

## BIB-903 – Apologetics for the Twenty-first Century

### Independent Study Online Course Syllabus

**Instructor:** Rev. Michael Bogart  
**Phone number:** 559-905-2621  
**Email:** [mike@aspectministries.com](mailto:mike@aspectministries.com)  
**Other:** [www.aspectministries.com](http://www.aspectministries.com)

**Number of Graduate Semester Units:** 3  
**Target Grade Level:** 9<sup>th</sup>-12<sup>th</sup> grades

### Course Description

This course offers a survey of the main approaches used to explain Christian faith to inquirers and to defend the claims of the gospel against criticism. Evidences supporting the veracity of Christian claims will be examined from science, history, archaeology and philosophy with a view to explaining and defending the gospel in practical terms. Along with these traditional issues, apologetic approaches adapted to issues expressed in the 21<sup>st</sup> Century will be examined as well. Students will be prepared through a series of assignments to effectively address questions and issues people commonly ask or to teach a unit of study on the subject. Aligned with Common Core Standards for History / Social Studies. Students will need to purchase the required textbook.

### Required Texts and Course Materials

**Required Textbook:** Students will need to purchase separately *Apologetics for a New Generation: A Biblical and Culturally Relevant Approach to Talking About* by McDowell and Kinnamon. ISBN: 978-0736925204. Harvest House Publishers.

[https://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Daps&field-keywords=978-0736925204](https://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=978-0736925204) No additional resources needed.

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, worksheets, and other resources.

**Moodle:** Moodle is a web-based course management system used to support flexible teaching and learning in both face-to-face and distance courses (e-learning). [www.moodle.org](http://www.moodle.org), [www.demo.moodle.org](http://www.demo.moodle.org), [www.docs.moodle.org](http://www.docs.moodle.org)

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks (one week per credit), to complete the course.

## National Standards Addressed in This Course

NCSS Social Studies Standards - <http://www.socialstudies.org/standards/teacherstandards>:

- |                                |  |
|--------------------------------|--|
| 1. Culture                     | 3. People Places and Environments      |
| 2. Time, Continuity and Change | 4. Individual Development and Identity |

## Continuing Education Program Student Learning Outcomes

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## Student Learning Outcomes (SLOs) for This Course

	Standards Addressed *	CE program SLOs
1. Students will be able to identify and discuss major questions people have about Christian faith in the 21 <sup>st</sup> century through readings and written assignments.	NCSS Social Studies Standard 1: Culture and Cultural Diversity	CE 1, 3
2. Students will become familiar the methods that have been effectively used in the past by Christians to explain and persuade others of the truth of the Christian faith.	NCSS Social Studies Standard 2: Time, Continuity and Change.	CE 2,4

3. Students will be able to select appropriate apologetic approaches for use when encountering specific questions and matters of controversy related to Christian faith.	NCSS Social Studies Standard 1: Culture and Cultural Diversity and Standard 3: People Places and Environments.	CE 1, 2,4
4. Students will be able to prepare and teach a unit or series of lessons related to explaining Christian faith.	NCSS Social Studies Standard 4: Individual development and Identity	CE 5, 6
5. Students will be able to read the Bible with a more informed appreciation and faith and will be prepared to experience a deeper level of dependence upon God.	NCSS Social Studies Standard 4: Individual development and Identity	CE 3, 5

### Topics, Assignments, and Activities

<b>Module 1</b> – Approaches to Apologetics	<ul style="list-style-type: none"> <li>• Self-Introduction (20 points)</li> <li>• Voiced Presentation</li> <li>• Quiz (40 points)</li> <li>• Essay 1 (50 points)</li> <li>• Discussion 1 (40 points)</li> </ul>
<b>Module 2</b> – The Reliability of the Bible	<ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz (40 points)</li> <li>• Essay 2 (50 points)</li> </ul>
<b>Module 3</b> – Evil and the Justice of God	<ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz (40 points)</li> <li>• Essay 3 (50 points)</li> </ul>
<b>Module 4</b> – The Identity of Jesus	<ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz (40 points)</li> <li>• Essay 4 (50 points)</li> <li>• Discussion 2 (40 points)</li> </ul>
<b>Module 5</b> – The Credibility of Christians	<ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz (40 points)</li> <li>• Apologetics Issue Assignment (50 points)</li> </ul>
<b>Module 6</b> – Science and Faith	<ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz (40 points)</li> <li>• Apologetics Issue Assignment (50 points)</li> <li>• Lesson Plan (70 points)</li> </ul>

<b>Module 7</b> – History and Archeology	<ul style="list-style-type: none"> <li>• Voiced PowerPoint</li> <li>• Quiz (40 points)</li> <li>• Apologetics Issue Assignment (50 points)</li> <li>Discussion 3 (40 points)</li> </ul>
<b>Module 8</b> – Postmodernism and Skepticism	<ul style="list-style-type: none"> <li>• Voiced PowerPoint</li> <li>• Quiz (40 points)</li> <li>• Apologetics Issue Assignment (50 points)</li> <li>Field Report (70 points)</li> </ul>

