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I. COURSE DESCRIPTION

This course introduces students to the major issues involved in defending Biblical Christianity for both the strengthening of a Christian's personal faith and as a means to evangelistic dialogue.

II. COURSE OBJECTIVES

- A. The student will be able to articulate the three major aspects of apologetics: apologetics as proof, defensive apologetics, and offensive apologetics.
- B. The student will be able explain the major approaches to apologetics: classical, evidential, presuppositional, and fideistic.
- C. The student will be able to articulate the classical arguments for the existence of God.
- D. Students will become conversant in the major lines of evidence regarding the historicity, deity, and resurrection of Jesus Christ.
- E. Students shall grapple with the value of apologetics in regards to their own personal spiritual formation.
- F. Students will be explore various competing worldviews and contextualize this information by asking to what extent these views are presently held in our society.
- G. Students will be able to articulate a biblical defense for common "problems" thrown at the Christian such as: theodicy, hell, salvific particularism, science "contradicting" Scripture, and the possibility of miracles.

III. COURSE TEXTBOOKS

Breese, Dave. 1990. *Seven Men Who Rule the World From the Grave*. Chicago: Moody Press. (try abebooks.com for inexpensive used copies)



Geisler, N.L. & Turek, F. 2004. *I Don't Have Enough Faith to Be an Atheist*. Wheaton, Illinois: Crossway Publishers.

ANY 1 OF THE FOLLOWING:

Chesterton, G.K. 2009. *Orthodoxy*. Centennial Edition. Nashville: Sam Torode Book Arts. (or other version)

Lewis, C.S. 2001. *Mere Christianity*. 3rd Edition. New York: Harper Collins Publishers. (or other version)

Zacharais. R. 2004. *Can Man Live Without God?* Nashville: Thomas Nelson Publishers.

IV. COURSE PROCEDURES

Classes will primarily involve media assisted lecture and group discussion. Questions are welcomed. The study assignments and final exam shall be derived from the instructor's lectures. The mid-term and final exam will be cumulative.

V. COURSE REQUIREMENTS

- A. STUDY ASSIGNMENTS. Each study assignment reviews key concepts of the previous lecture.
- B. SPIRITUAL FORMATION PAPER. Students shall write a personal reflection on the contents of either: Chesterton, Lewis or Zacharias and give an evaluation of the author's contribution to the field of apologetics by this work. *See attached guidelines and grading sheet for additional information.*
- C. GEISLER & TUREK BOOK REVIEW. Students shall write a review on the contents Geisler and Turek and give an evaluation of the author's contribution to the field of apologetics in this work. *See attached guidelines and grading sheet for additional information.*
- D. CONTEXTUALIZATION PAPER. Students shall digest the contents of Breese's *Seven Men Who Rule the World from the Grave* and then briefly explain the core tenants of each of the men's philosophies and then evaluate to what extent each of these ideas are flourishing in the modern world, in New Jersey society, and in the church in New Jersey. *See attached guidelines and grading sheet for additional information.*



- E. MID-TERM EXAM. The mid-term exam is cumulative and shall be derived from the instructor's notes, especially the content considered in the previous study assignments. It is closed book, closed notes.
- F. FINAL EXAM. The final exam is cumulative and shall be derived from the instructor's notes, especially the content considered in the previous study assignments. The final exam is closed book, closed notes.
- G. GRADING
- | | | |
|------------------------------------|---------|-----|
| Study Assignments 18 @ 20 pts each | 360 pts | 36% |
| Spiritual Formation Paper | 100 pts | 10% |
| Geisler & Turek Book Review | 100 pts | 10% |
| Contextualization Paper | 100 pts | 10% |
| Mid-Term Exam | 100 pts | 10% |
| Final Exam | 240 pts | 24% |
- H. GRADING SCALE:
- A – 90-100% (Excellent Work)
 - B – 80-89% (Very Good Work)
 - C – 70-79% (Average Work)
 - D – 60-69% (Below Average Work)
 - F – 59% and below (Unsatisfactory Work)

