



# PE007-612/812

# 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**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 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.acttheology.edu.au](http://www.acttheology.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.acttheology.edu.au/documents/](http://www.acttheology.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

### 19 August 2022

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 19 August 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](mailto: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. Demonstrate skills in defending the truth claims of the Christian faith
4. 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. Demonstrate skills in defending the truth claims of the Christian faith
4. 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 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

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 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 video recordings prepared specifically for online delivery, alongside written materials drawn from publications, together with notes and other resources produced by the lecturer. 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 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. This includes participation in online forums. 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 at [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) as early as possible.

## Teaching staff

UNIT CO-ORDINATOR & ONLINE TUTOR

**Dr Simon Kennedy**

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

Please feel free to contact Simon if you have any problems or concerns about the unit.

LECTURER (Online video content)

**Dr Mark Baddeley**

## 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

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

### 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.

P 07 3062 6939

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

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, for 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.

Also contact the library for any queries about audio/video recordings of your class on Moodle.

P 07 3062 6939

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

## Unit timetable: topics & teaching

WEEK	LECTURE TOPIC
WEEK 1	Introduction, Theological Foundations
WEEK 2	Theological Foundations, Epistemological Considerations
WEEK 3	History of Apologetics
WEEK 4	Apologetic Frameworks
ESSAY WRITING WEEK: 8 August – 12 August	
WEEK 5	Apologetic Frameworks
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
WEEK 9	The problem of evil and suffering
MID-SEMESTER BREAK: 17 September – 3 October	
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: 31 October – 18 November	



## 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](mailto: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. **Please 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
<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>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 the week the research essay is due. 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>Research Essay</b>  <b>2500 words</b>  <b>40% of Final Grade</b>  <b>DUE Friday 9</b>  <b>September, at 11:55pm</b></p>	<p>Write a 2500 word essay on ONE of the following topics:</p> <ol style="list-style-type: none"> <li>1. Describe and critically evaluate the apologetic strategy in one substantial extant work by one of the Apologists.</li> <li>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.</li> <li>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?</li> <li>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?</li> <li>5. Critically evaluate the usefulness of Aquinas 'five ways' as an argument for the existence of God.</li> <li>6. Critically evaluate two theodicies for their utility in responding to the problems of evil and/or suffering.</li> <li>7. Critically evaluate the usefulness of the argument from the fine tuning of the universe for the existence of God</li> </ol>
<p><b>Take Home Exam</b>  <b>2500 words</b>  <b>50% of Final Grade</b>  <b>DUE Friday 11</b>  <b>November, at 11.55pm</b>  (examination paper released Friday 4 November)</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 (1000 words)</li> <li>3. Item in the church bulletin (1000 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. Students will receive the Take-Home Exam questions one week before the due date.</p>

## PE007-812 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](mailto: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. **Please 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
<p><b>Online Forum Contributions</b> <b>Approx. 500 words</b> <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 the essay is due. 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>Research Essay</b>  <b>3,000 words</b>  <b>40% of Final Grade</b>  <b>DUE Friday 9</b>  <b>September, at 11:55pm</b></p>	<p>Write a 3000 word essay on ONE of the following topics:</p> <ol style="list-style-type: none"> <li>1. Describe and critically evaluate Athanasius' apologetic strategy in <i>Against the Gentiles</i>.</li> <li>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.</li> <li>3. How should a 'faith seeking understanding' view of the relationship of faith and reason influence our approach to Apologetics?</li> <li>4. Should Apologetics focus more on arguments from creation or from special revelation (e.g. Scripture, the cross)? Why?</li> <li>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.</li> <li>6. How should a Christian apologist respond to the challenge of the problems of evil and suffering?</li> <li>7. Critically evaluate the strengths and weaknesses of the argument for the existence of God from the existence of morality.</li> </ol>
<p><b>Take Home Exam</b>  <b>3,000 words</b>  <b>50% of Final Grade</b>  <b>DUE Friday 11</b>  <b>November, at 11.55pm</b>  (examination paper released Friday 4 November)</p>	<p>The Take Home Exam 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 (1800 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. 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 unit 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 unit; students are expected to engage with the works listed there but are not limited to these resources.

### **Online Forum Contributions**

Regarding the online participation requirement, we will run on a Monday-to-Monday 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 Monday of Week 3, until 11:59pm on the Monday 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 Monday 5 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 PE007-612) or 200-word (for PE007-812) 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.

## **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.

Even though the answers in your Take Home Exam refer to non-academic scenarios, you are still required to provide references as usual (as this exam is still an academic exercise). You will need to cite a reasonable number of sources, but it won't be as many as research essays should have.

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 list of 'Works Cited' of a Take-Home Exam.



# Learning Resources

## ESSENTIAL REFERENCES – STUDENT MUST BUY BOTH THESE BOOKS

There are two essential references for this unit which students **DO need to buy**.

