

MIAMI INTERNATIONAL SEMINARY (MINTS)
College Level Distance Education Program

STUDENT MANUAL

COURSE: PRACTICAL APOLOGETICS (BAT 84, MAT 84)

PURPOSE OF THE COURSE. The student will develop his ability to formulate, answer and analyze questions related to apologetical themes.

STUDENTS FOR THE COURSE. The course can be taken at three levels: certificate, bachelor and masters levels:

- a. Certificate level. The student fulfills the bachelor level requirements but does not receive academic credits.
- b. Bachelor level. The student fulfills the Bachelor level requirements of 90 hours of evaluated studies
 1. 15 hours of class time or professor directed studies totaling 15 hours.
 2. 25 hours for homework related to the Study Guide
 3. 25 hours for reading 300 pages and preparing reading reports..
 4. 25 hours for research and writing of 10 page essay and entry of at least 5 authors
 5. 5 hours to prepare for final exam
 6. 5 hours for misc. educational administration
- c. Master level. The student fulfills the Master level requirements of 90 hours of evaluated study.
 1. 15 hours of class time. The master level student is expected to act as class facilitator, at least as an assistant to the teacher and/or facilitator.
 2. 25 hours for homework related to the Study Guide
 3. 25 hours for reading of 500 pages and preparing reading report
 4. 25 hours for research and writing of 15 page paper with annotated bibliography of at least 10 bibliographical entries.
 5. 5 hours to prepare for final exam
 6. 5 hours for misc. educational administration
 - a. each master student will fill out a class record sheet for the class in order to learn how to report
 - b. each master student will act as a group facilitator during the class
 - c. Each master student will review the student evaluation form and write a two page paper for the presiding professor or teacher on how to improve the course.

COURSE METHODOLOGY. The book by R.C. Sproul, NOW THAT IS A GOOD QUESTION will be used as well as the MINTS course syllabus on PRACTICAL APOLOGETICS.

OBJECTIVES FOR THE COURSE. The course objectives include:

1. Familiarization with basic Biblical apologetical themes
2. Participation in discussions concerning these themes
3. Consultation with resources materials for studying apologetics
4. Comprehension of apologetical questions.
5. Ability to formulate a strategy in order to answer the question.
6. Observation of literary, biblical, theological and ministerial positions in the answers.
7. Retention of basic apologetical concepts
8. Application of apologetical knowledge to Christian ministry

GOALS FOR THE COURSE (these follow the objectives of the course)

1. The student will attend 15 hours of class in order to listen to lectures, discuss questions and answers and enter into dialogue with the teacher and students as to apologetical themes.
2. The student will reflect on more than 300 questions in the study,
3. The student will identify biblical, theological and ministerial source materials in a select number of answers given by R.C.Sproul.
4. The student will orally share his own questions and answers that relate to apologetical themes.
5. The student will do an investigation in the church as to the difficult questions people are asking. His essay will give an apologetical answer to the most difficult question encountered in the research.
6. The student will define how his apologetical knowledge can be applied to Christian ministry

RESOURCES FOR THE COURSE

1. The student will be able to attend 15 hours of class. The class will have 4 hours of orientation and 11 hours of participatory classes. MINTS will provide a class activity guide for the teacher and students.
2. The student will read R.C. Sproul's *Now That is a Good Question*.
3. The resources of the R.C.Sproul digital library as well as www.ccel.org can be used.
4. The participatory classes after the orientation will have class facilitators to guide the class discussion and completion of homework assignments
5. Written guidelines will be given as to how to write a MINTS essay
6. A final exam, based on questions of the text book, will be administered by the class facilitator at the end of the course
7. The student will receive a course evaluation document, will complete it with a two page reflection statement on how to use what he has learned in Church ministry

COURSE REQUIREMENTS AND EVALUATION

1. Class participation (15%, one point for every hour of attendance)
2. Completion of questions that correspond to the class homework. (3 pts for each class where student came with written answers, one point for total completion) 25%

3. Reading of apologetical materials and reporting on them (25%)
4. Write an essay on the most difficult apologetical question you encounter in doing a survey in the church (25%)
5. Take the final exam, in which two of the 300 questions will be answered (10%)
6. Complete the MINTS class evaluation form and write a two page projection paper on how to use what has been learned in the Church.