VI. CLASS SCHEDULE

Date	Topic	Lecture	SA / Paper Due
9/22	Laying a Foundation	What is Apologetics? Why Study Apologetics? The Limitations of Apologetics	
9/29	Laying a Foundation	How Should We Engage in Apologetics?	1
10/6	The Case for Faith	Is There a God? Part I	2
10/13	The Case for Faith	Is There a God? Part II	3
10/20	The Case for Faith	Is the Bible the Word of God?	4
10/27	Calvary's Fall Fest – NO CBA TONIGHT		
11/3	The Case for Faith	Is the Bible Reliable?	5
11/10	The Case for Faith	Is Jesus God? Part I: Was there a Jesus? & Did Jesus Claim to be God?	6
11/17	The Case for Faith	Is Jesus God? Part II: License & Registration, Please: Jesus' Perfect Prophetic Pedigree & Who Was Jesus Essentially?	7
11/24	The Case for Faith	Is Jesus God? Part III: Did Jesus Really Die & Why?	8
12/1	The Case for Faith	Is Jesus God? Part IV: The Resurrection & Its Results	9 Geisler & Turek Review Due



12/8	Makeup Session if Needed Mid-Term Exam Due		
Winter Recess – NO CBA 12/15-1/5			
1/12	What Are My Options?	Challenges to the Christian Position I: Alternate Worldviews	
1/19	What Are My Options?	Challenges to the Christian Position II: Alternate Worldviews Part II	10
1/26	Now That's a Good Question	Science Friction Part I: Are Science & the Bible Compatible?	11
2/2	Super Bowl Sunday NO CBA TONIGHT		
2/9	Calvary's Missions Conference NO CBA TONIGHT		
2/16	Now That's a Good Question	Science Friction Part II: The Challenge of Evolution	12 Contextualization Paper Due
2/23	Now That's a Good Question	Science Friction Part III: What About the Age of the Earth? Does it Take a Miracle to Believe in Miracles?	13
3/1	Now That's a Good Question	Ouch!: Theodicy – How Can God be Who He is & the World be the Way it is?	14
3/8	Now That's a Good Question	How is that Fair?:Hell & Salvific Particularism – Eternal Hell for Finite Sin? How Can a Good God Send People (especially those who never hear the gospel) to Hell? Why is Jesus the Only Way?	15 Spiritual Formation Paper Due
3/15	Now That's a Good Question	Isn't Christianity Just Recycled Mythology? Isn't Christianity Just the White Man's Religion?	16
3/22	Now That's a Good Question	What Good is Christianity?	17
3/29	Sean in Israel NO CBA TONIGHT		
4/5	Sean in Israel NO CBA TONIGHT		
4/12	Easter NO CBA TONIGHT		
4/5	Now That's a Good Question	Makeup Session if Needed Final Exam Due	18

The instructor reserves the right to make adjustments to the syllabus as he deems appropriate.



Spiritual Formation Paper Guidelines

- **Purpose:** The purpose of this paper is for the student to interact with a classic apologetic text to foster personal spiritual development as well as for the student to demonstrate his or her ability to think critically about the author's contribution to the subject of apologetics. This means:
 - Students must read in its entirety either Chesterton's *Orthodoxy*, Lewis' *Mere Christianity* or Zacharias' *Can Man Live Without God?*
 - Students must write a 6-7 page typewritten reflection explaining how this work impacted them on a personal level: such as what impressed, challenged, convicted, or motivated him / her as a direct result of reading this book.
 - Students must demonstrate critical thinking. Students are therefore required to include at the end of the 6-7 pages of reflection a further 1-2 page assessment of the work citing its strengths and weaknesses relative to the study of apologetics.
- **Length of the paper:** Students are to submit a paper with a body that is 7-9 typed pages. Word processed papers must be in Times New Roman 12 point font or Arial 12 point font.
- **Formatting / Referencing:** Use the Harvard Method. Refer to CBA Writing QuickGuide at the end of this syllabus. ***Students must attach the spiritual formation paper grading sheet to the last page of their papers for marking purposes.***