<b>Module Topics</b>	<b>Module Assignments and Activities</b>	<b>Points Possible for Each Assignment</b>	<b>Estimated Time to Complete Assignment</b>
<b>Welcome Module</b> Getting acquainted	<ul style="list-style-type: none"> <li>• Welcome Module –</li> <li>• Self-Introduction</li> </ul>	20	
<b>Module 1</b> – Approaches to Apologetics	<ul style="list-style-type: none"> <li>• Module 1 –</li> <li>• Voiced Presentation</li> <li>• Quiz</li> <li>• Essay 1</li> <li>• Discussion 1</li> </ul>	40 50 40	
<b>Module 2</b> – The Reliability of the Bible	Module 2 – <ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz</li> <li>• Essay 2</li> </ul>	40 50	
<b>Module 3</b> – Evil and the Justice of God	Module 3 – <ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz</li> <li>• Essay 3</li> </ul>	40 50	
<b>Module 4</b> – The Identity of Jesus	Module 4 – <ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz</li> <li>• Essay 4</li> <li>• Discussion 2</li> </ul>	40 50 40	
<b>Module 5</b> – The Credibility of Christians	Module 5 – <ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz</li> <li>• Apologetics Issue Assignment</li> </ul>	40 50	
<b>Module 6</b> – Science and Faith	Module 6 – <ul style="list-style-type: none"> <li>• Voiced Presentation</li> <li>• Quiz</li> <li>• Apologetics Issue Assignment</li> <li>• Lesson Plan</li> </ul>	40 50 70	

Module Topics	Module Assignments and Activities	Points Possible for Each Assignment	Estimated Time to Complete Assignment
<b>Module 7</b> – History and Archeology	<ul style="list-style-type: none"> <li>Voiced PowerPoint</li> <li>Quiz</li> <li>Apologetics Issue Assignment</li> <li>Discussion 3</li> </ul>	40 50 40	
<b>Module 8</b> – Postmodernism and Skepticism	<ul style="list-style-type: none"> <li>Voiced PowerPoint</li> <li>Quiz</li> <li>Apologetics Issue Assignment</li> <li>Field Report</li> </ul>	40 50 70	

## Grading Policies and Rubrics for Assignments

Assignments: Students will listen to eight voiced presentations and take eight quizzes (40 points each). Students will make three discussion posts (30 points each); develop seven essays (50 points each); and submit an apologetics field report (80 points).

- Quizzes will be automatically graded through the Learning Management System.
- Students must earn a minimum of 80% to receive credit.
- A – 90-100%, B= 80-89%, (anything below 80% will not receive credit.)
- Grading policies:
  - The discernment between an A or B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics).
  - Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.
  - All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

## Writing Requirements to Include in Rubrics

Written assignments and papers need to follow **APA formatting** (1” margins, Times New Roman font - size 12, double spaced; centered title, student first and last name on paper. Instructors may add additional APA writing requirements as needed.)

- Writing skills: grammar, punctuation, syntax, spelling (25% of grade in percentages: A=25; B=21; C=17; D=13; F=10; No Submission=0).
- Fulfillment: All elements of the assignment addressed within required length (25% of grade in percentages: A=25; B=21; C=17; D=13; F=10; No Submission=0).
- Structure: Assignment is organized logically and coherent throughout with introduction and conclusion (25% of grade in percentages: A=25; B=21; C=17; D=13; F=10; No Submission=0).
- Format: Assignment adheres to required format. References and citations are complete and

correct (25% of grade in percentages: A=25; B=21; C=17; D=13; F=10; No Submission=0).

### **Threaded Discussion Requirements to Include in Rubrics**

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, correctly followed APA formatting, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was less than 1 page in length (less than 3 fully developed paragraphs). Answered all of the questions but did not provide an in depth analysis, followed some of the assignment directions, minor APA formatting issues, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was only ½ page in length (1-2 paragraphs). Did not answer all of the required questions and/or statements or responses were superficial, vague, or unclear, did not follow many of the assignment directions or submitted response late, many APA formatting errors, many grammatical and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

### **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

### **Discussion Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

### **Technology Requirements**

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

**Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about Moodle go to:

([https://docs.moodle.org/30/en/Student\\_FAQ](https://docs.moodle.org/30/en/Student_FAQ)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

**Moodle Site Login and Passwords – (or other online course access information):**

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery, please contact the Center for Professional Development at (800) 372-5505 or (559) 453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm. or email [prof.dev@fresno.edu](mailto:prof.dev@fresno.edu)

**Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), by telephone or the website. Help by phone (559-453-3460) is available Mon-Thurs 8:00 am to 8:00 pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the “School = Continuing Education”.

**Instructor/Student Contact Information**

Michael Bogart - 559-905-2621 - [mike@aspectministries.com](mailto:mike@aspectministries.com).

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis through the use of asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make phone or email contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

**Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to “Submit Grade Form”. Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Independent Studies Policies and Procedures at <http://ce.fresno.edu/cpd/policies/>



## Other Resources

[www.biblegateway.com](http://www.biblegateway.com)

Bogart, M. L. (2016). *The 45-minute Bible*. Fresno, CA: Condeo Press. Available at [www.mindcuisine.com](http://www.mindcuisine.com).

Boyd, G. A. & Boyd, E. (2008). *Letters from a skeptic: A son wrestles with his father's questions about Christianity*. Colorado Springs, CO: David C. Cook.

McDowell, J. (1999). *The new evidence that demands a verdict*. Nashville, TN: Thomas Nelson.

McGrath, A. E. (2012). *Mere apologetics: How to help seekers and skeptics find faith*. Grand Rapids, MI: Baker Books.

Lewis, C. S. (2014). *God in the dock*. Grand Rapids, MI: Eerdmans Publishing.

Lewis, C. S. (1980). *Mere Christianity*. New York, NY: Harper Collins.

## Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.