



PE007-612/812

Christian Apologetics

Unit Outline

About this Unit Outline

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

SEMESTER 1 2022

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 Handbook**, copies of which may be found in the Library or online at 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 ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at www.actheology.edu.au/documents/ for full details.

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.

ACT Census date

18 March 2022

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 18 March 2022. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: registrar@qtc.edu.au.

Learning Outcomes

PE007-612 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate developing knowledge and understanding of Christian apologetics.

Be able to:

1. Analyse the nature of Christian apologetics
2. Comment critically on critiques of Christianity from a Christian perspective
3. Present analytical evidence-based perspectives on Christian apologetics

Be in a position to:

1. Apply perspectives from 'Christian Apologetics' to contemporary Christian living and ministry contexts

PE007-812 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand

1. Demonstrate advanced knowledge and understanding of Christian apologetics

Be able to:

1. Examine the nature of Christian apologetics
2. Interpret critiques of Christianity from a Christian perspective
3. Present research-aware evidence-based perspectives on Christian apologetics

Be in a position to:

1. Apply perspectives from 'Christian Apologetics' to contemporary Christian living and ministry practice as a reflective practitioner

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 defend the reasonableness and rationality of the knowledge of God and its entailments. This unit aims to help to apply the findings of units in biblical studies and Christian thought as a foundation for apologetic approach and practice.

Pre-requisites and Co-requisites

PE007-612 is a Level 6 elective unit in the Diploma of Theology, Diploma of Ministry, Associate Degree of Theology, Bachelor of Theology and Bachelor of Ministry courses. PE007-812 is a Level 8 elective unit in the Master of Divinity, Master of Theology, Graduate Diploma of Divinity and Graduate Certificate of Divinity courses.

There are no pre-requisites or co-requisites for this unit.

How this unit is organised & what we expect of you

The unit is taught over a 13 week semester. There are three lectures each week, each of 50 minutes duration. Some of these classes will be in traditional lecture format, others will be variously seminar-type discussions involving the whole group, small group discussions, or in-class student exercises.

This unit is worth 12 credit points towards your degree. A 12 credit-point unit is considered to require an average time commitment of around 10 hours per week across all of the

teaching and assessment weeks. 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 PE007.

Students are expected to attend all lectures, complete any set pre reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments, please contact the QTC Registrar as early as possible.

Teaching staff

LECTURER & UNIT CO-ORDINATOR

Dr Mark Baddeley

E mbaddeley@qtc.edu.au

P 07 3062 6939

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).

E registrar@qtc.edu.au

P 07 3062 6939

Moodle and Turnitin functions and queries

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

E registrar@qtc.edu.au

P 07 3062 6939

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, and for help with how to renew a book for longer or place a hold on a book currently out to another person. Also contact the library for any queries about audio recordings of your class on Moodle.

E library@qtc.edu.au

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Unit timetable: topics & teaching

Subject to adjustment

WEEK	LECTURE TOPIC
WEEK 1	Introduction, Apologetic Foundations
WEEK 2	Apologetic Foundations, Classical Apologetics
WEEK 3	History of Apologetics, Evidential Apologetics
WEEK 4	Theological and Epistemological Foundations, Cumulative Case
WEEK 5	Reformed Epistemology, Covenantal Apologetics, Creating an apologetic framework
WEEK 6	Ontological and cosmological arguments for the existence of God
WEEK 7	Design and moral natural theology arguments
ESSAY WRITING WEEK: 28 March – 1 April	
MID-SEMESTER BREAK: 2 April – 18 April	
WEEK 8	Arguments for the resurrection and the canon of Scripture
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
ASSESSMENT WEEKS: 30 May – 17 June	

PE007-612 Assessments

Assessments are submitted online via Moodle by 11.55pm on the due date (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email registrar@qtc.edu.au explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

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 Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **12%** of the total possible marks for the assessment item **per calendar day**, up to 3 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
Research Essay 2500 words 50% of Final Grade	Write a 2500 word essay on ONE of the following topics: <ol style="list-style-type: none"> 1. Describe and critically evaluate the apologetic strategy in one substantial extant work by one of the Apologists. 2. 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. 3. Is it possible to defend the rationality of the Christian faith without implicitly endorsing an 'I understand in order to believe' view of the relationship of faith and reason? 4. What difference, if any, is there in apologetic practice between arguing from general revelation and offering a natural theology? What are the implications of your answer for how we should undertake Apologetics? 5. Critically evaluate the usefulness of Aquinas 'five ways' as an argument for the existence of God.

	<ol style="list-style-type: none">6. Critically evaluate two theodicies for their utility in responding to the problems of evil and/or suffering.7. Critically evaluate the usefulness of the argument from the fine tuning of the universe for the existence of God
Take Home Exam 2500 words 50% of Final Grade	<p>The Exam response will involve:</p> <ol style="list-style-type: none">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) <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. Students will receive the Take Home Exam questions one week before the due date.</p>

PE007-812 Assessments

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ASSESSMENT TASK	DESCRIPTION
Research Essay 4000 words 50% of Final Grade	Write a 4000 word essay on ONE of the following topics: <ol style="list-style-type: none"> 1. Describe and critically evaluate Athanasius' apologetic strategy in <i>Against the Gentiles</i>. 2. Outline the nature of the challenge to the Christian faith presented in Hume's <i>An Enquiry Concerning Human Understanding</i> and some of the ways in which these challenges can be met. 3. How should a 'faith seeking understanding' view of the relationship of faith and reason influence our approach to Apologetics? 4. Should Apologetics focus more on arguments from creation or from special revelation (e.g., Scripture, the cross)? Why? 5. Critically evaluate the usefulness of the ontological argument and the argument that belief in God is a basic belief as arguments for the existence of God.