Grading Sheet – Spiritual Formation Paper

Required Components:	Good	Average	Poor
Does the paper begin with a clear statement of the issue to be discussed?	10 9 8	7 6 5	4 3 2 1
Are the references properly written and is the bibliography correct?	10 9 8	7 6 5	4 3 2 1
Does the student use correct grammar, spelling, and punctuation?	20 17 15	13 10 8	7 4 2
Does the paper have a well written conclusion?	10 9 8	7 6 5	4 3 2 1
Does the student grapple with the work on a personal spiritual level or are they simply re-stating the work itself?	30 28	22 20	14 12 10
	36 24	18 16	8 6 4 2
Does the student show he can think independently and critically in evaluating the relative strengths and weaknesses of the book’s contribution to the study of apologetics?	20 17 15	13 10 8	7 4 2
Other Comments:			
Total Score: /100 pts possible			



Geisler & Turek Review Guidelines

- **Purpose:** The purpose of this paper is for the student to interact with a modern apologetics text utilizing a classical apologetic methodology. The student is then asked to hone their evaluative skills by reviewing this work's relative strengths and weaknesses to the study of apologetics. This means:
 - Students must read in its entirety Geisler and Turek's *I Don't Have Enough Faith to be an Atheist*.
 - Students must write a 3-5 page typewritten book review (this is not a book report where one simply "reports" the material the author presented, but rather this is a book *review* whereby the student briefly explains the material the author presented, the tone, style, impact, usefulness and relative strengths and weaknesses of this tome. See "How to Write a Book Review" below for further clarification.
- **Length of the paper:** Students are to submit a paper with a body that is 3-5 typed pages. Word processed papers must be in Times New Roman 12 point font or Arial 12 point font.
- **Formatting / Referencing:** Use the Harvard Method. Refer to CBA Writing QuickGuide at the end of this syllabus. *Students must attach the spiritual formation paper grading sheet to the last page of their papers for marking purposes.*



How to Write a Book Review

I. Preliminary Steps

- A. **Do not read the book!** At least, not yet. Instead start by examining the book. Look for clues to the nature of the book you are about to read. What does the cover illustration indicate the book will be about? What recommendations are included either at the beginning of the book or on the back? How is the book categorized by the publisher? What does the forward say about the book and its author? What does the introduction claim is the purpose and scope of the book? All of these will tell you the book's target audience.
- B. **Do not read the book.** At least, not *quite* yet. Instead, open the book and flip through it. Look at how the words are arranged on the pages (this is called the book's typesetting). Start with the largest distinctions – the number of pages, the number of chapters, how the author has organized his material and the various sections he has grouped or separated. After surveying the table of contents, look at the size of the paragraphs. Is this book laid out to be user friendly as a reference tool, or is it meant to be read chapter by chapter? Is it an easy read with a personal style or is it very complex and technical? This type of analysis tells you about the book's readability and how the author chose to structure the book and handle his subject matter.
- C. **Build a framework for taking notes.** You always focus better if you have something specific to look for and markers to pay attention to along the way. Start with the simplest things – the number of chapters – and move onto more complex tasks, such as questions you will want to answer such as: “What makes this book a classic?” or “What made this book ‘speak to church leaders’ like the introduction claimed it did?”
- D. **Read the book.** And as you do so...
- E. **Pay attention.** This is not a disciplinary command like “Do not let your mind wander!” Instead, pay attention to your reading *experience*. This is the first real challenge for most people. What caught your attention? When were you bored? When was the book gripping? Which illustrations or characters or statements caught your imagination?
- F. **Review the book and takes notes that let you explain its effects.** This is the second tough step for most people. Remember that note-taking framework you built earlier? Now it is time to fill it in. Flip back through the book and write brief, purposeful notes. What happens in the first chapter – and *what was the effect* on you as the reader? When you passed from one part of the book to the next—chapter, section, or setting—what kept your attention? This is the part most people neglect, but it lays the foundation for the rest of the book review, so keep at it until you can do the following:
1. Explain how the book as a whole affected you.
 2. Explain how the author achieved the effects he or she did.
 3. Explain the relationship between form and content.
 4. Explain the character's relationships to one another, if the book is dealing with characters.

