



Queensland  
Theological College



# PE420D-620D

## Christian Apologetics

### Online Learning Mode

### Unit Outline

#### **About this Unit Outline**

This unit outline contains information essential to finding your way around the unit **Christian Apologetics Online**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

**SEMESTER 2 2017**

## Important Notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Undergraduate or Postgraduate Handbook**, copies of which may be found in the Library or online at [www.actheology.edu.au](http://www.actheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Academic Misconduct**". Failure to comply with the standards required will incur penalties as outlined in the ACT Undergraduate or Postgraduate Handbook.

The attention of students is also drawn to the section in the current ACT Undergraduate or Postgraduate Handbook, headed "**Guidelines for Essays.**" (See also the QTC Student Handbook) All essays should comply with these standards.

# Information about this unit

## Unit description

This unit is designed to help students explore and develop proficiency in the discipline of Christian apologetics, the task of defending the Christian faith from attacks and commending it against rival claimants. This involves examination of the biblical and theological foundations for apologetics, philosophical issues regarding the nature of truth and when there is epistemological warrant for beliefs, and some awareness of the history of apologetics throughout the centuries. From there the unit will consider the arguments for and against the major 'schools' or approaches to apologetics in the current era so that students may make an informed decision as to which approach best commends the gospel on its own terms. With this framework in place, the unit will then turn to the various classical arguments for the existence of God from natural theology, arguments for the Christian faith arising from Scripture's claims, understanding the nature of various critiques on Christian claims and responses that have been made to these, as well as critical interaction with some of the main alternatives to Christianity.

## Learning Outcomes

### PE420D Learning Outcomes

On completion of the unit, students will:

#### Know and understand:

1. Apologetics as the defence and commendation of the Christian Gospel
2. Apologetics, theology and the nature of truth
3. Critiques of Christian faith
4. Alternatives to Christian belief
5. Strategies to defend and commend Christian faith

#### Be able to:

1. Discuss the nature of Christian apologetics
2. Assess critiques of Christianity from a Christian perspective
3. Evaluate alternatives to Christian belief from a Christian perspective
4. Engage in Christian apologetics
5. Present an analytical evidence-based argument or perspective

#### Be in a position to:

1. Integrate responses to critiques of Christianity into biblical interpretation and Christian thinking
2. Use Christian responses to critiques of Christianity for personal understanding and in ministry contexts
3. Defend and commend the truth claims of the Christian faith

## PE620D Learning Outcomes

On completion of the unit, students will:

### Know and understand:

1. Apologetics as the defence and commendation of the Christian Gospel
2. Apologetics, theology and the nature of truth
3. Critiques of Christian faith
4. Alternatives to Christian belief
5. Strategies to defend and commend Christian faith
6. Historic and contemporary approaches to Christian apologetics

### Be able to:

1. Analyse the nature of Christian apologetics
2. Compare and contrast critiques of Christianity from a Christian perspective
3. Critique alternatives to Christian belief from a Christian perspective
4. Engage in Christian apologetics
5. Present a critical evidence-based argument or perspective
6. Evaluate historic and contemporary approaches to Christian apologetics

### Be in a position to:

1. Integrate responses to critiques of Christianity into biblical interpretation and Christian thinking
2. Use Christian responses to critiques of Christianity for personal understanding and in ministry contexts
3. Defend and commend the truth claims of the Christian faith

## How this Unit Contributes to the Course

This unit is designed to provide a summary of the theological underpinnings of Christian Apologetics, together with an introduction to different applied approaches to evangelical apologetics. We will also consider some important theological and philosophical approaches to apologetics. It is intended that this unit will assist students to be able to better know, worship and declare the God who is revealed in Scripture above all as Father, Son and Holy Spirit, and who has acted supremely towards humanity in the work of his incarnate Son. This unit aims to help integrate the findings of units in biblical studies and provide a foundation for ministry practices developed in the practical theology units.