	<ol style="list-style-type: none"> 6. How should a Christian apologist respond to the challenge of the problems of evil and suffering? 7. Critically evaluate the strengths and weaknesses of the argument for the existence of God from the existence of morality.
<p>Take Home Exam 3500 words 50% of Final Grade</p>	<p>The Take Home Exam will involve:</p> <ol style="list-style-type: none"> 1. Letter to the editor for the newspaper (500 words) 2. Brief tract to be handed out to interested non-Christians (1800 words) 3. Item in the church bulletin (1200 words) <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. Students will receive the Take Home Exam questions one week before the due date.</p>

Guide to Assessments

What are we looking for?

General Remarks

All students are expected to read the guidelines for written assignments provided in the ACT Handbooks, available in the library or online. You should also read the relevant sections of the QTC Student Handbook.

All written work for this course should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions.)

All Greek and Hebrew cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Greek Hebrew and Roman Unicode ranges but is not required. It is freely available from the SBL website: <http://www.sbl-site.org/educational/biblicalfonts.aspx>

The Learning Resources listed in this outline provide a beginning point for research for assessments for this course; students are expected to engage with the works listed there but are not limited to these resources.

Research Essay

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

First, 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.

Second, 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.

Third, 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.

Fourth, 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.

First, 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.

Second, 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.

All direct quotations in your answers from books and articles should be footnoted, but there is no need to footnote the lectures. As is the case with a formal on-site exam, lecture notes and audio recordings of lectures should not ordinarily be footnoted or included in the bibliography of a Take Home Exam.

Learning resources

ESSENTIAL REFERENCES – STUDENT MUST BUY BOTH OF THESE BOOKS

There are two essential references for this course which students **DO need to buy**:

Cowan, S. B. ed. *Five Views on Apologetics*. Counterpoints Grand Rapids, MI: Zondervan, 2000.
[QTC Library provides this book as an eBook, BUT only one person can use it at a time, therefore you need to buy your own print or eBook copy]

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

[QTC Library provides this book as an eBook, BUT only one person can use it at a time, therefore you need to buy your own print or eBook copy]

QTC library also has 4 print copies of both textbooks but cannot provide enough copies for every person in the class, therefore, you will likely need your own copy (print or electronic) to complete the readings and participate in class discussion every week. Students can order print textbooks through the QTC Library or source their own print textbooks through places such as Koorong, Reformers Bookshop, Book Depository. Students may also choose to buy their own eBook copies through Koorong, Amazon Kindle, Logos, Accordance etc.

Students may also find specific items from the 'Other References' section sufficiently valuable to them to warrant purchase.

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, 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*. Counterpoints. Grand Rapids, MI: Zondervan, 2000.

Dulles, A. R. *A History of Apologetics*. 2nd ed. San Francisco, CA: Ignatius, 2005.

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

Fesko, J. V. *Reforming Apologetics: Retrieving the classic Reformed approach to defending the faith*. Grand Rapids, MI: Baker, 2019.

Oliphint, K. S. *Covenantal Apologetics: Principles and Practice in Defense of Our Faith*. Wheaton, IL: Crossway, 2013.

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

Oliphint, K. S. *The Battle Belongs to the Lord: The Power of Scripture for Defending our Faith*. Phillipsburg, NJ: P&R, 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 Scepticism*. 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.

Minch, Joseph. *Enduring Divine Absence: The Challenge of Modern Atheism*. Moscow, ID: Davenant, 2018.

Moreland, J.P. *Scientism and Secularism: Learning to respond to a dangerous ideology*. Wheaton, IL: Crossway, 2018

Pearcey, N. R. *Love Thy Body: Answering Hard Questions about Life and Sexuality*. Grand Rapids, MI: Baker, 2018

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.

Stokes, Mitch. *A Shot of Faith to the Head: Be a confident believer in an age of cranky atheists*. Nashville, TN: Thomas Nelson, 2012.

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, 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, 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*. Sydney, NSW: Blue Bottle Books, 2007.

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

Classics:

Athanasias. *Contra gentes and de incarnatione*. Edited by Robert W. Thomson. Translated by Robert W. Thomson. Oxford: Clarendon, 1971. [This book includes contra gentes which is often translated in English as Against the Gentiles]

Aquinas. *Summa Theologica*. Translated by the Fathers of the English Dominican Province. Milton Keynes: Authentic Media, 2012. [this series of ebooks is available through the QTC Library Catalogue]

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

Hume. *An Enquiry Concerning Human Understanding*. Edited by Peter Millican. Oxford: Oxford University Press, 2007.

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, MI: 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, Cornelius, ed. *The Defense of the Faith*. Phillipsburg: P&R, 2008.

Journal articles:

In most of the units you study at QTC, you will be asked to demonstrate your understanding of the subject matter by writing a research paper, essay, Take Home Exam or the like. Your lecturers and the Moderators of the Australian College of Theology will expect to see that you have consulted current academic research in the form of journal articles.

Q: So how do you find good journal articles?

A: Search the online Journal Databases

QTC makes available the following Journal Databases which will be useful for finding information for your assessments:

- ATLASerials Plus – available via EBSCO

This database is a collection of major religion and theology journals selected by some of the major religion scholars in the United States. This database is the 'gold standard' for databases in theology and religion.

- Religion and Philosophy Collection

This database provides extensive full-text coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

- JSTOR

JSTOR provides full-text access to journal articles as well as eBooks. It includes theological journal titles such as the Harvard Theological Review and other titles not found in ATLASerials Plus or the Religion and Philosophy Collection.

Most journal articles will be available as a PDF which you can read, print or save.

Access the databases via the QTC Library Webpage

<https://www.qtc.edu.au/students/resources/library/databases/>

Login with the username and password provided on Moodle under the QTC Library unit.

ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Mark	Descriptor
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level