ST530: Apologetics. 2 hours

Time & Place: Tuesdays, 8:00 AM – 9:55 AM; Jan 29–May 4
Meeting Place: TBD

Note: the professor reserve the right to modify this syllabus as needed at any time.

Contact Information

Professor
Bruce Baugus (BPB)
Email: bbaugus@rts.edu
Phone: 601-923-1696 (office) or 601-519-9091 (personal cell)
Office: Dean Center Faculty Suite
Hours: TBD

Teaching Assistants
Wes Strebeck (BPB’s TA)
Email: wes830@gmail.com
Office: Biblical Studies TA Suite

Catalog Course Description
Students examine the various approaches to apologetic methodology and engage the most frequently raised objections to the Christian faith.

Explanation
The purpose of this class is to help students (1) understand the role apologetics plays in the life and work of the ministry, (2) develop an effective apologetic method grounded in Scripture and consistent with the Reformed standards; and (3) identify and engage various common challenges, objections to, and attacks upon Christian faith on the contemporary scene.

Textbooks

Textbooks
Brian Morley, Mapping Apologetics: Comparing Contemporary Approaches (IVP, 2015)
ISBN: 9780830840670
Timothy Keller, The Reason for God: Belief in an Age of Skepticism (Riverhead Trade, 2009)
ISBN: 9781594483493

Primary Readings
ISBN: 9781581349061

On Topics
Alvin Plantinga, Where the Conflict Really lies: Science, Religion, and Naturalism (OUP, 2011)
ISBN: 9780199812097
Colin Chapman, Cross and Crescent: Responding to the Challenge of Islam (IVP, 2008)
ISBN: 9780830834853

Recommended
ISBN: 9780830814657

Attendance & Participation Policy
Your primary assignment is to be present, prepared, and ready to participate fully in class each week. This requires showing up on time and remaining for the duration of class, ready to contribute meaningfully by having read all assigned materials beforehand.

Any student who misses class or is grievously or repeatedly tardy (without prior permission or a compelling emergency) may find their course grade reduced on the following schedule:

1. By one full letter grade (e.g. A to B) for each unexcused absence
2. By one increment (e.g. A to A-) for each unexcused tardy or absence from class of more than 20 minutes
3. By one increment (e.g. A to A-) for every unexcused tardy of less than 20 minutes, for repeat offenders
Students found studying for other classes or using electronic devices for any reason not directly related to the current topic of discussion will be counted as being tardy or absent from class for more than 20 minutes.

Permission to be absent from class will ordinarily be granted only for medical reasons or family crises. Elective choices such as attending a conference, work (including RTS and church internship duties), enrolling in another course in conflict with this one, and so on, are unacceptable excuses. (The professor will try to accommodate special events on campus and presbytery meetings, as needed.)

Note: this “law is not laid down for the just but for the lawless and disobedient” (1 Tim 1:9).

**Technology Use Policy**

Since students who type notes during lectures consistently perform worse on exams and other assessments of lecture and discussion comprehension, laptops and tablets are prohibited in class except by special permission from the professor.¹ (Permission is ordinarily restricted to matters of learning disabilities or those who handwrite their notes directly into a tablet application). Phones must be on silent and kept out of sight (and mind). If you must receive or place a call, even during a class break, please leave the classroom to do so.

**Assessments**

*Written Exams* include a midterm and cumulative final that will cover class lectures and discussions and assigned readings. These will be timed-limited open note and open book exams administered through Canvas and taken at your convenience within specified windows of opportunity. The exams may include a combination of objective (T/F, multiple choice, etc.), short answer (a sentence or two), and short essay (1–3 concise paragraphs) type questions. While you may use notes and books, you must NOT work together with classmates while taking the exams or discuss the exams with classmates till the professor has notified you that ALL exams have been submitted. See schedule for dates.

Note well: I often use student questions to introduce and expand on important concepts and their applications. Class discussions ordinarily cover testable material.

The *Oral Exam* is an approximately fifty-minute conversation with the professor at a scheduled time in which you (with a two or three classmates) will be required to answer questions, respond to objections, and generally synthesize and apply course content in an appropriate, ministerial spirit as I sometimes play the role of “professor” and sometimes “devil’s advocate.” Oral exams need to be completed within the allotted window of opportunities. A sign up sheet will be posted outside my office toward the end of the semester.

*A Reading Report* in which you write up a concise, single paragraph summary of the argument in each assigned chapter of the required readings for this course (see schedule for assigned chapters) is due by 5:00 PM on the final day of class. Submit as a single document organized into five parts by the title of each book.

**Assignment Submission Policy**

Submit written assignments as individual pdf files via email to baugus.assignments@gmail.com. I will confirm receipt within 24 hours of your submission. If you have not received a confirmation from me within 24 hours, be sure to check you junk and spam folders for a misplaced reply, then follow up promptly with me or my TA using our personal contact information at the top of this syllabus.

**Course Grade**

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Written Exams</td>
<td>25% each; 50% total (demonstrating familiarity with issues and mastery of concepts)</td>
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<tr>
<td>Reading Report</td>
<td>10% (demonstrating comprehension of assigned readings)</td>
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<tr>
<td>Oral Exam</td>
<td>40% (demonstrating effective application of class content in ministry context)</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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¹ See, for example, Pam A. Mueller and Daniel M. Oppenheimer, “The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Not Taking,” *Psychological Science* 25.6 (June 2014): 1159-1168. See also the excellent guide produced by Harvard University’s Harvard Initiative for Learning and Teaching (HILT): Machael C. Friedman, “Notes and Note-Taking: Review of Research and Insights for Students and Instructors,” available online at [http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf](http://hilt.harvard.edu/files/hilt/files/notetaking_0.pdf) and appended to this syllabus.
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<tr>
<th>MDiv Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tr>
<td><strong>Articulation (oral &amp; written)</strong></td>
<td>Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks.</td>
<td>Strong</td>
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<td><strong>Scripture</strong></td>
<td>Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)</td>
<td>Moderate</td>
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<td><strong>Reformed Theology</strong></td>
<td>Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.</td>
<td>Moderate</td>
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<td><strong>Sanctification</strong></td>
<td>Demonstrates a love for the Triune God that aids the student’s sanctification.</td>
<td>Minimal</td>
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<td><strong>Desire for Worldview</strong></td>
<td>Burning desire to conform all of life to the Word of God.</td>
<td>Strong</td>
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<td><strong>Winsomely Reformed</strong></td>
<td>Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)</td>
<td>Strong</td>
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<td><strong>Preach</strong></td>
<td>Ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm.</td>
<td>Moderate</td>
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<td><strong>Worship</strong></td>
<td>Knowledgeable of historic and modern Christian-worship forms; and ability to construct and skill to lead a worship service.</td>
<td>Minimal</td>
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<td><strong>Shepherd</strong></td>
<td>Ability to shepherd the local congregation: aiding in spiritual maturity; promoting use of gifts and callings; and encouraging a concern for non-Christians, both in America and worldwide.</td>
<td>Moderate</td>
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<td><strong>Church/World</strong></td>
<td>Ability to interact within a denominational context, within the broader worldwide church, and with significant public issues.</td>
<td>Strong</td>
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