

Student Packet Instructions

THE3013 Apologetics, Fourth Edition

Studying for Maximum Learning

Use the following forms to improve your study methods and use of study time:

Checklist of Study Methods

Student's Planner and Record

Asking Your Adviser a Question

Use the *Question/Response Form* to send any questions you may have to your adviser.

Completing Your Service Learning Requirement

This course requires you to do a service learning requirement (SLR) assignment and submit a report. You must submit the SLR Report before or at the time you take the final examination. The SLR instructions are included in this packet before the project instructions.

Undergraduate Writing Assignment Guidelines

These guidelines to the undergraduate writing assignments are provided to assist you in properly completing course assignments and understanding how Global University faculty members will evaluate and grade them. Carefully following these guidelines can improve the quality of your written work and elevate your grade.

Completing Your Project

This course requires you to complete a project. Project instructions are included in this packet. You must submit this project before taking your final examination. Submit your project by e-mail attachment. A template is available for download from the Global University Web site: Library Resources for Undergraduate Students. If e-mail is not available, submit by mail or fax.

Correcting the Self-Test in Your Independent-Study Textbook (or Study Guide)

Answers to the self-tests found in your study guide are included in this packet.

Taking Your Unit Progress Evaluations

1. Review the chapters in each unit before you take the unit progress evaluation (UPE). Refer to the form *Checklist of Study Methods* in this packet.
2. Answer the questions in each UPE without referring to your course materials, Bible, or notes.
3. Look over your answers carefully to avoid errors.
4. Check your answers with the answer keys provided in this packet. Review chapter sections pertaining to questions you may have missed. Note: The UPE scores do not count toward your course grade, but they may indicate how well you will perform on the final examination.
5. On your *Student's Planner and Record* form, enter the date you completed each UPE.
6. When you are ready to complete the next to the last UPE, submit the form *Student's Request to Take Final Examination* to your enrollment office. If you do this, you will be able to take the final examination without delay when you complete the course.

Submitting Your Assignments

Submit to your enrollment office the items listed on the cover of this packet in the section *Checklist of Materials to Be Submitted to the Enrollment Office*. Submit your project and CRA assignments by e-mail attachment. If e-mail is not available, submit by mail or fax. Record on your Student's Planner and Record form the date you submitted each item.

Taking Your Final Examination

1. You will take the final examination in the presence of an approved examination supervisor. You may be asked to suggest the name of an appropriate examination supervisor if your enrollment office does not already have one in your area.
2. Review for the final examination in the same manner in which you prepared for the UPEs. The final examination covers material drawn from the chapters, self-tests, and UPEs. Refer to the form *Checklist of Study Methods* under "End-of-Unit Review" for further helpful review hints.
3. After you have completed your examination, your examination supervisor will send your final examination booklet and answer sheets to the appropriate office for forwarding to the International Office in Springfield, Missouri. It may take a number of weeks for you to receive your final grade report from your enrollment office.

Checklist of Study Methods

If you carefully follow the study methods listed below, you should be able to complete this course successfully. As you complete each lesson, mark a in the column for that lesson beside each instruction you followed. Pace yourself so you study at least two or three times a week. Study the step-by-step procedure in the Course Introduction to see how each component organizes course content.

<i>LESSON STUDY METHODS</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1. Read each introduction to be aware of new concepts presented and review the previous lesson. Study the Highlights or Learning Activities to know what to expect in the lesson.																			
2. Study the Objectives to determine what you are asked to do with the key concepts.																			
3. Study the Outline to identify each main topic and how it relates to each subtopic.																			
4. As you study each lesson, note the defined words in the margin (and repeated in the glossary) for the definitions of words whose meanings may be unfamiliar to you. Use a dictionary to clarify other difficult words.																			
5. Underline, mark, and write notes in your study materials as you read through the lesson content. Use a notebook to write additional notes and comments.																			
6. Answer the Guiding Questions or Study Questions as you read through the lesson to identify key concepts and relevant perspectives.																			
7. Complete the Learn-by-Doing exercise if required.																			
8. Review the lesson content (explanations, questions, answers) before taking the Self-Test.																			
9. After taking the Self-Test, check your answers with those provided and review the materials related to any questions you answered incorrectly.																			
10. Complete the essay Appraisal responses. Compare your responses with the key concepts of each objective presented as part of the answers in the Student Packet.																			
11. Read Scripture references in more than one translation of the Bible for better understanding. Take any opportunities you may have to discuss with others what you are learning.																			
12. Apply what you have learned in your spiritual life and ministry.																			
<i>END-OF-UNIT REVIEW</i>																			
Review for each Unit Progress Evaluation by rereading the																			
a. lesson Outlines to recall what you learned under each topic.																			
b. lesson Objectives to be sure you can do what they state.																			
c. questions you answered incorrectly in the lesson content or the Self-Test.																			
d. lesson content for topics you need to review.																			

Use the *Student's Planner and Record* on the back of this page for an up-to-date record of your progress in this course.



Question/Response Form

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Date.....

Your Name Your Student Number.....

If you have a question concerning your course or academic policies, use this form to write to your adviser. Write your question clearly in the space provided. Your adviser will respond in the space reserved for this. Send this form to the office that is supervising your study program.

Your Question:

For Your Adviser's Response:



Question/Response Form

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Date.....

Your Name Your Student Number.....

If you have a question concerning your course or academic policies, use this form to write to your adviser. Write your question clearly in the space provided. Your adviser will respond in the space reserved for this. Send this form to the office that is supervising your study program.

Your Question:

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Question/Response Form

THE3013 Apologetics, Fourth Edition

Date.....

Your Name Your Student Number.....

If you have a question concerning your course or academic policies, use this form to write to your adviser. Write your question clearly in the space provided. Your adviser will respond in the space reserved for this. Send this form to the office that is supervising your study program.

Your Question:

For Your Adviser's Response:

Service Learning Requirement

The purpose of the SLR is for students to apply and present principles learned from each course to people in their life or community during the course enrollment period.

The SLR will be assessed by a faculty member as satisfactory or unsatisfactory.

The SLR Report must be submitted with your project and CRA (if required) before you take your final examination.

Course credit will be granted ONLY after the SLR Report is submitted and assessed as satisfactorily completed.

The SLR Assessment will be returned to you.