## Pre-requisites and Co-requisites

PE420D is an advanced-level (400-level) elective unit in the Diploma of Theology, Diploma of Ministry, Associate Degree of Theology, Bachelor of Theology and Bachelor of Ministry courses. PE620D is an advanced-level elective unit in the Master of Divinity, Graduate Diploma of Divinity and Graduate Certificate of Divinity courses.

Students enrolling in this unit need to have successfully completed two units (8cps) of 300 level OT and/or NT and /or CH and/or PE and/or TH.

## How this unit is organized & what we expect of you

The unit is taught over a Semester comprised of 13 teaching weeks (with a mid-Semester break part-way through), followed by an assessment period. It is delivered online, requiring students to have regular access to a reliable internet connection and an internet-capable device suitable for downloading unit content and completing written unit assessments.

Weekly unit material will be delivered in a mixture of formats, predominantly audio recordings prepared specifically for online delivery, alongside written materials drawn from publications, together with notes and other resources produced by the lecturer. Occasionally short video files may also be provided; however these will generally not be lengthy so as to not require substantial downloads. All materials supplied by the lecturer will be made available through the QTC Moodle page for this unit; students will also participate in online discussions and activities through Moodle.

This unit is worth 4 credit points towards your degree. A 4 credit point unit is considered to require a total time commitment of 6-8 hrs per week at BTh level, and 7-9 hours at MDiv level. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on PE420D/620D.

Students are expected to listen to all lectures, complete any set reading and complete any assessment tasks by the relevant due date. This includes participation in online forums. Please do be in touch with the QTC Registrar as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date. Note: Assignments submitted late and without an extension granted will incur late penalties (please refer to the QTC student handbook).

## Teaching staff

LECTURER & UNIT CO-ORDINATOR

Mr Mark Baddeley

P 07 3062 6939

E: [mbaddeley@qtc.edu.au](mailto:mbaddeley@qtc.edu.au)

Please feel free to contact Mark if you have any problems or concerns about the course.

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar or the Assistant Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939, extension 2

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, to request a chapter of a book or article emailed to you, to request a book posted to you, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

P 07 3062 6939, extension 3

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

Subject to adjustment

	<b>LECTURE TOPIC</b>
WEEK 1	Introduction, Theological Foundations
WEEK 2	Theological Foundations, Epistemological Considerations
WEEK 3	History of Apologetics
WEEK 4	Apologetic Frameworks
WEEK 5	Apologetic Frameworks
MISSION WEEK	No Lectures
WEEK 6	Cosmological, design, and moral arguments for the existence of God
WEEK 7	Ontological and other natural theology arguments
WEEK 8	Arguments for the resurrection and the canon of Scripture
HOLIDAYS	No Lectures
WEEK 9	The problem of evil and suffering
WEEK 10	The challenge to Christian exclusivity from the existence of other faiths
WEEK 11	The challenge to Christian truth claims from the OT and the doctrine of Hell
WEEK 12	Major alternatives to the Christian faith and the challenge of Christian sexual ethics
WEEK 13	Constructing an apologetic approach

## PE420D Assessments (Online Learning Mode)

Assessments are submitted online via Moodle

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK(S)	DESCRIPTION
<b>Online Forum Contributions</b> <b>Approx. 500 words</b> <b>10% of final grade</b>	<p>On two occasions during the semester, students will be asked to upload a brief <b>150-word summary</b> of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum.</p> <p>Students will be assessed on their contribution to the forum over ten weeks of Semester. No forum contributions are required in Weeks 1 or 13, or in the week following Wednesday 13 September. See further details in the Guide to Assessments. In line with ACT attendance requirements, students must contribute in at least eight out of the ten weeks, otherwise they will receive a mark of zero out of ten.</p> <p>A notional total word count of 500 words is allocated to this assessment item.</p>
<b>3000 word Essay</b> <b>40% of final grade</b> <b>Due Friday 29 September 2017</b>	<p>Write a <b>3000 word essay</b> on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. Outline some of the key challenges to the Christian faith offered by the New Atheism, and some of the ways in which these challenges can be met.</li> <li>2. Is it rational to believe that Jesus Christ was raised from the dead?</li> <li>3. Critically evaluate two theodicies for their utility in responding to the problems of evil and/or suffering.</li> <li>4. Critically evaluate the usefulness of the argument from the fine tuning of the universe for the existence of God.</li> <li>5. Discuss what arguments can be offered in responding to the charge that Christianity's views on sex and sexuality are not good for people.</li> </ol>



