz 9	<p>Complete</p> <ul style="list-style-type: none"> On Guard, Chapter 9 Quiz 	08/10 11:59 PM	.25 hrs.
Quiz 10	<p>Complete</p> <ul style="list-style-type: none"> On Guard, Chapter 10 Quiz 	08/10 11:59 PM	.25 hrs.

Week 6: August 11 – August 17, 2014

	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>
Topics & Goals	<p>Cultural Engagement and Apologetics By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Engage various apologetic issues in popular culture Produce an apologetics training resource 		
Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> <i>Five Views on Christian Apologetics</i>, Chapter 4 		2 hrs.
Video/Audio Resources (in Course Materials Folder)	<p>View</p> <ul style="list-style-type: none"> Christianity or Christianities? Engaging the New Atheism Geonocide in the Old Testament Same-Sex Sexuality in the Old Testament Same-Sex Sexuality in the New Testament 		5 hrs.
Discussion	<p>Participate in the discussion forum.</p> <p>DQ1: Where do you see the “alternate Christianites” model popularized in our culture? What is the most important thing you could share with a student who is struggling with their faith after hearing this model affirmed at a secular university?</p> <p>DQ2: How might you respond to an atheist friend who said that a moral standard doesn’t require God because goodness is whatever brings about human flourishing in the world?</p> <p>DQ3: How might you respond to skeptic who said that the God of the Old Testament is an evil, genocidal tyrant because he ordered the killing of the Canaanites?</p> <p>DQ4: How might you respond to a friend’s claim that verses in the Bible condemning homosexual sex were misinterpreted and have now finally been corrected in the Queen James Bible?</p>	See Discussion Guidelines in the Syllabus.	4 hrs.
Integration Project	<p>Complete Your Integration Project</p> <ul style="list-style-type: none"> Be sure you have thoroughly read the Integration Project Instructions and Rubric that are posted in the Course Materials Folders, and that you have followed the directions exactly. 	08/17 11:59 PM	8 hrs.

Week 7: August 18 – August 24, 2014

	<i>Details</i>	<i>Due</i>	<i>Demand Hours</i>
Topics & Goals	<p>Evaluating Apologetics Methodologies By the end of this week, you should be able to:</p> <ul style="list-style-type: none"> Evaluate apologetics methodologies Successfully complete a cumulative learning verification exercise (final exam) 		

Reading Assignments	<p>Read</p> <ul style="list-style-type: none"> • <i>Five Views on Christian Apologetics</i>, Chapter 5-6, Review Conclusion 		5 hrs.
Discussion	<p>Participate in the discussion forum.</p> <p>DQ1: Which view described in <i>Five Views on Christian Apologetics</i> did you connect with the most? Why?</p> <p>DQ2: Do you agree that presuppositional apologetics is more of a philosophy of apologetics than a method? Why or why not?</p> <p>DQ3: What was the most helpful thing you learned in this class? What would you say to a Jessup student who was considering taking this class? In other words, why should they take it?</p> <p>DQ4: This one's a practical question for my ministry: What topic would you like to see me address on my blog? Thanks for your input!</p>	See Discussion Guidelines in the Syllabus.	4 hrs.
Book Report	<p>Write a focused, 1,050-1,250-word book report on <i>Five Views on Christian Apologetics</i>.</p> <ul style="list-style-type: none"> • Very briefly describe each major view discussed in the book. • Evaluate the strengths and weakness of the method with which you most identify. • Include your personal interaction and critique of the book. <p>Cite and direct quotations and reference all borrowed information according to APA standards. <u>Do not include quotations longer than 40 words.</u></p> <p>Format your paper according to APA standards, paying careful attention to the grading rubric for this assignment.</p>	08/24 11:59 PM	4 hrs.
Preparation	<p>Study for the Final Exam</p> <ul style="list-style-type: none"> • Review your course notes and the Final Exam Study guide on Moodle. 		4.5 hrs.
Final Exam	<p>Complete the Final Exam</p> <ul style="list-style-type: none"> • This exam is based only on Lessons 1-5 of <i>Accessible Apologetics</i> & Chapters 3-8 of <i>On Guard</i>. 	08/24 11:59 PM	1.5 hrs.
Course Evaluation	<ul style="list-style-type: none"> • Please follow the link on the main course page to take the anonymous Course Evaluation survey. • NOTE: The results of these surveys are compiled into one summary report that goes to the Department Chair after the final grades are turned in. They are completely anonymous, so feel free to be honest. Jessup Online uses the reports to guide our decision-making for future courses. • After you have completed the survey, please follow the directions in the Course Evaluation Assignment to let your instructor know that you have completed this course requirement. 	08/24 11:59PM	