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##### APOLOGETICS

**TTPH 602 03**

**Spring 2018**

**PROFESSOR/CLASS INFORMATION**

**J.P. Moreland, Ph.D.**

Title**:** Apologetics Course Code: TTPH 602 03

Term: Spring 2018

Location**:** Online Credit Hours/Units: 3 hours

Office Phone: 562.903.4764 Office Location: Talbot East 324

Office Hours: By Appointment Meetings with Professor: Make Appointment via sign up sheet

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School Website: [www.biola.edu](http://www.biola.edu) Dept. Website: [www.talbot.edu](http://www.talbot.edu)

**DISABILITY SERVICES**

Disability Services exist to assist any student who thinks he or she may need such assistance. Students desiring accommodations for this class on the basis of physical learning, psychological and/or emotional disabilities are to contact The Learning Center which houses both learning assistance and disability services. The Learning Center is located in the Biola Library, Upper Level, Room U-137, and this department can be reached by calling 562.906.4542 or by dialing extension #4542 if calling from “on campus.”

**NON-DISCRIMINATION POLICY**

The University deplores the unfair treatment of individuals based on race, gender, socio-economic status, age, physical disability, or cultural differences, regardless whether such treatment is intentional or simply resultant from careless or insensitive behavior.   Rather, employees and members of the student body should embrace the expectation of Scripture to love God with all their being and their neighbors as themselves.

**BIOLA UNIVERSITY MISSION STATEMENT**

**TRUTH~TRANSFORMATION~TESTIMONY**

The mission of Biola University is biblically centered education, scholarship, and service; equipping men and women in mind and character to impact the world for the Lord Jesus Christ.

**SCHOOL OR PROGRAM MISSION/VISION STATEMENT**

The mission of Talbot School of Theology is the development of disciples of Jesus Christ whose thought processes, character and lifestyles reflect those of our Lord and who are dedicated to disciple making throughout the world. Part of the task of Christian leadership involves skilled thinking and the ability to clearly articulate to a modern culture the reasons for belief in the Christian faith. It is critical to grasp the underlying philosophical ideas that continue to shape contemporary culture. For this reason, a specialty in philosophy is crucial for defending the claims of Christianity in advancing a Christian Worldview.

**COURSE DESCRIPTION**

**TTPH 602 - Apologetics:** An examination of the Christian worldview and various apologetic responses in relation to the areas of history, science, and philosophy. Offered every year.

**COURSE ALIGNMENT WITH PROGRAM LEARNING OUTCOMES**

**TTPH 602 - Apologetics:**  An examination of the Christian worldview and the various Christian apologetic responses in relation to the areas of history, science, and philosophy. Required for M.Div. and M.A. (Theology) students. Elective for M.A. (Philosophy) students.

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

*By the completion of this course including class participation, class assignments (referred to as “Tasks”), class readings and group interaction, the following objectives and learning outcomes will be assessed and demonstrated:*

**IDEA Objective #1**: Gaining factual knowledge about issues in general apologetics. (Essential emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #1 by being able to):

**Discuss and introduce** the nature and importance of the biblical basis for apologetics, and answer some main objections to Christianity often encountered in witnessing. (Fulfilled by classroom interaction and Task #1, 2 and 4).

**Introduce** the student to postmodernism and scientific naturalism as they are widely understood. (Fulfilled by classroom interaction and Tasks #1, 2 and 4).

**IDEA Objective #2**: Learning fundamental principles, generalizations or theories about arguments for the soul, the existence of God, and the historical reliability of the New Testament. (Essential emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #2 by being able to):

**Examine** major arguments for the existence of God. (Fulfilled by classroom interaction and Task #1 and 2).

**Investigate** the historicity of the NT and the resurrection of Jesus in light of issues surfaced by the Jesus Seminar. (Fulfilled by classroom interaction and Tasks #1 and 2).

**Look** arguments that support the existence of the soul, life after death, and the reality of hell. (Fulfilled by classroom interaction and Tasks #1 and 2).

**Introduce** the student to issues in postmodernism and scientific naturalism. (Fulfilled by classroom interaction and Tasks #1 and 2).

**IDEA Objective #11**: Learning to analyze and critically evaluate ideas, arguments, and points of view about the existence of God, the historical Jesus, postmodernism and scientific naturalism. (Essential emphasis).

**STUDENT LEARNING OUTCOMES** (The learner will demonstrate that he or she has satisfactorily fulfilled IDEA Objective #11 by being able to):

**Examine** the arguments for the correspondence theory of truth, the existence of God, the soul (Fulfilled by classroom interaction and Tasks #3 and 4).

**Define and explore** different ways of understanding the relation between science and Christianity. (Fulfilled by classroom interaction and Tasks #3 and 4).