**Take Home Exam**  
**2500 words**  
**50% of final grade**  
**Due Friday 10**  
**November 2017**

Complete a Take Home Exam comprised of three tasks. The total word length of your examination script is to be **2500 words**

The Exam Response will involve:

1. Letter to the editor for the newspaper (500 words)
2. Brief tract to be handed out to interested non-Christians (1000 words)
3. Item in the church bulletin (1000 words)

All three items will have a choice of topics selected from material covered in the unit to be the subject of that part of the assessment task.

Students will be supplied with the exam via Moodle one week before the due date.

## PE620D Assessments (Online Learning Mode)

Assessments are submitted online via Moodle

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Late Penalty Policy found in the QTC Handbook, where a student submits an assessment past its due date, the assessment marks will be reduced at the rate of 3% of the total possible marks for the Assessment item per calendar day, up to 14 days late.

Your essays must also be within 10% of the required word limit and your ability to meet this requirement will also be taken into account in determining your mark. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK(S)	DESCRIPTION
<p><b>Online Forum Contributions</b></p> <p><b>Approx. 500 words</b></p> <p><b>10% of final grade</b></p>	<p>On two occasions during the semester, students will be asked to upload a brief <b>200-word summary</b> of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum.</p> <p>Students will be assessed on their contribution to the forum over ten weeks of Semester. No forum contributions are required in Weeks 1 or 13, or in the week following Wednesday 13 September. See further details in the Guide to Assessments. In line with ACT attendance requirements, students must contribute in at least eight out of the ten weeks, otherwise they will receive a mark of zero out of ten.</p> <p>A notional total word count of 500 words is allocated to this assessment item.</p>
<p><b>3000 word Essay</b></p> <p><b>40% of final grade</b></p> <p><b>Due Friday 29 September 2017</b></p>	<p>Write a <b>3000 word essay</b> on <b>ONE</b> of the following topics:</p> <ol style="list-style-type: none"> <li>1. What is the role of Apologetics? What role can it serve in people coming to faith and being secured in the faith?</li> <li>2. Make the case for one approach to Apologetics (like those in Five Views on Apologetics, but not limited to the five included there) in critical dialogue with two alternative approaches.</li> <li>3. How should a Christian apologist respond to the challenge of the problems of evil and suffering?</li> <li>4. Critically evaluate the strengths and weaknesses of the argument for the existence of God from the existence of morality.</li> <li>5. How should a Christian apologist respond to the charge that Christianity's views on sex and sexuality are not good for people.</li> </ol>

<p><b>Take Home Exam</b> <b>3000 words</b> <b>50% of final grade</b> <b>Due Friday 10</b> <b>November 2017</b></p>	<p>Complete a Take Home Exam comprised of three tasks. The total word length of your examination script is to be <b>3000 words</b></p> <p>The Exam Response will involve:</p> <ol style="list-style-type: none"><li>1. Letter to the editor for the newspaper (500 words)</li><li>2. Brief tract to be handed out to interested non-Christians (1300 words)</li><li>3. Item in the church bulletin (1200 words)</li></ol> <p>All three items will have a choice of topics selected from material covered in the unit to be the subject of that part of the assessment task.</p> <p>Students will be supplied with the exam via Moodle one week before the due date.</p>
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## Guide to Assessments

