



## Online Course Syllabus

MIN 426 – L1

## Topics in Christian Ministry: Apologetics

Spring 2023

### Contact Information

**Instructor Name:** Dr. Jared C. Wellman

**Instructor Email:** jwellman@criswell.edu

**Instructor Phone:** 903-539-8565

### Course Description and Prerequisites

An introduction to apologetics. This course considers the discipline of apologetics as described in the Scriptures, reviews how apologetics has been employed in Church history, and details how to implement the discipline in personal ministry to fulfill the Great Commission. The course will show how apologetics is for all believers to be used for both evangelism and discipleship.

### Course Objectives

- Students will articulate a general knowledge of the field of apologetics according to the Scriptures for the purpose of the Great Commission.
  - By the end of the course, students will be aware of: (a) how the Scriptures frame apologetics, (b) various apologetic methodologies, (c) how apologetics has functioned in history, and (d) how apologetics can function in real world scenarios to help fulfill the Great Commission
  - This will be achieved through course readings and classroom lectures.
  - This will be measured through weekly class interaction and a response paper.
- Students will articulate the message of Christianity in an evangelistic encounter.
  - This will be measured through a submission to the professor that details the evangelistic encounter.

### Required Textbooks

- Frame, John. *Apologetics: A Justification of Christian Belief*. P&R.
- Rainer, Thomas. *The Unexpected Journey*. Zondervan.

### Course Requirements and Assignments

Apologetic Encounter	25%
Weekly Reading	25%
Reflection Quiz	20%
Response Paper	30%

Total	100%
-------	------

**Course Requirements in Detail:**

1. **Apologetic Encounter:** Students will be required to complete an apologetic encounter *during the course of the class* (the encounter must occur during the semester; previous encounters do not count). The student can engage (a) a non-believer with the goal of sharing the gospel during the conversation or (b) a believer struggling through with an area of doubt. After the encounter, the student will write up the encounter (no page limit) with a focus on identifying what roadblocks were experienced during the encounter and how those roadblocks were countered apologetically. This assignment does not have to be in Turabian, but proper grammar is expected.
2. **Weekly Reading:** Students are to complete the assigned readings. At the end of class, students will be required to answer a quiz indicating the percentage of reading they completed. Graduate students are to read Oliphint’s Covenantal Apologetics at their own pace throughout the course of the semester, which is included in this assignment.
3. **Reflection Quiz:** The student will answer two questions: “What is one thing you have learned in the course through the *lectures* that will help you in accomplishing the Great Commission? Be specific” and “What is one thing you have learned in the course through the *readings* that will help you in accomplishing the Great Commission? Be specific.” There is no word or page minimum to this quiz. This assignment does not have to be in Turabian, but proper grammar is expected.
4. **Response Paper:** Students will be responsible for writing a 10 to 12-page response paper for book of his or her choosing related to apologetics. This book must be approved by the professor, which will be done via a Google share document provided in Canvas.
  - 4.1 In Part One, the student will introduce the subject of the paper and offer a thesis around which the rest of the paper will be written (1-2 pages).
  - 4.2 In Part Two of the paper, the student will outline and summarize the author’s argument (2-3 pages).
  - 4.3 In Part Three of the paper, the student will offer a critical evaluation stating whether you agree or disagree with the author’s position (and why or why not) (3-5 pages).
  - 4.4 In Part Four of the paper, the student will offer and argue for his/her own conclusion, with the goal of connecting your conclusion to the Great Commission (3-5 pages). The paper must be conformed to the latest edition of *A Manual for Writers* by Kate L. Turabian. Students are expected to have at least ten sources in their Works Cited to supplement their paper’s argument.