Service Learning Requirement

Connecting the Course with the Church and the Community for the Kingdom

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The Service Learning Requirement (SLR) will help you apply principles you learned from the content of this course to people in your life or ministry.

The SLR

May be completed in a ministry or non-ministry setting.

May be completed in conjunction with a student ministry program or classroom presentation in your school or study group.

May, with advance approval from the faculty member, consist of any valid and meaningful ministry experience that incorporates this specific course's content and interacts with other people.

Will be assessed by a faculty member as satisfactory or unsatisfactory. The following constitute an unsatisfactory SLR: incomplete or incorrect assignment, inadequate information on the report, failure to complete the assignment during the course enrollment period, failure to present the assignment to one or more persons, or an illegible report. In such cases, the SLR will be returned and the student will be requested to redo the assignment and/or resubmit the report.

Must be submitted with your project and CRA (if required) before you take your final examination. Course credit will be granted only after the SLR Report is submitted and assessed as satisfactorily completed.

Will be assessed by a faculty member and his or her comments will be returned to you.

Assignment

The following suggestions are given to help you understand the possible activities that fulfill this requirement. Choose an activity that will connect well with your course material. You may also develop a ministry activity that is not on this list or incorporate content from this course in ministry you are actively involved in at this time. **However, for an activity not on this list, you must obtain advance approval from the faculty member.**

Preach a sermon to any size group.

Teach a class or small group.

Intervene or give counsel to help resolve personal conflicts.

Share the gospel with nonbelievers (be prepared to develop new relationships to open doors for this ministry).

Interview pastors, missionaries, or other leaders on a course-related topic (do not post or publish interview content).

Lead a prayer group or pray with individuals in need, perhaps over an extended period.

Personally share encouragement and resources with those in need (outreach).

Organize and/or administer an event in a church program such as leading youth ministry, feeding homeless people, transporting shut-ins, conducting nursing home services, and similar ministries.

Publish an online blog or article in a church newsletter (include a link in your report to the content of your article or blog).

1. Consider using any Christian Evangelism and Discipleship materials from our GlobalReach Web site: www.globalreach.org. These proven tools are available for free and in many languages.
2. Have someone observe you, or at least share with someone what you did. Then ask that person to provide feedback by answering the questions in Point 5 of the SLR Report.
3. Complete the SLR Report. Use additional paper if needed. (Note: You need to submit only one report, even if, for example, you witnessed to several people at different times.) Submit the SLR Report to your enrollment office along with your project and CRA (if required) before you take the final examination for this course.

Service Learning Requirement Report

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Please print or type your responses on this form, and submit the form with your project and CRA (if required). If you need to use additional paper, print your name, student number, course number, and course title at the top of each page. Be sure to use correct spelling and write neatly and legibly using complete sentences where possible. Summarize points logically.

Student Name **Student Number** **Date**

Description of assignment:

1. Description of assignment: Describe what you did.

.....
.....

Where (location/s)?.....

To whom (person/s)?.....

.....

What were the ministry results? Use only **NUMBERS** in the appropriate spaces below.

.....	Witnessed to	Baptism(s) in the Holy Spirit
.....	Decision(s) for Christ	Church(es) started
.....	Taught/preached to/recipient(s)	Baptism(s) in water

List other results with numbers (such as 8 healings, 3 deliverances, 5 calls to ministry, 9 rededications).

.....

2. Content: Summarize in the space below the content of your sermon, lesson, or witness. State the theme and main points or principles. If your assignment was another type of event, summarize the highlights.

.....

.....

.....

.....

3. Application: Explain how you applied the course content to yourself and to others. If you preached, taught, or witnessed, explain how you illustrated and applied your presentation.

.....

.....

.....

.....

4. Reflection: From this assignment, what did you learn from or about

Yourself?

.....

.....

.....

The Lord?.....

.....
.....

The Ministry?.....

.....
.....

Others?

.....
.....

Time: State how much time you spent in prayer and preparation for this assignment.

Evaluate your time.

For Student: By signing below I freely give permission to Global University (and affiliate agencies) to publish my SLR Report to promote the work of God through Global University.

.....

Student Signature

Date

5. Required feedback from an independent observer (pastor, teacher, or colleague).

What did you like best about the student’s presentation?

.....
.....

How could the student improve in the way he or she participated?

.....
.....

What other words of encouragement do you have for the student?

.....
.....

Name of person commenting and his or her relation to the student:

.....

ATTENTION

Undergraduate Writing Assignment Guidelines (UWAG)

These Undergraduate Writing Assignment Guidelines are provided to assist you in properly completing course assignments and understanding how Global University faculty members will evaluate and grade them. Carefully following these guidelines can improve the quality of your written work and elevate your grade.

Undergraduate Writing Assignments (CRA and Project)

Guidelines, Expectations, and Grading

Global University's *Undergraduate Form and Style Guide* defines the form, style, and documentation system for completing undergraduate writing assignments. The guide can be downloaded free from <http://library.globaluniversity.edu/citation.cfm>. The guide is also available as a stand-alone document.

Writing for Academic Quality and Other Conceptual Issues

Follow instructions carefully. Failure to follow instructions will reduce the assignment grade.

Develop thoughts logically.

Do not merely repeat the author's position—evaluate the author's position.

You are encouraged to both agree and disagree with the authors of course materials. Explain why you agree or disagree.

Avoid using Hebrew, Aramaic, and Greek for most undergraduate CRAs and projects.

Write at a college level, using appropriate vocabulary, grammar, and spelling. Avoid using the second person (you). Avoid generalizations, idioms, and slang.

Consult reference works, including theological and Bible dictionaries, to accurately define terms.

Express concepts in your own words as much as possible. Document all quotations, paraphrases, and important ideas that are not your own, even if they are from course materials.

Clearly identify CRAs and projects on a title page.

Reference list. See the *Undergraduate Form and Style Guide* for documenting sources correctly.