### ***Online Forum Contributions***

Regarding the online participation requirement, we will run on a Wednesday to Wednesday cycle. You will have seven days from the date of the "class" to post any contributions which you would like to make to the forum, if you would like these contributions to go towards your 10% online participation mark. For example, in Week 3, you will be able to contribute comments that "count" from 5pm on the Wednesday of Week 3, until 11:59pm on the Wednesday of Week 4 (I give you a few extra hours to contribute as a bonus rather than an exact seven days!) You are not required to contribute in Week 1 - the formal requirement for online participation will not begin until Week 2. You are also not required to contribute in the week following Wednesday 13 September, nor in Week 13 of the Unit.

Weekly topics will be assigned in Week 1 of the unit. When it is not a week where you are listed as having to supply a 150 word (for PE420D) or 200 word (for PE620D) contribution on the weekly topic, you should give some brief remarks or reflections responding to the students who have posted contributions that week.

In order to receive a mark for forum contributions, you need to post something appropriate on at least eight out of the ten weeks when the forums will run and students will be posting contributions.

What should a forum contribution or post look like? There is no single format or specific explanation that I have. If you are down to contribute a 150/200 word post on any given week, you might like to explore some topic which has come up in the unit materials for that week. Please avoid simply summarising what the Lecturer or the textbook has said - the best posts are those which go a little beyond the unit materials, either to reflect on implications of what we have learnt for today, or to reflect upon ethical/theological or practical Christian questions that arise out of the unit materials. You are not expected to do any additional reading to contribute to your posts (though if you wish to, this would be very welcome). In responding to the posts and contributions of other students, again you may discuss any matters which you think are relevant and potentially interesting, however please do be polite and sensitive to others and try and keep your posts related to the topic for the week.

Those contributing the 150/200 word posts each week should try if possible to contribute their posts to Moodle by the Sunday evening of the weekly cycle, to allow other students at least three days to respond.

## Essay

In this unit we are looking for the essay to offer a *sustained persuasive argument*. This involves several factors.

Firstly, it requires you to have *articulated a clear answer to the question*—preferably one that you have written out in a sentence or two before you begin writing the essay. This answer should be clearly stated in the essay—often in the introduction, but certainly in the conclusion. Stronger essays are ones whose answers demonstrate one or more of: grasping the essence of the issues, offering something comprehensive, demonstrating a deeper understanding of the issues rather than one that, while accurate, is at a more introductory level, and showing an understanding of the implications of the answer.

Secondly, it requires you to *offer evidence* for your answer. There should be information in the essay that is relevant to the question and which supports your answer. Some essays may also want to discuss evidence that could be used to reject your answer and show why it doesn't actually do that when understood correctly.

Thirdly, it requires you to *show how* the evidence you include actually does support your answer. A common mistake students make is to include information—quotes, Scriptural passages or the like—and do nothing with them but to have them in the essay as though their significance for their answer is self-evident. It almost never is to the reader (however much it might be to the writer) without explicit commentary that takes the reader by the hand and explains how that information helps supports the case they are making.

Fourthly, it requires you to try and *persuade your reader that your answer is the correct one*. Good apologetic essays don't treat the exercise as a case of 'show and tell'—where the idea is simply to get all the ideas and information out and the order in which they come doesn't matter. Instead, the writer thinks about how to organize their material so as to build a case for their answer in the most persuasive fashion they can.

Finally, it requires you to identify what material is critical for the type of question you are answering, and show how this source stands behind your answer. The challenge in apologetics is that potentially there are a wide range of possible reasons to give the answers that you do—the teaching of Scripture, theological considerations, philosophical issues or the findings of reasoned argument, reflection upon the world—all could potentially be invoked to justify an answer, and better answers will demonstrate an awareness of when to invoke support from these different resources and the kind of resources that they can offer, as well as where they are limited. There should also be signs that you engaged with scholars and critics of your answer.