**Research Paper Grading Rubric:**

Points	W (1) = Weak	D (3) = Developing	A (4) = Acceptable	E (5) = Exemplary
Ideas/Thesis (Does the Paper have a clear thesis statement?, Does the paper do what it claims to do?)	No main topic to theme, no clear purpose, ideas are incoherent	Limited theme, confused purpose, ideas are illogical and do not progress	Clear theme, consistent purpose, ideas are clear and progress	Engaging and confident theme, clear and enriching purpose  Reasoned progression of sophisticated ideas

<p><b>Parts of a Paper</b> (Does the paper have a clear introduction and conclusion? Are footnotes cited properly? Is there an appropriate cover page? Is the Bibliography correct? )</p>	<p>Few elements of formatting are correct, some are missing</p>	<p>Elements are present, but not clear, errors in formatting</p>	<p>Elements are present with few errors in formatting</p>	<p>Elements are present, clear, and free of errors</p>
<p><b>Organization</b> (Is the paper well organized? Does it stay on Task? Are the writer's thoughts clear and easy to follow?)</p>	<p>Opening not present, no transitional phases, no paragraph breaks, no closing</p>	<p>Opening does not identify main idea, attempted inappropriate transitions, paragraphs unrelated or illogical, closing does not address the main ideas</p>	<p>Opening identifies main ideas, transitions sometimes missing, paragraphs related with correct breaks, closing addresses main ideas</p>	<p>Opening draws reader into concern for main idea, ideas flow together, fascinating transitions, paragraphs purposeful and focused, fascinating closing synthesizing main ideas</p>
<p><b>Evaluation/ Evidence/ Claims</b> (Are the claims made by the writer supported with good academic resources? Does the writer present enough evidence to prove his or her claims?)</p>	<p>No appropriate information presented, no attempt to evaluate information</p>	<p>Information presented with inaccuracies, attempts judgment based on opinion</p>	<p>Accurate and appropriate information, compare and contrast strengths and weaknesses</p>	<p>Detailed accurate and compelling, several perspectives with synthesis</p>
<p><b>Argumentation/ Analysis</b> (Does the writer deal effectively with the counterarguments? Does the writer analyze the evidence of the counterarguments as well as the arguments that support the thesis?)</p>	<p>No attempt to argue position</p>	<p>Limited and weak attempt to argue position</p>	<p>Focused and clear argument</p>	<p>Engaging and compelling arguments</p>
<p><b>Application</b> (How does the research apply to the topic at hand? How does the</p>	<p>No attempt to apply information</p>	<p>Limited ineffectual</p>	<p>Common and expected application</p>	<p>Unexpected, insightful application</p>

topic apply to the church or the life of the believer?)		attempt at application		
<b>Grammar</b> (Are there few grammatical mistakes? Are there any spelling mistakes?)	Frequent mechanical and grammatical errors	Occasional mechanical and grammatical errors	Few mechanical and grammatical errors	Very few mechanical and grammatical errors
<b>Voice</b> (How are you conveying your point? Is the writing academic or conversational?)	Consistently inappropriate for genre, many variations in writer's attitude	Occasionally inappropriate for genre, a few variations in writer's attitude	Voice is consistently appropriate for genre, very rare variations in writer's attitude	Perfectly and creatively tailored, perfectly tailored attitude
<b>Vocabulary</b> (Word Choice)	Careless, inappropriate, inaccurate, trite, vague, flat	Unvaried, unsure, common, redundant	Varied and appropriate, clear meaning	Purposeful, precise, effective and engaging, interesting and brilliance in meaning
<b>Fluency/Sentence Structure</b> (Are the sentences complete as opposed to fragmented? Is the format of the paper consistent? Is there a title page, a table of contents, and a bibliography? Is the paper typed in Times New Roman, Size 12 font, with 1 inch margins on the sides and 1 inch margins on the top and bottom? Are the pages numbered?)	Frequent run-ons and fragments, no variety, many misplaced and dangling modifiers	Some run-ons and fragments, little variety, some lack of agreement, some misplaced and dangling modifiers	Simple compound sentences, no run-ons or fragments, few misplaced and dangling modifiers	Varied and complex sentences, fluent transitions, no misplaced and dangling modifiers
<b>Total Points:</b>				

## Online Course Information

In an online course at Criswell College:

1. Instructors and all students enrolled in that course meet using video-conferencing technology at scheduled class times through the course of a semester or term in order to meet 25–30% of the direct faculty instruction required by the college’s Credit Hour policy.
2. The remaining direct faculty instruction is delivered using other means such as:
  - Lectures/instruction for students to watch asynchronously
  - Online content modules in which instructor provides feedback to student work
  - Tests/quizzes on which instructor provides feedback
  - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based learning tool to host/deliver all instructional materials, discussions, assessments, files, and other peripheral tools and applications that support teaching and learning. In online courses at Criswell College, instructors design and use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate to the students rather than by broadcasting to a class email listserv outside of Canvas.