Grading

This grading rubric represents a transition in grading guidelines for all Global University undergraduate writing assignments. **Note: Not all the following indicators may apply to a particular written assignment.**

Content and Organization	40%	(8 points)
<i>Following instructions</i>		
<i>Organization of assignment and logical thought progression</i>		
<i>Subject matter content quality and accuracy</i>		
Critical Thinking Skills	30%	(6 points)
<i>Accurate understanding and evaluation of author's position</i>		
<i>Statement of student's position with supporting rationale</i>		
Application and Research	20%	(4 points)
<i>Appropriate plans for applying course concepts</i>		
<i>Contextualization of course concepts to the student's culture or setting</i>		
<i>Inclusion of research using 3–5 references from the GU Library Web site or other academic sources</i>		
Style, Grammar, Spelling, and Documentation	10%	(2 points)
<i>Syntax (word choice and arrangement), spelling, and grammar</i>		
<i>Appropriate form and style, including source documentation</i>		
<i>TOTAL</i>	100%	(20 points)

Scholarly Resources

When writing course papers, students are asked to include 3–5 scholarly sources in their research. Generally, scholarly refers to original research found in books, magazines, and journals written by professional and credentialed experts. This is not to say that “popular” sources/authors cannot be used; however, such sources must be evaluated and found to be authoritative.

Students may contact course faculty members for source evaluations, and a tutorial explaining the difference between “popular” and “scholarly” resources can be found on the GU Library Web site. To access the tutorial, go to Research Tools and click on Course **Research Guides**. Then, click on the course you are taking. Next, click on **Information Skills**. Finally, choose **Popular vs. Scholarly Sources**.

To Ensure Your Assignment Is Graded Accurately

1. Respond to questions and their subparts in the exact order they appear in the instructions.
2. Type (or copy) each question and its number. Below it type (or write) your response.
3. Respond to all components, clearly labeling and separating your answers to each. Your grader must be able to easily match responses to the corresponding component.

General Directions

Please type your CRA/Project using double-spaced lines. If you are unable to type your assignment, you may neatly write it with an ink pen, but **DO NOT USE A PENCIL**.

Valuable resources for your writing assignment can be found in the various bibliographic lists at the back of your Study Guides or Independent-Study Textbooks (IST). Additional resources can be found by accessing the Global University Library Web site at <http://library.globaluniversity.edu>. Here you will find links to full-text journal articles in databases, reference articles in encyclopedias, other scholarly articles in Google Scholar, and Web sites with Web-based articles. Once you access the Global University Library Web site, you must log in with a user ID and a password in the upper right corner of the Web site. For your user ID, type in your Global University student ID number. For your password, type in the first two letters of your first name, the first two letters of your last name, and the last four digits of your GU student ID number. (Use lowercase letters, do not type spaces within the password.) You may search on a topic and also browse by course title.

Once you enter the Global University Library Web site, you can go to an Interactive Tutorial for instructions on how to use the databases on the Library Web site. You can also click on “Browse by Courses” and find links to Web resources appropriate to individual courses.

Document any resources you use in course assignments (or other written work) according to Global University’s *Undergraduate Form and Style Guide*. This style guide can be downloaded at the Web site, or you can contact the university to purchase a hard copy.

Submitting Assignments

Submit your assignments by e-mail attachment. Templates for the project and CRA are available for download from the Global University Web site: Library Resources for Undergraduate Students. If e-mail is not available, submit assignments by mail or fax.

Terms

The following definitions help you give a better answer to each inquiry within your CRA/project:

Analyze means to divide a complex whole into its individual components for the purpose of revealing how each works together and contributes to the whole.

Apply means to put, or to show how to put, specific principles or concepts to practical use.

Compare means to identify similarities.

Contrast, differentiate, and distinguish mean to identify differences.

Critical thinking is a reflective and systematic process in which you gather information, study it from every angle, and then exercise your best judgment to draw conclusions.

Describe, discuss, and explain mean to give details, examples, illustrations, implications, and/or reasons to support your answer.

Evaluate means to determine the significance, worth, or condition of something by careful study. This includes identifying the strengths and weaknesses of whatever is being evaluated, whether it is a concept, principle, application, idea, event, opinion, object or product.

Quick Guide to Referencing

Q Where do I document sources—inside the paper or at the end of the paper?

A Both. Author, date of publication, and page number must be included as parenthetical references within the text. Titles are not listed in the parenthetical references. A reference list at the end of the paper should list full publication details. Page numbers are not included in the reference list.

Book in Print

In-Text Documentation

When quoting from a book, quotation marks are required at the beginning and end of the quotation. Immediately after the quote and before ending punctuation, insert a parenthetical reference including author's last name, most recent date of publication, and page number(s).

Biblical context is one of the key factors in interpreting Scripture correctly and there are “three kinds of context: immediate context, remote context, and historical context” (Arnold & Beyer 1999, 29).

A quote longer than four lines is single spaced without quotation marks and indented from the left margin. Insert a parenthetical reference at the end of the quote, following ending punctuation.

Note the verbs describing God's concern: I have seen . . . have heard . . . I am concerned . . . I have come down.

Three of the verbs with *God* as subject are repeated from 2:24–25 (*see, hear, know*), with a closer specification as to just what it is God sees and knows. God truly sees their affliction. God knows their sufferings. For God to know the people's sufferings testifies to God's experience of this suffering, indeed God's intimate experience. God is here depicted as one who is intimately involved in the suffering of the people. (Fretheim 1991, 36)

When the author's name is stated in the text, the parenthetical reference lists only the date and page number (the author's name is not repeated).

Arnold & Beyer note that there are “three kinds of context” (1999, 29). or

Arnold & Beyer (1999, 29) note that there are “three kinds of context.”

Reference List Documentation

Works used in the paper are also listed at the end of the paper in the reference list.

Arnold, Bill T. & Bryan E. Beyer. 1999. *Encountering the Old Testament*. Grand Rapids, MI: Baker Book House.

NOTE: In this referencing system, only works actually cited in your paper are to be included in the reference list. (See the *Global University Undergraduate Form and Style Guide* 2010, page 7.)

Book on the Internet

In-Text Documentation

A full book accessed from the Internet is referenced in the text the same as a printed book.

Scripture attributes varying ministries to each person of the Trinity. “The different functions that we see the Father, Son and Holy Spirit performing are simply outworkings of an eternal relationship” (Grudem 1994, 251).

Reference List Documentation

In the reference list, both the Web site and date of access are listed after the other information.

Grudem, Wayne A. 1994. *Systematic Theology: An Introduction to Biblical Doctrine*. Grand Rapids, MI: Zondervan. <http://books.google.com/books> (accessed February 2, 2006).