## ***Take Home Exam***

The three tasks that comprise the Take Home Exam are intended to assess your ability to do apologetics in practice. Most of the advice given for the research essay applies to the tasks involved in the take home exam, with three additional dimensions.

Firstly, that the items need to be written in good popular prose rather than good academic prose. Vocabulary, sentence structure and the like should be chosen with a view to writing something that is easily read by an average reasonably well-educated reader.

Secondly, that each of the tasks involves a slightly different 'genre' of writing and a different audience. A letter to the editor, a blurb in a church bulletin, and an apologetic tract to be read by an interested seeker are all speaking to different audiences using slightly different 'rules' of persuasion. Identifying one's goals and the kind of arguments that will be persuasive to differing audiences is an important part of this task, one that demonstrates your ability to not simply grasp the theory of apologetics but also your proficiency with the practical task.

Finally, that this task remains an essentially academic exercise, and so while there needs to be a serious attempt made to produce an actual piece of writing along the lines set, nonetheless the main focus will be on the content of the argument rather than the rhetorical and polemical constructions used to drive the arguments home. Most words should be used for offering apologetic arguments rather than communication devices that harness minimal actual apologetic content.

# Learning Resources

## ESSENTIAL REFERENCES – STUDENT MUST BUY BOTH THESE BOOKS

There are two essential references for this course. Students may also find specific items from the other references section sufficiently valuable to them to warrant purchase.

Cowan, S. B., (ed.), *Five Views on Apologetics*. Grand Rapids, MI: Zondervan, 2000.

Groothuis, D., *Christian Apologetics: A Comprehensive Case for Biblical Faith*. Downers Grove, IL: IVP Academic, 2011

## OTHER REFERENCES

### **Key references:**

Campbell-Jack, C. et al., eds. *New Dictionary of Christian Apologetics*. Leicester: IVP, 2006.

Craig, W. L., *Reasonable Faith: Christian Truth and Apologetics*. 3rd ed. Wheaton, IL: Crossway Books, 2008.

### **Section A: Apologetics and the Nature of Truth**

Alexander, D. (ed.), *Can We be Sure about Anything? : Science, Faith and Postmodernism*. Leicester: Apollos, 2005.

Cowan, S. B., (ed.), *Five Views on Apologetics*. Grand Rapids, MI: Zondervan, 2000.

Dulles, A. R., *A History of Apologetics*. 2<sup>nd</sup> ed. San Francisco, CA: Ignatius Press, 2005.

Edgar W., *Reasons of the Heart; Recovering Christian Persuasion*. 2nd ed. Phillipsburg, NJ: P&R, 2003.

Oliphint, K. S., L. G. Tipton, eds., *Revelation and Reason: New Essays in Reformed Apologetics*. Phillipsburg, NJ: Presbyterian and Reformed, 2007.

Oliphint, K. S., *The Battle Belongs to the Lord: The Power of Scripture for Defending our Faith*. Phillipsburgh, NJ: Presbyterian & Reformed, 2003.

Sire, J. W., *Why Good Arguments Often Fail: Making a More Persuasive Case for Christ*. Downers Grove, IL: IVP, 2006.

Stackhouse, J. G., *Humble Apologetic: Defending the Faith Today*. Oxford: Oxford University Press, 2002.

Taylor, J., *Introducing Apologetics: Cultivating Christian Commitment*. Grand Rapids, MI: Baker Academic, 2006.

### **Section B: Critiques of the Christian Faith**

Astley, J., et al., *Problems in Theology: Science and Religion*. London: T & T Clark, 2004.

Barnett, P., *Finding the Historical Christ*. Grand Rapids, MI: Eerdmans, 2009.

Copan, P. and W. L. Craig, *Contending with Christianity's Critics: Answering New Atheists & Other Objectors*. Nashville, TN: Broadman and Holman Academic, 2009.

Demski, W. A. and J. M. Kushiner, eds., *Signs of Intelligence: Understanding Intelligent Design*. Grand Rapids, MI: Brazos, 2001.