II. Putting Together the Final Product: Writing the Book Review

- A. **Sum up the book.** This is the easy part, and half of what most people think a book review is about (please not a book review does incorporate a summation of content but it not the bulk of a good book review!). When summing up the book describe the book's scope and thrust using as few words as possible. This is not a book report as we do in primary school (where you spend your time primarily explaining what the book says) rather this is a book review (where we summarize the gist of the author's writing concisely then move on to the more important work of evaluating this tome).
- B. **Pass judgment.** This is where you express your ability to think critically about this author's work. Explain why you are commending certain facets of the work and why you are disparaging other aspects. You must give sound reasons for your accolades and condemnations. Most students who understand that a book review is more than just a book report believe that a good review stops at this step...it does not!
- C. **Put the book in its context.** In this step you take the data you gathered from looking at the book's cover and introduction (or a bit of research using Amazon.com, Christianbooks.com, Barnesandnoble.com, or Google) to see what categories does this book fall into? Is it a book that is intended to be used for devotional purposes (if so how does it achieve that aim – such as having daily meditations in each chapter) or is it intended as a serious theological book to serves as new contribution to the field of study (if so how compellingly does it perform this function and interact with existing works dealing with this subject)? Is it the first of its kind, or one of many books on this topic (if many, what unique contribution – if any – does this book serve)? What is the background of the author so that you are aware of his credibility, knowledge and biases (is he a seasoned pastor, scholar – if so in what discipline, is he Reformed, Dispensational, Liberal, Neo-Orthodox, Charismatic-Pentecostal, Emergent, Baptist, etc... What era was he writing in and how did that colour his views (Luther against Papal excesses, Liberals seeking to eliminate supernatural “unscientific” elements from the Bible, Fundamentalists seeking to fend off the former, Evangelicals seeking to warmly hold to orthodoxy yet not be perceived as indifferent to modern realities, etc...)
- D. **Check your aim.** You have written a review. Now is the time to step back and apply the above reasoning to your own review! Did you explain every major aspect of the book and in the above ways?
- E. **Edit your review.** Do the normal proofreading of spelling, grammar, and conformity to CBA writing guidelines. Make sure that you have said enough to be clear but used as few words as possible to be concise.

III. Completed Assignment Checklist

- A. Does it have a properly formatted title page (with book title and author)?
- B. Does it have a properly formatted table of contents page?
- C. Does it adequately yet concisely give a summary of the book (see A above)?
- D. Does it adequately critique the book (see B above)?
- E. Does it offer a context for the book (see C above)?
- F. Does it have a properly formatted bibliography (you will have referenced the book itself no doubt in your paper so you must have a bibliography to that effect)?

Grading Sheet – Geisler & Turek Review Paper

Required Components:	Good	Average	Poor
Does the paper begin with a clear statement of the issue to be discussed?	5	4 3	2 1 0
Are the references properly written and is the bibliography correct?	10 9 8	7 6 5	4 3 2 1
Does the student use correct grammar, spelling, and punctuation?	20 17 15	13 10 8	7 4 2
Does the paper have a well written conclusion?	5	4 3	2 1 0
How well does the student sum up the book's contents?	10 9 8	7 6 5	4 3 2 1
How well does the student evaluate the work?	40 37 35 32	30 27 25 23 20	18 16 14 12 10 8 6 4 2
How well does the student put the book in its context?	10 9 8	7 6 5	4 3 2 1
<p>Other Comments:</p> <p style="text-align: right;">Total Score: _____ /100 pts possible</p>			