Consult the *GU Undergraduate Form and Style Guide* for other examples (journal or magazine articles, books with more than one author, etc.).

Project Instructions

This project is worth 25 percent of your final course grade and must be submitted to your enrollment office before you may take the final examination.

You will be graded on your ability to apply the principles that are taught in the course as well as your ability to follow instructions.

(Project Title)

By

(Student Name)

(Student Number)

A Project

***Submitted to the Faculty
In Partial Fulfillment of the Requirements for***

THE3013

Apologetics

Fourth Edition

PN 04.11

Global University

(Month Year)

PROJECT INSTRUCTIONS

THE3013 Apologetics, Fourth Edition

In This Project You Will

Identify three accusations against the Christian faith that are commonly made in your community. These accusations should relate to each of the unit topics. Analyze each accusation as to its validity and weaknesses, and write a rational biblical apologetic or response to each accusation.

Evaluate the effects of your study of this course with respect to its impact on your own understanding of how one can know that God lives, communicates, and acts in history.

Your Project Should Include

1. Three sections, each containing a written statement of an accusation commonly made against the claims of Christianity. Make sure each accusation relates directly to a unit topic. Explain the source and strength of the accusation.
2. An analysis of the accusation with respect to its strengths and weaknesses.
3. A rational, biblical apologetic or response to the accusation containing at least four evidences which would be appropriate to persuade the critic to change his or her opinion and be convinced of the truth of Christianity. Remember to present your response in such a way that it could be used effectively with a non-Christian audience. Your assignment is to defend the essential beliefs (doctrines) of the Christian faith to non-Christians in a logical and loving manner. The assignment does NOT include defending the conservative Christian political movement(s) in the United States. Though some issues overlap, the two are separate disciplines and should not be confused. Political papers will not satisfy the requirements for this project.

Project Instructions

Arrange your analysis outline as follows:

UNIT 1: Knowing That God Lives (400–500 words)

- A. Accusation
- B. Analysis of accusation
- C. Apologetic response

UNIT 2: Knowing That God Communicates (400–500 words)

- A. Accusation
- B. Analysis of accusation
- C. Apologetic response

UNIT 3: Knowing That God Acts (400–500 words)

- A. Accusation
- B. Analysis of accusation
- C. Apologetic response

CONCLUSION: Evaluate the effects of your study of this course with respect to its impact on your own understanding of how one can know that God lives, communicates, and acts in history. (150–225 words)

Recommended Resources for Apologetics Project

Beckwith, Francis J., William Lane Craig and J.P. Moreland, eds., *To Everyone An Answer: A Case for the Christian Worldview*. Downers Grove, IL: InterVarsity Press, 2004.

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- Carson, D.A. 2002. *The Gagging of God: Christianity Confronts Pluralism*. Grand Rapids, MI: Zondervan.
- Cowan, Steven B. and Stanley N. Gundry, eds. 2000. *Five Views on Apologetics*. Grand Rapids, MI: Zondervan.
- Evans, Stephen C. 2002. *Pocket Dictionary of Apologetics and Philosophy of Religion*. Downers Grove, IL: InterVarsity Press.
- Morison, Frank. 1987. *Who Moved the Stone?: A Skeptic Looks at the Death and Resurrection of Christ*. Grand Rapids, MI: Zondervan.
- Strobel, Lee. 1998. *The Case for Christ: A Journalist's Personal Investigation of the Evidence for Jesus*. Grand Rapids, MI: Zondervan.
- . 2000. *The Case for Faith: A Journalist Investigates the Toughest Objections to Christianity*. Grand Rapids, MI: Zondervan.
- Zacharias, Ravi. 1990. *A Shattered Visage: The Real Face of Atheism*. Grand Rapids, MI: Baker.
- . 1994. *Can Man Live Without God?* Dallas, TX: Word.
- . 2000. *Jesus Among Other Gods: The Absolute Truth of the Christian Message*. Nashville, TN: Word.
- . 2002. *Light in the Shadow of Jihad*. Sisters, OR: Multnomah.
- . 2001. *The Lotus and the Cross: Jesus talks with Buddha*. Sisters, OR: Multnomah.
- Zacharias, Ravi and Norman Geisler, eds. 2003. *Who Made God? And Answers to Over 100 Tough Questions of Faith*. Grand Rapids, MI: Zondervan.

This project is worth 25 percent of your course grade and should be submitted to your enrollment office before you take the final examination.

Writing Instructions

If you have not already done so, read the Undergraduate Writing Assignment Guidelines on page 15 of this packet and the *Global University Undergraduate Form and Style Guide*.

Your total word length should be approximately 1200–1500 words (5 to 6 double-spaced, typewritten pages). The addition of the cover and reference list could make the completed project 7 to 8 pages. You may use your Bible, IST or study guide, notes, and research material.

You are required to access the Global University Library Web site or other academic sources and find three to five references to include in your Project.

The references must relate logically to the Project.

You must explain, describe, interact with, or react to each reference as part of your written responses.

You must list each online source in your reference list at the end of your Project.

Instructions for accessing the Library Web site are given in the UWAG. If you have a legitimate reason for **not** having access the Internet or other academic sources, you must include a statement explaining why you are unable to do so.

Submitting Your Assignment

Submit your project by e-mail attachment. A template is available for download from the Global University Web site. If e-mail access is not available, submit by mail or fax with the project title page (which is provided) on the front of your project.

This project is worth 25 percent of your course grade and should be submitted to your enrollment office before you take the final examination.

Answers to Self-Tests

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Lesson 1

- 1 d) philosophical apologetics.
- 2 c) Christian evidences, which validate the biblical record.
- 3 a) the believer's search for general principles governing life should be undertaken within the framework of God's revelation.
- 4 a) faith and reason.
- 5 c) agrees with facts that cannot be disputed.
- 6 False
- 7 True
- 8 False
- 9 False
- 10 True
- 11 c) Correspondence
- 12 b) Meaningfulness
- 13 a) Logic
- 14 d) Subjectivity
- 15 a) Factual apologetics
- 16 c) Polemics
- 17 d) Philosophy
- 18 a) Factual apologetics
- 19 Your answer may be similar to this: Both faith and reason are important to the task of apologetics. Faith describes a personal relationship with Jesus Christ and a trust in the truthfulness of God's Word. But faith can be tested by the questions and problems of life and doubts can arise. Reason involves logic or rational thought. Christians must interact with truth claims and be able to defend the truthfulness of their Christian beliefs in a rational way.
- 20 We saw that both Peter and Paul made strong defenses of their Christian faith when they faced accusers and that as a result many people became believers. This confirms that the apologetic task is useful as a tool of evangelism.