CLASS ACTIVITIES

1. Class activities are divided into two structural blocks. The first block is orientation (classes 1-2) and the second block is follow up gatherings that consist mostly of student reports and discussions (classes 3-8). The first block of 4 hours of orientation is given by the professor of the course. The second block is conducted under the supervision of the professor but through a local group facilitator.

Time of orientation. Four (4) hours of class room activity. Breaks will be given [10 minutes for each hour]. The purpose of the orientation is to help the student become familiar with the course content as well as academic and educational structure. The follow up classes concentrate on student homework assignment, clarifying course issues and handing in of homework assignments.

Orientation Class# 1. (120 minutes)

1. INTRODUCTION. Open with prayer. Brief overview of the course (20 minutes). The teacher will go through the purpose, method, objectives, goals, resources, requirements and structure of the course.
 - Introduction to the study guide lesson 1 [See Appendix C] (20 minutes).
 - Introduction to the information about analyzing an apologetical question and answers (Appendix A and B)
 - Brief explanation of homework assignments, oral assignments, essay writing, final exam and class record.
2. PRACTICING OF HOMEWORK ASSIGNMENT.
 - Class reading of question and answer one of lesson one (5 minutes).
 - Class completes a written analysis of question and the answer number one according to Appendix A and B (10 minutes).
 - Student formulates in writing their own question and answer related to the same topic as question and answer one (10 minutes).
 - Class reads the next three questions and answers of R.C. Sproul in lesson 1 (10 minutes).
 - On their own they analyze the three questions and three answers according to the format in Appendix A and B. (15 minutes).
 - Students formulate in writing three questions related to the question and answers 2, 3, 4 of lesson 1, (15)
3. PRACTICING OF ORAL REPORTS
 - Each student shares their summary statement of the question and answer for Q/A number one as well as their own question and brief answer.
4. CONCLUSION AND EVALUATION

-Class teacher summarizes the contents of Study Guide lesson 1(15 minutes)
[Upon completion of orientation class #1, facilitator marks in class record 2 points for attendance, 3 points for completing written homework assignments and 3 points to doing oral report]

Orientation Class #2. (120 minutes)

1. INTRODUCTION. Review of last hour discussion (5 minutes)
2. PRACTICING OF HOMEWORK ASSIGNMENTS. Class reading of questions and answers 1-4 of lesson 2 (15 min)
-Class completes in writing in short form the analysis of the 4 questions and 4 answers of lesson 2 (20 minutes).
-Students formulates his own 4 questions and answers to same themes and writes them down in outline form (15 minutes)
3. PRACTICING OF ORAL REPORTS.
- Each student chooses to do a brief report on one of the above mentioned questions and answers, and shares their own question and answer (15 min.)
4. ESSAY. Brief the students about writing an essay.
 - a. Review briefly, STRUCTURE FOR WRITING A MINTS ESSAY which is in the teacher's manual.
 - b. Also, have a brief interaction with the students so that each student considers how to go about investigation for the essay (identify and answer the most difficult apologetical question encountered in doing a survey in local church).
 - c. Warn against the danger of plagiarism. Each student writes their own essay. Proper academic rules are followed (15 minutes).
5. PREPARATION. Explain home work for next class.
 - a. Students have to read the rest of the Questions and Answers of R.C. Sproul in chapters 1-5 before next class. Each question needs to be written out and a one sentence summary of question and answer recorded. The student will also write out their own question and short answer as it relates to the Q/A of R.C. Sproul. Presenting this to the class facilitator at the beginning of next class is worth 3 points.
 - b. Before next class, students will divide the questions and answers of chapters 1-5 among the group members and analyze them at home according to format in Appendix A and B. The summary statements as well as their own question and answer will be orally presented in the next class. This will be worth 3 points.
6. CONCLUSION AND EVALUATION. Class teacher summarizes the contents of orientation class #2; records class points and closes with prayer (10 minutes).
[[Upon completion of orientation class #2, facilitator marks in class record 2 points for attendance, 3 points for completing written homework assignments and 3 points for doing oral report]

Follow up Class (#3.) (120 minutes)