**Investigate** the nature of truth and knowledge. (Fulfilled by classroom interaction and Tasks #3 and 4).

**REQUIRED TEXTS**

**Required Textbooks** (Each of the following books are required and will be used in this course)

#1: Francis Beckwith, William Lane Craig, J. P. Moreland, Eds., *To Everyone and Answer* (InterVarsity Press, 2004).

#2:  J. Steven Miller, *Near Death Experiences as Evidence for God and Heaven* (Wisdom Creek Press, 2012).

#3:  J. P. Moreland, Tim Muehlhoff, *The God Conversation* (InterVarsity, 2d. ed., 2017).

#4:  J. P. Moreland, *The Soul:  How We Know It’s Real and Why It Matters* (Moody Publishers, 2014).

#5: Doug Powell, *Holman QuickSource Guide to Christian Apologetics* (Holman Reference, 2006).

#6:  Michael J. Wilkins, J. P. Moreland, eds. *Jesus Under Fire* (Zondervan, 1995).

**ACADEMIC HONESTY**

Biola University is committed to ethical practice in teaching, scholarship, and service. As such, plagiarism and other forms of academic dishonesty will not be tolerated. Please see the undergraduate/graduate student handbook and/or the departmental/program/school policy on academic honesty. It is imperative that you present all written, oral, and/or performed work with a clear indication of the source of that work. If it is completely your own, you are encouraged to present it as such, taking pleasure in ownership of your own created work. However, it is also imperative that you give full credit to any and all others whose work you have included in your presentation via paraphrase, direct quotation, and/or performance, citing the name(s) or the author(s)/creator(s) and the source of the work with appropriate bibliographic information. To do otherwise is to put oneself in jeopardy of being sanctioned for an act or acts of plagiarism that can carry serious consequences up to and including expulsion from the university.

<https://studenthub.biola.edu/undergraduate-student-handbook-academic-integrity>

<http://plagiarism.org/>

**ONLINE AND OTHER COURSE RESOURCES**

Throughout the academic term, any number of documents or various other resources (electronic or otherwise) may be made available to students registered for this course. Those resources may be presented in class or could alternately be posted on the university website or in the electronic reserves area of the library’s catalog for viewing and download. It is the student’s responsibility to make himself or herself aware of such materials, and to electronically *save,* physically *print,* archive, read, reference, and bring such items to class as necessary or required.

These course resources may include, but are not limited to, syllabi, rubrics, worksheets, protocols, and the like. Prior to and after the beginning of the term, students should take responsibility to periodically check the university website for the web page corresponding to this course. This will ensure he or she is in possession of all necessary items for the successful completion of course objectives. If failing to have such items on hand affects the student’s participation in class, s/he should anticipate that reality impacting her/his participation score and, potentially, final grade. To access online materials that may be available, log on to <http://www.biola.edu> and proceed to the student portal and class web page.

In addition, the Biola Library’s website provides access to thousands of electronic books and journal articles for your research. The library’s home page is available at: <http://library.biola.edu>

**LEARNING TASKS (Assignments) & ASSESSMENT (Grading)**

**Description and Weighting of Assignments: The following tasks are not necessarily in sequential dated order.**

**Task 1: Discussions**

*Due Date:* Weekly on Canvas

**Description:** Class discussion is an important and significant part of an online course. Each week, you will respond to a prompt about an aspect of the lectures and/or the required reading, writing an initial post of about 250-300 words (unless otherwise stipulated in the assignment). Then you will respond to the initial posts of at least two classmates (unless otherwise stipulated).

**Assessment:** Please refer to the Online Discussion Rubric for specific criteria.

**Task 2: Exam 1**

*Due Date:* March 11, 2018

**Description**: No make-up exams will be scheduled unless permission is obtained from the professor at least 1 week prior to the exam. Generally, only a sickness (with a signed doctor’s excuse) or a death in the family will count as an excused absence from an exam. Other work, school, or ministry activities will not be accepted as a valid excuse.

**Assessment:** The exam score itself.

**Task 3: Exam 2**

*Due Date:*  April 22, 2018

**Description**: No make-up exams will be scheduled unless permission is obtained from the professor at least 1 week prior to the exam. Generally, only a sickness (with a signed doctor’s excuse) or a death in the family will count as an excused absence from an exam. Other work, school, or ministry activities will not be accepted as a valid excuse.

**Assessment:** The exam score itself.

**Task 4: Pre-Evangelistic/Apologetic Survey**

*Due Date:* May 4, 2018

**Description**: You are to develop a 10 question survey, go to a mall or someplace where you can survey 5 people that you do not know (and you do not know to be a Christian). The survey should have thoughtful, apologetic-oriented questions that get at a person's worldview beliefs. You will turn in the 5 surveys and a 3-4 page paper (double-spaced, normal margins, 12 font) reflecting on what you learned from the experience.

**Assessment:** Based on quality of survey and the clarity and quality of writing.

**CLASS INFORMATION**

**1. Assignments:**

All assignments should be typed, 12 font, double spaced and should be original to this class (not used for another class assignment).