Lesson 2

- 1 True
- 2 False
- 3 True
- 4 False
- 5 False
- 6 True
- 7 True
- 8 True
- 9 True
- 10 False
- 11 True
- 12 False
- 13 d) Philosophy
- 14 b) Epistemology
- 15 a) Metaphysics
- 16 c) Axiology
- 17 c) Pragmatism
- 18 e) Consistency
- 19 b) Feeling
- 20 a) Custom
- 21 c) Christian agnosticism
- 22 a) Christian rationalism
- 23 b) Logical Christianity
- 24 d) Autonomous Christianity
- 25 a It relates to a moral issue.
b Man is morally depraved. A person may accept the truth of God with his or her intellect yet reject Him on moral issues. Such a person is unwilling to make the commitment to live according to the entailments integral to Christian truth.

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Lesson 3

- 1 d) revelations and actions of the living God. 3 False
- 2 a) supernatural events that dramatically reveal God and His plan. 4 True
- 3 c) single story of God and His plan of salvation for humankind. 5 True
- 4 a) Probabilists 6 False
- 5 d) Holy Spirit has broken through the unbeliever's sinfulness with assurance of its truth. 7 True
- 6 b) witness of the Spirit to the truth. 8 True
- 7 b) a systematic, unified whole grounded in faith. 9 True
- 8 c) God is mysterious and beyond our logic. 10 False
- 9 a) certitude. 11 False
- 10 d) moral rebellion. 12 True
- 11 Cynic: believes that people are totally self-centered, insincere, and lacking in integrity; they do not have pure motives; expresses sneering disbelief of the possibility of discovering truth. 13 True
- 12 Humanist: believes that the highest authority is human intelligence and therefore humans can solve their own problems through knowledge, given enough time; gives no consideration to people's evil nature but believes that if they know to do good, they will do it. 14 True
- 13 Existentialist: emphasizes immediate personal experience. Faith is a leap in the dark. The result for the atheistic existentialist is despair; life is meaningless and absurd. The only worthwhile thing people can do is to act with courage, even if the direction of this courage is meaningless or harmful. 15 False
- 14 Agnostic: a skeptic who believes that nothing can be known for certain. Nothing exists except that which can be proved by the scientific method; doubt is a way of life. 16–17 In any order:
- 15 Mystic: believes that direct access to truth comes only through immediate experience with the supernatural. This implies a rejection of revelation (the Bible) and of an intermediary (Christ); relies on subjective mystical experience to the exclusion of all else. 16 The moral argument for the existence of God is based on the idea that every person has a sense of right and wrong, a conscience, and a sense of duty. Since people do sense these things, there must be a great moral Lawgiver or God.

Lesson 4

- 1 True
- 2 False

Lesson 5

- 1 d) sin entered human history.
- 2 b) man's depraved condition alienated him from God.
- 3 b) grace.
- 4 c) humanity is most fully known in Jesus Christ.
- 5 a) like a ghost than a real human being.
- 6 d) normal.
- 7 c) no human limitations.
- 8 b) possessed divine attributes.

- 9 d) believe He was who He claimed to be. 6 True
10 a) space. 7 False
11 True 8 True
12 False 9 True
13 True 10 False
14 False 11 A
15 True 12 A
16 True 13 B
17 False 14 B
18 True 15 A

- 19 Humans were born in a state of innocence and had daily fellowship with God.
20 Adam disobeyed God and rebelled against His will. Because of this, humankind's fellowship with God was broken.
21 Because sinful man is in a depraved condition (weakened by sin), he is alienated from God and cannot reach out to find Him.
22 God, in His love and by His grace, through the incarnation of Christ reached across the chasm separating Him from humankind. Jesus came to earth to provide for humanity's redemption through His death on the cross. He paid the penalty for humankind's sin.
23 When people respond in faith to God's grace and accept the work of Christ for them, they are reconciled to God and fellowship with God is restored.

Lesson 6

- 1 a) The Christian faith is not just speculative philosophy, a series of logical arguments, or an ethical system, but it is rooted in historical facts, of which the resurrection of Jesus is seen as the main event.
2 b) the tomb was a borrowed one located in a garden.
3 c) there is a remarkable amount of agreement among the authors, each of whom recorded what he remembered.
4 d) Jesus was resurrected from the dead and is alive today.
5 a) was not dead but was unconscious when He was laid in the tomb.

- 16–17 Paul did not need to mention the empty tomb because what he taught about the nature of the Resurrection assumed an empty tomb.
18–20 If the disciples had indeed stolen the body of Christ, they would not have preached the message that He was resurrected with such fervency that they were willing to die for this belief.

Lesson 7

- 1 c) did not make this claim about itself.
2 a) is the Word of God.
3 b) "God-breathed."
4 d) 3800 times.
5 c) authoritative value.
6 d) whatever is said and taught by Christian theologians.
7 a) revelation.
8 c) the Holy Spirit guided human authors in the selection of materials and the words they wrote.
9 b) dynamic inspiration.
10 d) relies solely on subjective experience as a basis for faith.

11–15 Your answer may include any of the following:
 Plenary inspiration means that all Scripture—
 Old and New Testaments—is inspired in its
 entirety. Verbal inspiration means that the
 inspiration of Scripture includes every word.
 Evangelicals believe biblical inspiration is
 an operation of the Holy Spirit by which He
 guided the human authors in their selection
 of materials and the words they wrote. They
 believe every Scripture and every word written
 was inspired by the Holy Spirit, and that the
 original autographs are inerrant, infallible,
 and authoritative. They also believe that the
 transmission of the Bible over the centuries has
 been remarkably free of human error, so that
 our Bible is the trustworthy Word of God.