1. INTRODUCTION. Review of last class discussion (5 minutes)

2. **HOMEWORK ASSIGNMENT.** Each question of chapters 1-5 needs to be written out and a one sentence summary of question and answer recorded. The student will also write out their own question and short answer as it relates to the Q/A of R.C. Sproul. Presenting this to the class facilitator at the beginning of next class is worth 3 points.
3. **ORAL REPORT.** Students will orally present the summary statements of questions and answers assigned to them of chapters 1-5 as well as their own related questions and answers. This is worth 3 points (60 minutes).
4. **ESSAY.** Make sure the students have started to develop the survey for their essay. The survey should be done by next week.
5. **PREPARATIONS** for the homework for next class.
 - a. For next class (#4), all students will read the questions and answers for chapter 6, 7, and 8. For each question and answer a summary statement is given and recorded by the student.
 - b. The students will also divide these readings among themselves in order to orally present their summary statements and own question and answer as to the theme under consideration.
6. **EVALUATION AND CLOSING.** Class teacher summarizes the contents of orientation class #3; records class points and closes with prayer (10 minutes). Upon completion of class #3, facilitator marks in class record 2 points for attendance, 3 points for completing homework assignments before coming to class, and 3 points for doing the oral report]

Orientation Class #4. (120 minutes)

1. **INTRODUCTION.** Review of last class discussion (5 minutes)
2. **HOMEWORK ASSIGNMENT.** All students will have read the questions and answers for chapter 6, 7, and 8. For each question and answer a summary statement is given and recorded by the student. The student will write their own question and brief answer to the questions. [Three points if completed before class time].
3. **ORAL ASSIGNMENT.** The students orally present their summary statements and own question and answer as to the Q/A assigned to them.
4. **ESSAY.** Have students share how their survey went and how the essay writing is going. Students can discuss ways in which to answer the questions they have encountered in their church survey.
5. **PREPARATIONS.**
 - a.. For next class (#5), all students will read the questions and answers for chapter 9, 10, and 11. For each question and answer a summary statement is given and recorded by the student.
 - b. The students will also divide these readings among themselves in order to orally present their summary statements and own question and answer as to the theme under consideration.
- 6. **EVALUATION AND CLOSING.** . Class teacher summarizes the contents of orientation class #4; records class points and closes with prayer (10 minutes). Upon completion of class #4, facilitator marks in class record 2

points for attendance, 3 points for completing homework assignments before coming to class, and 3 points for doing the oral report]

Follow up class (class #5). (120 minutes)

1. INTRODUCTION. Review of last class discussion (5 minutes)
2. HOMEWORK ASSIGNMENT. All students will have read the questions and answers for chapter 9, 10, and 11. For each question and answer a summary statement is given and recorded by the student. The student will write their own question and brief answer to the questions. [Three points if completed before class time].
3. ORAL ASSIGNMENT. The students orally present their summary statements and own question and answer as to the Q/A assigned to them.
4. ESSAY. Have students share how their essay writing is going. Have certain numbers read their essay and have the class comment on it.
5. PREPARATIONS.
 - a. For next class (#6), all students will read the questions and answers for chapter 12, 13, and 14. For each question and answer a summary statement is given and recorded by the student.
 - b. The students will also divide these readings among themselves in order to orally present their summary statements and own question and answer as to the theme under consideration.
6. EVALUATION AND CLOSING. Class teacher summarizes the contents of orientation class #5; records class points and closes with prayer (10 minutes). Upon completion of class #5, facilitator marks in class record 2 points for attendance, 3 points for completing homework assignments before coming to class, and 3 points for doing the oral report]

Follow up class (class #6). (120 minutes).

1. INTRODUCTION. Review of last class discussion (5 minutes)
2. HOMEWORK ASSIGNMENT. All students will have read the questions and answers for chapter 12, 13, and 14. For each question and answer a summary statement is given and recorded by the student. The student will write their own question and brief answer to the questions. [Three points if completed before class time].
3. ORAL ASSIGNMENT. The students orally present their summary statements and own question and answer as to the Q/A assigned to them.
4. ESSAY. Have students share how their essay writing is going. Have certain numbers read their essay and have the class comment on it.
5. PREPARATIONS.
 - a. For next class (#7), all students will read the questions and answers for chapter 15, 16, and 17. For each question and answer a summary statement is given and recorded by the student.
 - b. The students will also divide these readings among themselves in order to orally present their summary statements and own question and answer as to the theme under consideration.