Zoom in Canvas is used for all synchronous class sessions.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day.

Identity Verification and Evidence of Attendance: Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. In online courses at Criswell College, a student participates in class or otherwise engages in an academically related activity. These activities comprise items relevant to Identity Verification for Distance Education Courses. Acceptable evidence of attendance at an academically related activity in an Online course includes, for example, a student’s:

- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

## **Course/Classroom Policies and Information**

### **Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to participate weekly during the weeks appearing on course schedules, and then making every effort to do so. Such participation may include the following: completing quizzes or exams; emailing faculty or class members as part of an assignment;

discussion board posting or response; turning in an assignment; or other communication reflecting ongoing learning in the course. When unavoidable situations result in non-participation, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how participation affects students' ability to meet course learning objectives and whether participation affects course grades.

## Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

## Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and

- failing to credit sources properly in written work.

## **Institutional Assessment**

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## **Resources and Support**

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information can be found at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu). Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing [tutoringcenter@criswell.edu](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

This is an online course, but there will be a live online gathering opportunity weekly on Tuesdays from 9:00a to 10:00a CT. During this hour the professor will teach a lecture and offer a time to discuss and answer questions from the weekly reading.

<b>Week #</b>	<b>Date</b>	<b>Assignment</b>
1	1/17	Course Introduction; Syllabus overview
2	1/24	Lecture 1: “What is Apologetics” (1 Pt 3:15-17)
3	1/31	Lecture 2: Apologetic Methodology; Reading Discussion: Frame, Front Matter & Ch 1
4	2/7	Lecture 3: Apologetic Texts: Jude 1:3; Reading Discussion: Frame, Ch 2
5	2/14	Lecture 4: Apologetic Texts: 2 Cor 5:11-13; Reading Discussion: Frame, Chs 3 & 4
6	2/21	Lecture 5: Apologetic Texts: Romans 1:16-32; Reading Discussion: Frame, Ch 5
7	2/28	Lecture 6: Apologetic Texts: Acts 17:15-34; Reading Discussion: Frame, Ch 6
8	3/7	Lecture 7: Apologetics, Evangelism, and Spiritual Warfare (the Holy Spirit’s part in Apologetics) (Eph 6; 2 Cor 10:3-5); Reading Discussion: Frame, Chs 7 & 8



9	3/14	<b>Spring Break (no class)</b>
10	3/21	Lecture 8: Arguments for God’s Existence; Reading Discussion: Frame, Ch 9; <b>Apologetic Encounter Due</b>
11	3/28	Lecture 9: Exclusivity of Jesus; Reading Discussion: Frame, Ch 10, App A (Autonomy, Reason, and Circularity; The Noetic Effects of Sin), App E, App F
12	4/4	Lecture 10: Popular Questions (Resurrection, Virgin Birth, “Man on Island,” the Problem of Evil, etc.); Reading Discussion: Rainer, Chs 1-3
13	4/11	Lecture 11: Apologetics in History, P1; Reading Discussion: Rainer, Chs 4-7
14	4/18	Lecture 12: Apologetics in History, P2; Reading Discussion: Rainer, Chs 8-10
15	4/25	Lecture 13: Apologetics in History, P3; Reading Discussion: Rainer, Chs 11-12; <b>Reflection Quiz Due; Weekly Reading Quiz Due</b>
16	5/2	<b>Research Week (no class, work on Research Paper)</b>
17	5/8	<b>Final Exam Week (no class); Final Papers Due by midnight on May 12</b>

**Changes to this document:**

The instructor reserves the right to add, delete, or change any information contained in this document (except the course description), when he deems it necessary, with adequate notice given to the student. Students are responsible for any information missed due to absence.