Lesson 8

- 1 False
- 2 False
- 3 True
- 4 False
- 5 True
- 6 False
- 7 True
- 8 True
- 9 False
- 10 True
- 11 False
- 12 True
- 13 b) Samaritan Pentateuch
- 14 d) Masoretic Text
- 15 a) Dead Sea Scrolls
- 16 c) Septuagint
- 17 d) Athanasius, Council of Carthage (A.D. 367–397)
- 18 c) Marcion to Eusebius (A.D. 150–350)
- 19 b) Apostolic Fathers (A.D. 95–150)
- 20 a) Apostolic Age (A.D. 30–100)

Lesson 9

- 1 True

- 2 False
- 3 False
- 4 True
- 5 True
- 6 True
- 7 False
- 8 True
- 9 False
- 10 False
- 11 True
- 12 False
- 13 False
- 14 False
- 15 True
- 16 True
- 17 False
- 18 True
- 19 False
- 20 True

21–25 Foretelling involves the prediction of future events and is not based on human wisdom. The source is supernatural, the prediction is precise, and it is eventually fulfilled.

Lesson 10

- 1 c) “violation of natural law.”
- 2 a) God is above the power of natural law.
- 3 b) miracles are possible.
- 4 b) miraculous signs.
- 5 d) attest to His deity.
- 6 a) reproduce suddenly, up close and small, what God is always doing in general.
- 7 c) not even unbelievers questioned the miracles of Jesus.
- 8 d) Christian
- 9 b) Deist
- 10 a) Naturalist

11 c) Pantheist

12–15 Evidence that miracles still occur today is found in the fact that people still experience the new birth, a supernatural work of God in the life of the repentant sinner. Also, believers attest to the fact that God still answers prayer; He intervenes in the normal course of human events when people pray. There is still a need for miracles today, as there was in the times of Christ and the apostles. God is compassionate and concerned about our needs.

Lesson 11

- 1 True
- 2 False
- 3 False
- 4 True
- 5 True
- 6 True
- 7 False
- 8 False
- 9 True
- 10 True
- 11 False
- 12 True
- 13 False
- 14 True
- 15 True
- 16 False
- 17 True
- 18 False
- 19 True
- 20 True
- 21 True
- 22 False

23 Based on what he or she has already learned and the problem he or she wants to solve, the scientist proposes a possible solution or theoretical model.

24 The scientist tests his or her hypothesis by repeating the proposed solution and reviewing the findings.

25 On the basis of the results of the experiment, the scientist may decide that he or she needs to modify the hypothesis.

Lesson 12

- 1 b) wholly good.
- 2 c) sin.
- 3 d) imperfection.
- 4 a) in order to appreciate goodness, one must experience pain.
- 5 a) Leibniz's theory
- 6 d) necessary.
- 7 b) created evil.
- 8 c) pointing to the cross of Christ.
- 9 b) ultimately right will triumph.
- 10 c) suffering is not necessarily the result of sinful acts.
- 11–15 Your answer may be similar to this: Humans have experienced suffering and evil because of their choice to disobey God's will. But God has already acted to break the power of suffering and evil through His Son, Jesus Christ. In His mercy, He permitted His Son to pay the penalty for sin. In His grace He bestows upon repentant sinners the righteousness of Christ. He desires that all people accept His offer of mercy and grace. The day is coming when Satan and all the powers of evil will be banished by God. That will be the end of suffering and pain for those whom God has redeemed.

Lesson 13

- 1 True
- 2 False
- 3 True
- 4 False
- 5 False
- 6 False
- 7 True

Unit Progress Evaluations

The Unit Progress Evaluations (UPEs) are designed to indicate how well you learned the material in each unit and how well you may do on the final examination.

Answer the UPE questions without referring to your course materials, Bible, or notes.

When you have completed each UPE, compare your answers with those in the UPE answer keys in the back of this Student Packet. Review any items you may have answered incorrectly.

Unit Progress Evaluation 1

THE3013 Apologetics, Fourth Edition

(Unit 1—Lessons 1–4)

Multiple Choice Questions

Select the best answer to each question.

- 1** A validation of Christianity on the basis that the Christian viewpoint is reasonable falls in the category of
 - a) factual apologetics.
 - b) polemics.
 - c) defensible truth claims.
 - d) philosophical apologetics.
- 2** Factual apologetics appeals to arguments for the trustworthiness of the Bible based on evidence such as
 - a) theistic proofs.
 - b) history and archaeology.
 - c) subjective experience.
 - d) one's world-and-life view.
- 3** An apologist might describe the entire book of Job as an attempt to
 - a) question God's failure to act.
 - b) justify God's dealings with man.
 - c) defend Job's character.
 - d) explain why Job was made to suffer.
- 4** The apostle Peter is an example of one who recommended the use of apologetics for the purpose of
 - a) winning a philosophical argument with a non-Christian.
 - b) judging the actions of others.
 - c) engaging in evangelism through reasonable argumentation.
 - d) proving with no room for doubt the existence of God.
- 5** The first function of Christian apologetics, according to Ramm, is to
 - a) prove the existence of God.
 - b) interact with truth claims.
 - c) defend one's personal experience of salvation.
 - d) support the doctrines of the church.
- 6** The practical test of the truth claims of Christianity determines whether or not the claims are
 - a) meaningful.
 - b) logical.
 - c) argumentative.
 - d) consistent.
- 7** When a Christian submits his or her faith to the tests of truth, the result should be
 - a) wholeness or integrity.
 - b) ability to argue correctly.
 - c) reasonable doubts about some issues.
 - d) naive, childlike faith.
- 8** The apologist should view philosophy as a
 - a) work of Satan himself.
 - b) means of validating Christian theology.
 - c) competitive world-and-life view.
 - d) tool for writing Christian theology.
- 9** The study of ultimate reality or what lies beyond physical nature is called
 - a) philosophy.
 - b) axiology.
 - c) metaphysics.
 - d) ethics.
- 10** The belief concerning Christianity of many existentialist philosophers is that
 - a) reason is for the natural world and faith is for the spiritual world.
 - b) one finds God through reason followed by faith.
 - c) only reason can demonstrate the validity of Christianity.
 - d) after the faith experience, the truth of Christianity can be verified.
- 11** The belief that faith is first established in the heart and is consistent with reason describes the view called
 - a) logical Christianity.
 - b) Christian agnosticism.
 - c) autonomous Christianity.
 - d) Christian rationalism.

