Apologetics
BIB1000

Course Description
In this course, students will be challenged to consider many of the most difficult questions regarding Christianity and to make a decision about Jesus Christ. Topics to be covered include, but are not limited to: an introduction to apologetics, the definition and importance of truth, existence of God, authenticity of Scripture, miracles, the historicity of Jesus and his bodily resurrection, and the problem of evil.

Rationale
Apologetics offers students a deeper examination of numerous difficult questions that relate to Christianity and faith in Jesus Christ. In a culture that is growing more antagonistic to the teachings of the Bible and the person of Jesus Christ on a regular basis, the importance of apologetics cannot be understated.

Prerequisite
None

Biblical Integration Outcomes
A. Explore the use of apologetics to defend the Bible. (1 Peter 3:15)
B. Evaluate the use of apologetics for evangelism. (1 Thessalonians 1:6-9)
C. Define truth from a biblical standpoint. (Matthew 22:16; John 1:14, 14:6, 16:13, 17:17)
D. Evaluate biblical and opposing worldviews for validity. (Psalm 119:29, 104,144:11; Proverbs 12:17; Matthew 7:15; 2 Corinthians 11:13; 1 John 4:1)
E. Research scripture that points to the divinity of Jesus and the doctrine of the Trinity. (John 1:1-4, 9-18, 29-34; Matthew 3:13-17; John 14:8-10, 16:4-15 17:1-19)
F. Explore miracles and how God used them to display His power and glory. (Exodus 14:26-31; Psalm 105:1-5; Joshua 10:13; Matthew 4:24, 8:16; 9:18-26; John 11:38-44)

Measurable Learning Outcomes
A. Define apologetics and discuss the importance of learning how to defend Christianity within the twenty-first century.
B. Describe the necessity of absolute truth and identify flaws within relativism.
C. Analyze, critique, and construct arguments.
D. Discuss the seven major worldviews and provide arguments for the existence of God.
E. Provide arguments for the authenticity of Scripture.
F. Evaluate miracles contained within Scripture and identify miracles within naturalism.
G. Communicate various pieces of evidence to support the historicity of Jesus and outline the claims of Jesus within the four Gospels.
H. Construct arguments to defend the bodily resurrection of Jesus Christ.
I. Defend the omnipotence, omnibenevolence, and sovereignty of God in light of the problem of evil.
J. Explain practical ways to engage the culture by using an apologetic approach.

Course Materials
See LEOA’s Systems Requirements for computer specifications necessary to operate LEOA curriculum. Also view Digital Literacy Requirements for LEOA’s expectation of users’ digital literacy.

Note: Embedded YouTube videos may be utilized to supplement LEOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit education institution, LEOA is able to use YouTube video content under the YouTube Terms of Service and the provisions of the TEACH Act of 2001. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies
The students’ grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
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<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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</tbody>
</table>

Course Policies
Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.3 Quiz: The American Revolution.” These identifiers were placed on the Modules page.
to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages to follow for further details).

- **Lesson**: Any item on the Modules page designated as a “Lesson”
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment**: Any item on the Modules page designated as an “Assignment”
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do their best work on the first time.

- **Quiz**: Any item on the Modules page designated as a “Quiz”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test**: Any item on the Modules page designated as a “Test”
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

**Resubmission Policy**

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson**: Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

- **Assignment**: Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4, but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

- **Quiz**: Students may NOT resubmit for an increased grade.

- **Test**: Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as computer malfunctioning, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate
Consequences, which are determined by the number of student offences, are outlined below:

- **Warning**: This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. These will be taken as a teaching moment for the student.
  - **Lessons**: A zero will be assigned for the question only.
  - **Elementary/Middle School Assignment**: The student must redo their work. However, they may retain their original grade.

- **1st Offense**:
  - **Lesson, Quiz, or Test**: The student will receive a zero on the entire assessment.
  - **Assignment**: The student will either:
    - Receive a 0% on the original assignment
    - Complete the Plagiarism Workshop
    - Retry the assignment for a max grade of 80%

- **2nd Offense**: The student will receive a zero and be placed on Academic Probation.

- **3rd Offense**: The student will receive a zero and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
Apologetics

Module 1: Introduction to Apologetics
Week 1: Definition and Importance of Apologetics
Week 2: Three Reasons to Do Apologetics
Week 3: Apologetics in the Bible
Week 4: Apologetics in the Bible (continued)

Module 2: Truth
Week 5: Definition and Importance of Truth
Week 6: Purpose of Truth and How it Can Be Known
Week 7: Conflicting Views of Truth
Week 8: How to Refute Relativism

Module 3: Critical Thinking
Week 9: Introduction to Arguments
Week 10: Analyzing Arguments: Three A’s
Week 11: Analyzing Arguments: Three A’s (continued)
Week 12: Analyzing Arguments: Three A’s (continued)

Module 4: Existence of God/ Worldviews
Week 13: Does God Exist?
Week 14: Worldviews
Week 15: Seven Major Worldviews
Week 16: Seven Major Worldviews (continued)

Module 5: Is the Bible God’s Word?
Week 17: The Old Testament
Week 18: The New Testament

Module 6: Is The Bible God’s Word? (Continued)/Miracles
Week 19: The New Testament
Week 20: The New Testament (continued)
Week 21: Definition, Purpose, and Presuppositions of Miracles
Week 22: Definition, Purpose, and Presuppositions of Miracles (continued)

Module 7: Who Was/Is Jesus?
Week 23: Historical Existence of Jesus
Week 24: Deity of Jesus
Week 25: Piecing the Evidence Together
Week 26: Claims of Jesus: Who was Jesus?

Module 8: Did Jesus Rise from the Dead?
Week 27: Resurrection Accounts: Importance of the Resurrection
Week 28: Examining the Evidence
Week 29: Examining the Evidence: Considering Opposing Theories
Week 30: Putting it All Together

Module 9: How Could God Allow Evil?
Week 31: Definition, Origin, and the Problem of Evil
Week 32: Examining God’s Attributes in Light of Evil
Week 33: Possible Solutions to the Problem of Evil
Week 34: How Evil Points to God’s Existence

Module 10: Engaging the Culture
Week 35: Three Commitments to Make
Week 36: Three More Commitments to Make