Contextualization Paper Guidelines

- **Purpose:** The purpose of this paper is for the student to consider eight major belief systems advocated by significant historical figures (the chapter on Einstein and moral relativism comprise the 8th belief). Students are asked not to simply parrot these ideas but to evaluate to what extent they have penetrated modern society at large, New Jersey society in particular, and the church in New Jersey specifically. Students are further expected to demonstrate their ability to think critically about the author's contribution to the subject of apologetics. This means:
 - Students must read in its entirety Breese's *Seven Men Who Rule the World from the Grave*.
 - Students must write a 1-2 page typewritten analysis *for each* of the 8 people / beliefs in which the student briefly explains the historical emergence of the individual and the basics of their idea. Then students spend the bulk of the 1-2 pages answering three questions: "To what extent is this view prevalent in the modern world at large?" "To what extent is this view prevalent in New Jersey society?" "To what extent is this view prevalent within the New Jersey church?"
 - Students must demonstrate critical thinking. Students are therefore required to include at the end of the paper a further 1-2 page assessment of Breese's work citing its strengths and weaknesses relative to the study of apologetics (especially offensive / negative apologetics).
- **Length of the paper:** Students are to submit a paper with a body that is 9-18 typed pages. Word processed papers must be in Times New Roman 12 point font or Arial 12 point font.
- **Formatting / Referencing:** Use the Harvard Method. Refer to CBA Writing QuickGuide at the end of this syllabus. *Students must attach the spiritual formation paper grading sheet to the last page of their papers for marking purposes.*



Grading Sheet – Contextualization Paper

Required Components:	Good	Average	Poor
Does the paper begin with a clear statement of the issue to be discussed?	5	4 3	2 1 0
Are the references properly written and is the bibliography correct?	5	4 3	2 1 0
Does the student use correct grammar, spelling, and punctuation?	20 17 15	13 10 8	7 4 2
Does the paper have a well written conclusion?	5	4 3	2 1 0
Does the student succinctly explain the historical emergence of the individual and the basics of their idea?	20 17 15	13 10 8	7 4 2
Does the student articulate and defend their analysis on to what extent the 8 beliefs have penetrated: modern society, New Jersey society, and the New Jersey church?	40 37 35 32	30 27 25 23 20	18 16 14 12 10 8 6 4 2
Does the student show he can think independently and critically in evaluating the relative strengths and weaknesses of Breeze’s contribution to the study of apologetics?	5	4 3	2 1 0
<p>Other Comments:</p> <p style="text-align: right;">Total Score: _____ /100 pts possible</p>			



CBA Writing Quick Guide

I have used a version of the Harvard Format for Source Citation in this course's note packet, please look at how I have cited sources for specific examples but here are some general guidelines.

For the paper:

When using the author's words *exactly* set them off with quotation marks and then put the authors last name, date of publication followed by a colon then the page number.

Eg. "woodchucks taste great" (Smith 2007:143).

When using the author's words *exactly* but the quote is longer than 3 lines, indent on both sides of the quote, set them off with quotation marks and then put the authors last name, date of publication followed by a colon then the page number.

When using the author's words being quoted within another work state the person being quoted and the word in then the work cited, date, colon, year of publication and then the page being cited. For example:

"Christians who are evidentialists... often vastly underestimate the evidential demand necessary to overcome the immense initial improbability that God would be in Christ reconciling the world to himself. Incarnations and resurrections, not being as plentiful as raspberries, require a great deal of evidence to support their rational belief" (Clark in Cowan 2010:143).

When paraphrasing a quote (using the author's *concept in your own words*) do not use quotation marks but put the authors last name, date of publication followed by a colon then the page number after the concept. For example:

Woodchucks exposed to lower carb diets exhibited greater signs of clinical depression in numerous field studies (Smith 2007:88).

When using your own concepts in your own words, no citations are needed.

For the bibliography:

Make a separate page at the end. Center the word bibliography. Include only the works you specifically are citing in your paper. Give the author(s) last name followed by a comma, first initial followed by a period, date of publication, title (in italics), city of publication followed by a colon, then the publisher followed by a period. For example,

Zacharias, R. 1994. *Can Man Live Without God?* Dallas: Word Publishing.