QTC library has 2 print copies of both textbooks and also has them as eBooks, but only one person at a time can be using the eBook copy. Therefore, you will very likely need your own copy (print or electronic) in order to complete the readings and participate in forum discussions every week. Students can order print textbooks through the QTC Library or source their own print textbooks through places such as Koorong, 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.

1. Cowan, S. B. ed. *Five Views on Apologetics*. Counterpoints Grand Rapids, MI: Zondervan, 2000. [available as an eBook for one user at a time through EBSCO and ProQuest, accessed through QTC Library]
2. Groothuis, D. *Christian Apologetics: A Comprehensive Case for Biblical Faith*. 1<sup>st</sup> ed. Downers Grove, IL: IVP Academic, 2011. [available as an eBook on Perlego accessed through QTC Library]

[NOTE: the 2<sup>nd</sup> edition of Groothuis was published in April 2022. Students are encouraged to purchase the 2<sup>nd</sup> edition text of Groothuis as an excellent resource for the future, but the online material for the 2022 class will be based on the 1<sup>st</sup> edition, which you can purchase in print or access as an eBook through the Library]

## OTHER REFERENCES

### Key references:

Campbell-Jack, C. et al., eds. *New Dictionary of Christian Apologetics*. Leicester: IVP, 2006. [available as an eBook on ProQuest accessed through QTC Library]

Craig, W. L. *Reasonable Faith: Christian Truth and Apologetics*. 3rd ed. Wheaton, IL: Crossway, 2008. [available as an eBook on Perlego accessed through QTC Library]

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

Denis, Alexander, ed. *Can We be Sure about Anything? : Science, Faith and Postmodernism*. Leicester: Apollos, 2005. [available as an eBook on archive.org]

Cowan, S. B., ed. *Five Views on Apologetics*. Grand Rapids, MI: Zondervan, 2000. [available as an eBook on Perlego accessed through QTC Library]

Dulles, A. R., *A History of Apologetics*. 2<sup>nd</sup> ed. San Francisco, CA: Ignatius Press, 2005. [available as an eBook on archive.org]

Edgar W. *Reasons of the Heart; Recovering Christian Persuasion*. 2nd ed. Phillipsburg, NJ: P&R, 2003. [1<sup>st</sup> edition available as an eBook on archive.org]

Fesko, J. V. *Reforming Apologetics: Retrieving the classic Reformed approach to defending the faith*. Grand Rapids, MI: Baker, 2019. [available as an eBook on Perlego accessed through QTC Library]

Oliphint, K. S. *Covenantal Apologetics: Principles and Practice in Defense of Our Faith*. Wheaton, IL: Crossway, 2013. [available as an eBook on Perlego accessed through QTC Library]

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. [available as an eBook on archive.org]

Stackhouse, J. G. *Humble Apologetic: Defending the Faith Today*. Oxford: Oxford University Press, 2002. [available as an eBook through ProQuest, accessed through QTC Library]

Taylor, J. *Introducing Apologetics: Cultivating Christian Commitment*. Grand Rapids, MI: Baker Academic, 2006. [available as an eBook on Perlego accessed through QTC Library]

### **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. [available as an eBook on archive.org]

Copan, P. and W. L. Craig, *Contending with Christianity's Critics: Answering New Atheists & Other Objectors*. Nashville, TN: Broadman and Holman Academic, 2009. [available as an eBook on Perlego accessed through QTC Library]

Demski, W. A. and J. M. Kushiner, eds., *Signs of Intelligence: Understanding Intelligent Design*. Grand Rapids, MI: Brazos, 2001. [available as an eBook on archive.org]

Dickson, J. *The Christ Files: How Historians Know What They Know About Jesus*. Grand Rapids, MI: Zondervan, 2010 [available as an eBook through ProQuest, accessed through QTC Library]

Falk, D. R. *Coming to Peace with Science: Bridging the Worlds Between Faith and Biology*. Downers Grove, IL: IVP, 2004. [available as an eBook through EBSCO, accessed through QTC Library]

Hunter, C. M. *Darwin's God: Evolution and the Problem of Evil*. Grand Rapids, MI: Brazos, 2001. [available as an eBook on archive.org]

Johnson, P. *The Wedge of Truth: Splitting the Foundations of Naturalism*. Downers Grove, IL: IVP, 2000. [available as an eBook on archive.org]

Kaiser, W. C. Jr. *The Old Testament Documents: Are They Reliable and Relevant?* Downers Grove, IL: IVP, 2001. [available as an eBook on archive.org]

Keller T. *The Reason for God: Belief in an Age of Scepticism*. New York: Penguin, 2008. [available as an eBook on Perlego accessed through QTC Library] [also available as an eBook on archive.org]

McGrath, A. and McGrath, J. C. *The Dawkins Delusion? Atheist Fundamentalism and the Denial of the Divine*. Downers Grove, IL: IVP, 2004. [available as an eBook on Perlego accessed through QTC Library]

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

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## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

<b>Grade</b>	<b>Mark</b>	<b>Descriptor</b>
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