Dickson, J., *The Christ Files: How Historians Know What They Know About Jesus*. Grand Rapids, MI: Zondervan, 2010

Falk, D. R., *Coming to Peace with Science: Bridging the Worlds Between Faith and Biology*. Downers Grove, IL: IVP, 2004.

Hunter, C. M., *Darwin's God: Evolution and the Problem of Evil*. Grand Rapids, MI: Brazos, 2001.

Johnson, P., *The Wedge of Truth: Splitting the Foundations of Naturalism*. Downers Grove, IL: IVP, 2000.

Kaiser, W. C. Jr., *The Old Testament Documents: Are They Reliable and Relevant?* Downers Grove, IL: IVP, 2001.

Keller T., *The Reason for God: Belief in an Age of Skepticism*. New York: Penguin, 2008.

McGrath, A., and McGrath, J. C., *The Dawkins Delusion? Atheist Fundamentalism and the Denial of the Divine*. Downers Grove, IL: IVP, 2004.

Samples, K. R., *World of Difference, A: Putting Christian Truth-Claims to the Worldview Test*. Grand Rapids, MI: Baker, 2007.

Stackhouse, J. G., Jr. *Can God Be Trusted? Faith and the Challenge of Evil*. 2nd ed. Downers Grove, IL: IVP, 2008.

### **Section C: Alternatives to Christian Belief**

Baggini, J., *Atheism: A Very Short Introduction*. Oxford: Oxford University Press, 2003.

Clifford, R. and Johnson, P., *Jesus and the Gods of the New Age: Communicating Christ in Today's Spiritual Supermarket*. Oxford: Lion Publishing, 2001.

Dickson, J., *A Spectator's Guide to World Religions: An Introduction to the Big Five*. Sydney, NSW: Blue Bottle Books, 2004.

Glaser, I., *The Bible and Other Faiths, Christian Doctrine in Global Perspective*. Downers Grove, IL: IVP, 2004.

Green, M., *But Don't All Religions Lead to God?: Navigating the Multi-faith Maze*. Leicester: IVP, 2002.

Hart, K., *Postmodernism: A Beginner's Guide*. Oxford: Oneworld Publications, 2004.

Johnson, E. L. and Stanton, S. L., eds. *Psychology and Christianity*. Downers Grove, IL: IVP, 2000.

Netland, H., *Encountering Religious Pluralism The Challenge to Christian Faith & Mission*. Downers Grove, IL: IVP, 2001.

Smart, S., *A Spectator's Guide to Worldviews: Ten Ways of Understanding Life Five*. Sydney, NSW: Blue Bottle, 2007.

Zacharias, R., *Jesus among Other Gods: The Absolute Claims of the Christian Message*. Nashville, TN: Word, 2000.



**Classics:**

Bush, L. R., ed. *Classical readings in Christian apologetics, A.D. 100-1800*. Grand Rapids, MI: Zondervan, 1983.

Lewis, C. S., *Miracles: A Preliminary Study*. London: Geoffrey Bles, 1948.

Lewis, C. S., *The Abolition of Man*. New York: Macmillan, 1975, 1st Published 1947.

McGrath, A. E., *Bridge-building: Effective Christian Apologetics*. Leicester: IVP, 1992.

Montgomery, J. W., *Faith Founded On Fact: Essays in Evidential Apologetics*. Nashville, TN: Thomas Nelson, 1978.

Newbigin, L., *Truth to Tell: The Gospel as Public Truth*. Grand Rapids: Eerdmans, 1991.

Richardson, A., *Christian Apologetics*. London: S.C.M., 1955.

Schaeffer, F., *The God Who is There: Speaking Historic Christianity into the Twentieth Century*. Downers Grove, IL: IVP, 1998.

Van Til, C., *The Defense of the Faith*. 3<sup>rd</sup> ed. Phillipsburg, NJ: Presbyterian and Reformed, 1967.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4