6. EVALUATION AND CLOSING. Class teacher summarizes the contents of orientation class #6; records class points and closes with prayer (10 minutes). Upon completion of class #6, facilitator marks in class record 2 points for attendance, 3 points for completing homework assignments before coming to class, and 3 points for doing the oral report]

Follow Up class #7. (120 minutes)

1. INTRODUCTION. Review of last class discussion (5 minutes)
2. HOMEWORK ASSIGNMENT. All students will have read the questions and answers for chapter 15, 16, and 17. For each question and answer a summary statement is given and recorded by the student. The student will write their own question and brief answer to the questions. [Three points if completed before class time].
3. ORAL ASSIGNMENT. The students orally present their summary statements and own question and answer as to the Q/A assigned to them.
4. ESSAY. Have students share how their essay writing is going. Have certain numbers read their essay and have the class comment on it. Remind students that the final essay manuscripts are handed in next class. Manuscripts can be reviewed and edited by fellow students and/or facilitator.
5. PREPARATIONS.
 - a. For next class (#8), all students will read the questions and answers for chapter 18, 19, 20, 21 and 22. For each question and answer a summary statement is given and recorded by the student.
 - b. The students will also divide these readings among themselves in order to orally present their summary statements and own question and answer as to the theme under consideration.
 - c. The final exam is next class. The students will be given 4 questions out of R.C. Sproul's book and they will answer two. The answer will be no longer than one page. The format as represented in Appendix A and B will be used to evaluate your question and answer.
6. EVALUATION AND CLOSING. Class teacher summarizes the contents of orientation class #2; records class points and closes with prayer (10 minutes). Upon completion of class #7, facilitator marks in class record 2 points for attendance, 3 points for completing homework assignments before coming to class, and 3 points for doing the oral report]

Follow Up class #8 (120 minutes)

1. INTRODUCTION. Review of last class discussion (5 minutes)
2. HOMEWORK ASSIGNMENT. All students will have read the questions and answers for chapters 18-22. For each question and answer a summary statement is given and recorded by the student. The student will write their own question and brief answer to the questions. [Three points if completed before class time].
3. ORAL ASSIGNMENT. The students orally present their summary statements and own question and answer as to the Q/A assigned to them.

4. **ESSAY.** Students will hand in their finished copy of their essay. The professor of the course, or a person assigned by him, will grade the essay according to D (Essay Evaluation) in the teacher's manual.
5. **EXAM.** The students are given 4 questions out of R.C. Sproul's book and they will answer two. The class facilitator will choose these questions and write them on the board. The student's answer will be no longer than one page. The format as represented in Appendix A and B will be used to evaluate your question and answer. The professor of the course, or a person assigned by him, will grade the exam (10 points).
6. **EVALUATION AND CLOSING.** Class teacher summarizes the contents of orientation class #8; records class points and closes with prayer (10 minutes). Upon completion of class #3 , facilitator marks in class record 2 points for attendance, 3 points for completing homework assignments before coming to class (plus one point if all were done on time) , and 3 points for doing the oral report (plus one point if all were completed on time].

Now, get out there and don't be afraid to ask and answer the tough questions. If Jesus is the answer, then we need to learn to ask the right questions.

GRADE GRID

CLASSES	ACTIVITIES	POINTS ALLOCATED	POINTS GAINED
CLASS 1	attendance	2 (1 per hr)	
	Study Guide Lesson 1 completed	3	
	Oral report completed	3	
CLASS 2	attendance	2	
	Study Guide Lesson 2 Q/A	3	
	Oral Report completed	3	
CLASS 3	attendance	2	
	Study Guide Lesson 3 Q/A completed before class time	3	
	Oral report on reading assign.	3	
CLASS 4	attendance	2	
	Study Guide Lesson 4 Q/A	3	
	Oral report on reading assign	3	
CLASS 5	attendance	2	
	Study Guide Lesson 5 Q/A	3	
	Oral report on reading assign.	3	
CLASS 6	attendance	2	
	Study Guide Lesson 6 Q/A	3	
	Oral report on reading assign	3	
CLASS 7	attendance	2	
	Study Guide Lesson 7 Q/A	3	
	Oral report on reading assign.	3	
CLASS 8	attendance	1	
	Study Guide Lesson 8 Q/A	3	
	Completion of all Study Guide answers on time	1	
	Hand in essay	25	
	Final Exam	10	
	Oral report on reading assign.	3	
	If all oral reports completed	1	
	BONUS POINTS. Fill out evaluation form and write out two page report	(3)	
Total Grade		100	