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- 12** Pragmatism as a test for truth is based on
- what the majority accepts as truth.
 - that which fits the facts of experience.
 - the meaningfulness of an idea.
 - agreement of one idea with another.
- 13** The best test of truth is
- instinct.
 - coherence.
 - consensus opinion.
 - empiricism.
- 14** The choice for Christianity involves entailment or
- a survey of all available options.
 - acceptance of what this choice requires of one.
 - natural reason unaided by faith.
 - an element of personal interpretation of what this choice means.
- 15** The product of the Holy Spirit's convicting of a person and persuading him or her of truth is, for the believing person,
- naive faith.
 - need for assurance.
 - objectivity.
 - certainty.
- 16** Fullness of conviction refers to the
- Holy Spirit's illumination of the Word to the believer.
 - Spirit's persuasion of the unbeliever on the basis of logic and Scripture.
 - assurance that the Bible is a source of truth about Jesus Christ.
 - witness of the Spirit to the reality of a personal encounter with Jesus Christ.
- 17** According to Ramm, what is the supreme miracle of God recorded in the Bible?
- The resurrection of Jesus Christ
 - The crucifixion of Jesus Christ
 - The creation of the world
 - The salvation of a human soul
- 18** The Crucifixion is described in our study as a miracle because it is
- supernatural only in its timing.
 - an unusual occurrence.
 - a very important event in history.
 - a natural event with supernatural consequences.
- 19** The view that scientific, archaeological, and historical data are sufficient in themselves to convince skeptics of Christianity's divine origin is held by
- existentialists.
 - naturalists.
 - negativists.
 - evidentialists.
- 20** To which of these does Ramm contribute the view that Christian evidences will not impress a person in his sin because he cannot, in his sinful condition, reason correctly?
- John Calvin
 - Evidentialists
 - Negativists
 - Probabilists
- 21** Synoptic vision means that the believer's understanding about man, the world, and God is formed by his or her
- intellectual pursuit of truth.
 - faith based on revealed truth.
 - personal daily experiences.
 - experience of the miraculous.
- 22** Which of these is an example of interpretative elements in synoptic vision?
- A range of feelings between freedom and guilt
 - Critical study of documents
 - A psychological understanding of man
 - Corporate worship
- 23** In applying the test of coherence to theology, one must recognize that
- while there are limitations, much of Scripture can be tested by coherence.
 - none of Scripture can be subjected to the test of coherence.
 - God's revelation is well within the grasp of the human intellect.
 - there are no mysteries in God's self-disclosure.
- 24** Spiritual certitude differs from certainty in that spiritual certitude is based on
- faith in the divine revelation.
 - historical facts.
 - a high degree of probability.
 - one's own instincts.

- 25 Of these doubters of Christianity, which one believes that if people are properly educated about right behavior, they will do what is right?
- Cynic
 - Mystic
 - Humanist
 - Agnostic
- 26 A typical existentialist view of faith describes it as
- a blind leap in the dark.
 - a theory without substance.
 - a form of cynical self-interest.
 - an assumption derived from known facts.
- 27 We have seen that there is a strong correlation between spiritual blindness and
- honest doubt.
 - mystical experience.
 - moral rebellion.
 - naive faith.
- 28 The term *honest doubt* indicates that a person
- refuses to accept the truth of Christian evidences.
 - has a closed mind concerning spiritual matters that he or she does not understand.
 - may be a believer and still have questions concerning God's actions.
 - does not recognize that where there is faith there can be no doubt.
- 29 A posteriori arguments for the existence of God are
- inductive—relating to or derived by reasoning from observed facts.
 - deductive—relating to or derived by reasoning from self-evident propositions; presupposed by experience.
 - reductive—relating to a division of philosophy that is concerned with the fundamental nature of reality and being.
 - postductive—relating to a twentieth-century movement in Protestant theology.
- 30 The idea of a Prime Mover (God) is related to which of these arguments of Thomas Aquinas?
- Gradation of being
 - Nature of the efficient cause
 - Governance of the world
 - Argument from motion
- 31 According to the Gradation of being argument, God is pictured as the
- prime mover.
 - first efficient cause.
 - architect of the universe.
 - fullness of perfection.
- 32 The teleological argument for the existence of God is also known as the argument
- from motion.
 - from design.
 - of contingency.
 - of possibility and necessity.
- 33 The a posteriori argument which is seen by apologists as having the greatest strength as a tool for witnessing is the
- ontological argument.
 - teleological argument.
 - existential argument.
 - contingency argument.
- 34 The ontological argument states that
- man's finitude creates in him a longing for an Infinite Being.
 - the very idea of God proves that He exists.
 - man can have a subjective, mystical experience of God.
 - the transforming power of the kerygma proves God's existence.
- 35 Which of these is an a priori pointer to the existence of God?
- Causation
 - Possibility and necessity
 - Man's ability to perceive
 - Governance of the world
- 36 The existential argument for the existence of God is based on
- an objective account of historical events related to the people of God.
 - rational support for belief in God, such as archaeology and the Bible.
 - the subjective involvement or inward passion of the knower.
 - one's innate sense of beauty and order in the universe.
- 37 The idea that God confronts man through the kerygma is called the
- existence of truth argument.
 - cosmological argument.
 - idea of blessedness.
 - existential argument.

- 38 An example of the axiological argument for God's existence is that
- a) one's sense of beauty points to a Giver of beauty.
 - b) one can have a mystical, subjective experience of union with God.
 - c) people are aware of stimuli which are external to the mind.
 - d) man has a hunger for something that satisfies his longings.
- 39 The biblical emphasis concerning the existence of God focuses on
- a) proofs of His existence.
 - b) the ontological argument.
 - c) the moral and ethical argument.
 - d) God coming to man.
- 40 The greatest evidence of the living God is the
- a) physical beauty of the universe.
 - b) changed lives of those who submit to His Lordship.
 - c) descriptions of His character in Scripture.
 - d) scientific evidence of purpose and design in nature.

Part 2—True-False Questions

Indicate whether each statement is TRUE or FALSE.