**2. Turning in Assignments:**

Assignments are to be turned in on Canvas and with a cover sheet. If a student is going to be out of town or is sick preceding class, he or she should notify the teaching assistant.

**3. General Requirements for Written and Oral Projects**:

Students deficient in writing skills may seek assistance at the Biola Writing Center which is located on the middle level of the Biola Library. All written work within the Philosophy Department should follow the *Chicago Manual of Style*.

**4. Professional Courtesy**

Students are expected to uphold the highest standards of courtesy and professionalism to the professor, classroom guests, and fellow collegians. This includes the employment of institutional and academic titles when addressing faculty, administrators, and other university personnel or classroom guests. Classroom dress, proper grooming, behaviors, and hygiene should be such that they are not distracting or offensive to classmates or dishonoring to the Lord Jesus Christ and this institution.

**5. Technology Use and Classroom Etiquette**

Students should refrain from behaviors that negatively affect the teaching environment or its facilities. This includes any potentially distracting action that could inhibit the primary purposes of the classroom– namely, learning and personal transformation. Students should conduct themselves as professionals who give, and are worthy of, a high level of respect. Material presented in the classroom represents the intellectual property of the professor and of others who may have contributed to the professor’s perspectives. Class meetings may not be recorded by audio and/or video without the express consent of the professor.

The use of items like laptops, pagers, cell/mobile phones, mp3 players, and all other electronic or digital devices are matters that are strictly governed in academic environments such as this. Neither the professor nor one’s classmates should expect to endure buzzing, vibrating, ringing, singing, or other intended/not intended but nevertheless distracting noises from your device(s). With the exception of laptops *(which are to be used solely and strictly for educational purposes directly related to what is happening moment by moment in this class)* and other similar note-taking devices, students are expected to take the initiative and choose either not to bring such devices or to “fully power down” each of these items prior to the beginning of class and to keep them off until class is dismissed. Students who fail or “forget” to turn off communication devices and who receive such communications should expect to be reproved by the professor during class. Incidents like these are frowned upon and cannot be tolerated for the integrity of the learning atmosphere.

In addition, it is expected that students not participate in distracting activities such as e-mailing, web-surfing, instant messaging, and computer gaming during class. The professor is alert to such disturbances and if/when such activities are discovered, the student should expect to be confronted and asked to leave for the remainder of the immediate class session (morning/afternoon, or until a break, etc.), and then counted absent for that time period while not in class. Appropriate deductions will be taken for any missed class participation or required course work due during that period of time. Simply put, under no circumstances will the professor excuse a student’s inappropriate behavior, academic apathy, or general indifference to subject matter that this institution considers necessary for effective vocational preparation—nor will the professor allow other students interested in being equipped to endure a disinterested, distracting university student. The professor uses the most powerful language possible about these matters due to the egregious nature of these distractions**. If the spirit or the letter of these guidelines is violated by students, the professor reserves the right to completely restrict the use of all electronic and battery-powered devices, including laptops/computers, during class, however unfortunate that would be.**

**8. Computation of Final Grade:**

Discussion Questions 25%

Exam 1 30%

Exam 2 30%

Pre-Evangelistic/Apologetic Survey 15% **Total points:** **100%**

**9. Final grades will be awarded on the following point system:**

A 95–100%

A- 92–94%

B+ 90–91%

B 85–89%

B- 83–84%

C+ 81–82%

C 78–80%

C- 76–77%

D+ 74–75%

D 70–73%

D- 68–69%

F 67.9% or less

**GENERAL INFORMATION**

**1. The GPA System adopted by this professor is:**

**A** 4.0 **B-** 2.7 **D+** 1.3

**A-** 3.7 **C+** 2.3 **D** 1.0

**B+** 3.3 **C** 2.0 **D-** 0.7

**B** 3.0 **C-** 1.7 **F** 0.0

**2. Method of Instruction:**

The following methods of instruction will be included in this course:

1. Lecture

2. Reading

3. Written Reports

**3.** **Posting of Final Grades:**

The professor does not post, calculate, nor provide final grades to individual students. Final grades are delivered by the Registrar’s Office, whose responsibility it is to perform that task.

**4. Report Delay:**

In virtually every case that students do not meet the course requirements and when required course tasks are not submitted to the professor, such students should anticipate receiving a failing grade. In rare and unusual situations (e.g., serious illness of the student or illness or death of a student’s immediate family), the student may formally request a report delay (RD) through the Vice Provost’s Office. Details can be found in the student handbook.

<https://studenthub.biola.edu/undergraduate-student-handbook-absences-attendance>

**COURSE CALENDAR**

An updated course calendar is posted in Canvas. Please see the last page in the Getting Started module. Note that there are three video conferences with the professor throughout the semester, as well as five optional face-to-face meetings.