TEACHER MANUAL

LIST OF EVALUATION RESPONSIBILITIES TO BE HANDED IN TO ACADEMIC DEAN OF MINTS

The teacher-assistant will hand in the following to the supervising professor who in turn will give information to the Academic Dean of MINTS

- ❑ Class record
- ❑ Study manual for the students
- ❑ Teaching manual for the teacher
- ❑ General student evaluation (by students)
- ❑ Pedagogical evaluation (by students)
- ❑ Administrative evaluation (self evaluation by teacher as well as facilitators)

The supervising professor will write his own evaluation of the teacher assistant and assign a grade that is to be handed in to the Academic Dean of MINTS.

CLASS RECORD

Name of the course _____
 MINTS code _____
 Name of the professor-supervisor _____
 Academic title of the professor-supervisor _____
 Name of the coordinator of the study center where the class is being held. _____
 Student's tuition for the course _____
 Name of the master level teacher assistant (if there is one) _____
 Date when the class record was given to the supervising professor _____
 Date when the class record was given by the supervising professor to the academic dean of MINTS _____
 Date when the academic dean gave the class record to the MINTS registrar _____
 Date when the registrar entered the information in to the MINTS system. _____

Name of student	Level of study	Attendance (15)%	Questions and answers (25%)	Readings and reports (25%)	Essay (25%)	Final Exam (10%)	Final Grade (100%)

PEDAGOGICAL EVALUATION OF THE TEACHER

Name of the teacher _____

Course _____ Place _____ Date _____

1. Were you able to observe that the teacher, as well as the students, were learning?
 Yes No I do not know
2. In your opinion, what did the teacher learn during the course?
3. How did you notice that the teacher came to the class room well prepared to teach this course?
4. Did the teacher adjust his/her teaching method to the learning style of the students?
 Yes No I do not know
5. Make a list of five things you have learned during this course
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
6. Is the teacher involved in the subject matter he/she is teaching about?
 Yes No I do not know
7. In what way has this course caused you to become more involved in the service of Christ?
8. Did the teacher establish good communication contact with the students?
 Yes No I do not know
9. Identify these points of communication.
10. Has the teacher shown that his teaching is not only “head knowledge” but that it has reached his heart?
 Yes No I do not know
11. How has the teacher shown that his teachings come from the heart?
12. Where the teachings motivational?
 Yes No I do not know
13. What were you motivated to do as a result of taking this course?

14. Where both the teachers and students prepared to take this course?
 Yes No I do not know
15. How much time in class do you have in this course? _____ hrs.
16. How much time did it take you to do the homework? _____ hrs.(not counting special project or extra readings)
17. How much time did you spend in doing the extra readings? _____ hrs. How many pages did you read? _____
18. How much time did it take to do the special project? _____ hrs.
19. At what educational level did you take the course?
 Certificate Bachelor Master
20. What tuition did you pay for the course? _____ How much for books and materials?
21. Would you recommend this course to another student?
 Yes No I do not know
22. Where you prepared to teach this course to others?
 Yes No I do not know
23. Mention five ways in which you were prepared to teach others.
- 1.
 - 2.
 - 3.
 - 4.
 - 5.
24. What suggestions would you give in order to improve this course?

25. If you were to teach this course, where and when would you do?

Thank-you

GOING AWAY QUESTION. Write a two page hand written report on how this course will help you do Christian ministry and missions.

C. SELF EVALUATION OF TEACHER AND FACILITATOR FOR THE ADMINISTRATION OF A CLASS

NAME _____ DATE _____ COURSE _____

Give yourself 2 points for completion, one point for partial completion, 0 points for non completion.

1. PREPARATION FOR THE COURSE

- 1.1. Advertisement in order to promote course enrollment
- 1.2. Organization of the class room
- 1.3. Personal communication with the students ahead of time
- 1.4. Have on hand the course requirements and the course materials
- 1.5. Prepared a class activity schedule for each hour of class.

2. CLASS PRESENTATION

- 2.1. Student work book was made available
- 2.2. Good sound system
- 2.3. Ample time give to complete the assignments
- 2.4. Physical dress for class room
- 2.5. Spoke the language of the students in a comprehensible way.

3. COURSE CONTENT

- 3.1. The purpose of the course is clearly stated
- 3.2. The course's development is logical and doable.
- 3.3. The course has helpful theological content
- 3.4. The course is educationally challenging
- 3.5. The course is applicable to our church and community.

4. COURSE REFERENCES

- 4.1. The course gives plenty of bibliography to refer to.
- 4.2. The course makes good use of the Bible
- 4.3. The course is enriched with good quotes
- 4.4. The course also used internet-web page references and tools.
- 4.5. The course is properly documented as far as quotes and bibliography.

5. RELEVANCY

- 5.1. The course deals with real life challenges
- 5.2. The course is applicable to ministry situations.
- 5.3. The course is useful for the student to teach others.
- 5.4. The course is given in a place and at a time that is accessible to the student
- 5.5. The course motivates the teacher to continue to learn and teach.

Total _____

Observations.

D. ESSAY EVALUATION

1. CONTENT

Identification of theme/thesis
Development of theme/thesis
Conclusion to theme/thesis
Educational content
Theological content

2. STYLE

Title page
Index
Titles
References
General presentation

3. GRAMMAR

Grammar in general
Vocabulary
Paragraph structure
Sentence structure
Punctuation

4. VERIFICATION

Argumentation
Use of resources
Quotations
Footnotes
Bibliography

5. APPLICATION

Faithfulness to the Biblical revelation
Helpful for obeying the Great Commission
Identification of spiritual needs
Presentation of Biblical solutions t
to the spiritual needs that were presented
Motivation for future studies

E. ESSAY STRUCTURE

TITLE PAGE

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p style="text-align: center;">NAME OF THE AUTHOR</p> <p style="text-align: center;">NAME AND CODE OF THE COURSE</p> <p style="text-align: center;">Name of the Professor</p> <p style="text-align: center;">Name of the Educational Institution</p> <p style="text-align: center;">date</p>

INDEX (Classical style)

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p>INTRODUCTON</p> <p>I.</p> <p style="padding-left: 2em;">A.</p> <p style="padding-left: 4em;">1.</p> <p style="padding-left: 6em;">a.</p> <p>CONCLUSION</p> <p>BIBLIOGRAPHY</p>
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INDEX (Numerical style)

<p style="text-align: center;"><i>TITLE OF THE ESSAY</i></p> <p>INTRODUCTION</p> <p>1.</p> <p style="padding-left: 1em;">1.1.</p> <p>2.</p> <p style="padding-left: 1em;">2.1.</p> <p style="padding-left: 1em;">2.2.</p> <p>3.</p> <p style="padding-left: 1em;">3.1.</p> <p style="padding-left: 2em;">3.1.2.</p> <p>CONCLUSION</p> <p>BIBLIOGRAPHY</p>

APPENDIX A. NOW THAT IS A GOOD QUESTION

The following components will help us identify a good question

Who would ask such a question? Are they believers or non-believers? _____

Why are they asking the question? What is a stake in this question? _____

What cultural, religious and historical context are they asking from? _____

When are such questions asked? Are these asked any time or in times of crisis? _____

Where are such questions asked? Are these public or private matters? _____

How is the question being asked? Is the questioner honest? What issue is he struggling with? _____

Now make a one sentence **summary statement** as to why you think this is a good question.

APPENDIX B. NOW THAT IS A GOOD ANSWER

An apologetical answer that honors the Bible and orthodox theology will have the following components, although not necessarily in the order as presented here.

Opening statement that qualifies the answer’s perspective _____

Biblical content _____

Theological content _____

Ministerial content _____

Logical content _____

Illustration(s) _____

Other content (context, culture, religion, personal, ect.) _____

Concluding statement _____

Using the above mentioned information make a one sentence **summary statement** as to why you think that this is a good answer. _____

**APPENDIC C CORRESPONDENCE BETWEEN BOOK CHAPTERS AND
MINTS STUDY LESSONS**

Lesson 1.	Chapter 1
Lesson 2	Chapter 2
Lesson 3	Chapters 3-5
Lesson 4	Chapters 6-8
Lesson 5	Chapters 9-11
Lesson 6	Chapters 12-14
Lesson 7	Chapters 15-17
Lesson 8	Chapters 18-22

BIBLIOGRAPHY

Aquinas, Thomas. *Summa Theologica*. Chicago: William Benton, 1952.

A classical philosophical treatise representing medieval Roman Catholic thought. Aquinas's reasons for the existence of God continue to be used to defend the rationality of believing in God's existence. Aquinas writings are well represented on Roman Catholic and historical theology web sites.

Augustine, St. *The City of God*. (transl. By Gerald G Walsch, et al.) New York: Doubleday, 1958.

A defense of Christianity in the context of the fall of Rome and the onslaught of barbarianism. Augustine divides humanity into two major categories: the city of God and the city of man. Augustine's writings are well represented on Roman Catholic and historical theology web sites.

Conn, Harvey. *Contemporary World Theology*. Nutley: PRPC, 1973.

This short review of theological positions common to the Euro-American world is very concise and insightful. An excellent foundation in order to view today's theologies. The complete book is available on web sites.

Dooyeweerd, Herman. *Roots of Western Culture*. Toronto: Wedge Publishing Company, 1979.

Dooyeweerd is one of the most important Reformed philosophers of the 20th century. Building on the dialectical foundation of Abraham Kuyper, Dooyeweerd applies a Reformed world and life view to all areas of life.

Douma. J. *Christelijke Ethiek Capita Selecta I*. Kok: Kampen, 1981.

Douma is a leading author and professor in the area of ethics in the Netherlands, writing from an historical and confessional Reformed view.

Geisler, Norman. *Christian Ethics*. Grand Rapids: Baker, 1993.

Popular evangelical evidentialist who writes from a distinctive Arminian view.

Gerstner, John. *Primer in Apologetics*. Orlando: Ligonier Ministry, 1990.

Well documented classical evidentialist, mentor of R.C. Sproul and author of numerous books in apologetics.

Hegeman, Cornelius (Neal). *Declaring and Defending Truth in a Pluralistic Age*. Guelph: Ligonier Ministries, 1997.

A series of lectures on contemporary themes presented at a series of Ligonier Ministries of Canada during 1997.

_____, *Apologetics. An Integral Perspective*. Miami: MINTS, 2003

An introduction to basic themes in apologetics..

Hunt, Ian. *Three Faces of the Law*. Mississauga: Work Research Foundation, 1996.

Hunt traces the eroding of Canadian justice to the rejection of Christian judicial values.

Kreeft, Peter, et al. *Handbook of Christian Apologetics*. Downers Grove, IVP, 1994.
Encyclopedic treatment of apologetical themes, from the perspective of a Protestant converted to Roman Catholicism.

McDowell, Josh. *The New Evidence that Demands a Verdict*. Nashville, Thomas Nelson Publishers, 1999.
Popular spokes person for classical evidentialists. Author of a host of books dealing with apologetical themes.

Padilla, Rene. *Misión Integral*. Grand Rapids: W. B. Eerdmans, 1986.
A reformed view, from a Latin American perspective, on the nature of missions.

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www.carm.org A helpful site to local information about apologetical themes.

www.reformed.org/apologetics An important site for students searching for information on apologetics from a reformed perspective.

www.modernreformation.org The web site of Michael Horton and the White Horse Inn. The perspective is insightful and contemporary, written from a reformed perspective.

www.ccel.org/index/classic A worthwhile site for reading classic theological and apologetical literature.

www.kuyper.org/stone Selected writings by Abraham Kuyper.

www.ligonier.org Information related to the theological resource ministry of R.C. Sproul