- 41 The word *polemics* means to defend the Christian faith against those in the church who teach false doctrine.
- 42 If Christianity is going to endure, it must stand the test of truth.
- 43 The apologist's arguments cannot be based on experience alone, but must include valid truth claims.
- 44 The work of the apologist is to defend or present in a positive way the truth revealed in Scripture.
- 45 Judging by one's instincts is the highest level for testing truth.
- 46 The general definition of Ramm's Christian postulate includes the statement that the Christian religion reaches its highest expression in the incarnation of God in Christ.
- 47 Supernatural acts are meaningless with respect to verification that God acts in the universe.
- 48 There are no limitations to the test of coherence in theology because God created man in His image and likeness.
- 49 A posteriori arguments for the existence of God reason from effect to cause.
- 50 A priori pointers to God are based on man's "inside information" such as the fact that he has a conscience.

After answering all of the questions in this UPE, refer again to points 3–5 under the heading *Taking Your Unit Progress Evaluations*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

Unit Progress Evaluation 2

THE3013 Apologetics, Fourth Edition

(Unit 2—Lessons 5–9)

Multiple Choice Questions

Select the best answer to each question.

- 1 There are five steps in the chain of events which explain why the Incarnation was necessary. The fourth involves the grace of God in
 - a) fellowship.
 - b) reconciliation.
 - c) alienation.
 - d) redemption.
- 2 In studying the sequence of steps which explains why the Incarnation was necessary, we saw that in the “depravity” step the situation between God and man was
 - a) alienation.
 - b) rebellion.
 - c) fellowship.
 - d) reconciliation.
- 3 According to John 1:14, Jesus “became flesh.” Erickson explains this by describing Jesus as being
 - a) more human than we are.
 - b) half-divine and half-human.
 - c) not fully human.
 - d) like sinful human beings.
- 4 Jesus never claimed that He was
 - a) less than God.
 - b) the Son of God.
 - c) in possession of divine attributes.
 - d) subject to human limitations.
- 5 Jesus’ designation of himself as the “Son of Man” was a reference to the fact that He
 - a) did not want to be placed on the same level as God.
 - b) was not fully aware of His deity.
 - c) was the fulfillment of biblical prophecy.
 - d) wanted to be seen as an ordinary human being.
- 6 One evidence that Jesus was who He claimed to be is that
 - a) everyone recognized that He was a good man.
 - b) He manifested the attributes of deity in His life and ministry.
 - c) He was able to deceive many people about His real intentions.
 - d) the stories about Him became legends that were embellished over the years.
- 7 Both the Gospels and the Epistles emphasize that, as to His character, Jesus was
 - a) unemotional.
 - b) without sin.
 - c) unresponsive to those around Him.
 - d) unaware that He was different.
- 8 The supreme proof of Jesus’ supernatural character is His
 - a) words of authority.
 - b) death.
 - c) resurrection.
 - d) effect on His disciples.
- 9 The one event that established the truth of Christianity was
 - a) Peter’s sermon on the Day of Pentecost.
 - b) the resurrection of Christ.
 - c) the Incarnation.
 - d) the crucifixion of Christ.
- 10 The most authoritative confirmation that Jesus’ death was a reality came from the
 - a) women at the Crucifixion.
 - b) centurion’s testimony.
 - c) apostle Peter.
 - d) four Gospel writers.
- 11 The strongest evidence for the empty tomb is that
 - a) all four Gospel accounts affirm that it was empty.
 - b) the stone was moved secretly.
 - c) the chief priests acknowledged that a miracle had occurred.
 - d) eyewitnesses thought they had come to the wrong tomb.
- 12 A good argument against the accusation that grave robbers stole the body of Jesus is that the
 - a) guards denied this.
 - b) grave clothes were neatly folded.
 - c) accusation was refuted by the apostle Paul.
 - d) four Gospels do not confirm this.

- 13** The argument against the Resurrection that says the Jewish or Roman authorities moved the body of Jesus can be easily refuted, Little says, because
- the guards would have prevented them from doing this.
 - the women would have seen them and reported this.
 - a public burial ground was chosen for Jesus' burial.
 - if they had taken the body, they would have displayed it.
- 14** The best confirmation of the resurrection of Jesus comes from
- the sufficient number of competent, trustworthy eyewitnesses.
 - legends that have been passed down from that period.
 - what the Gospel records reveal about the event.
 - the three women who were the first to arrive at the tomb.
- 15** The best way to describe the disciples following Christ's resurrection is to say that they were
- frightened.
 - confused.
 - transformed.
 - surprised.
- 16** The most dramatic effect of the resurrection of Christ in the worship patterns of the disciples was their
- emphasis on worshiping on the Sabbath.
 - meeting for worship on the first day of the week.
 - refusal to go to the Jewish synagogues for worship.
 - emphasis on offering sacrifices in worship.
- 17** It would be difficult to support the idea that the Bible is the Word of God if
- circular reasoning is applied to the idea.
 - it did not make this claim for itself.
 - it asserted that this was indeed true.
 - one applied proper boundaries of logic to this idea.
- 18** When Ezra read the books of Moses to the people at a public gathering, he described what he was reading as
- "sacred writings."
 - "Moses' words."
 - "the law of the Jews."
 - "the words of the God of Israel."
- 19** What viewpoint concerning biblical inspiration says that the Bible is inspired with respect to spiritual matters but may be inaccurate regarding historical matters?
- Existential inspiration
 - Plenary inspiration
 - Mechanical inspiration
 - Dynamic inspiration
- 20** When the term *verbal inspiration* is used in reference to the Bible, it means that
- spoken words recorded in Scripture were inspired.
 - Bible passages become inspired as they are preached.
 - the Bible contains God's Word along with human errors.
 - the inspiration of Scripture includes every word.
- 21** Regarding biblical inspiration, 2 Timothy 3:16 indicates that
- all Scripture is "God-breathed."
 - the Bible was written by godly men.
 - the non-historical biblical content is inspired.
 - the inspiration is subject to human interpretation.
- 22** When we say that the Bible is inerrant, we mean that the
- original autographs are divinely inspired and free from error.
 - personalities of its human authors are not revealed.
 - transmission of the text must be error-free.
 - accounts of similar events by different authors must be uniform.
- 23** The genealogies in Matthew and Luke illustrate the unity of Scripture because they link the
- Jews to the Gentiles.
 - prophets to the pre-Christian era.
 - Old Testament priesthood to the Christian church.
 - Messiah to the old covenant.
- 24** The comparison of all known manuscripts of a given work in order to trace variations in the text and discover its original form is known as
- higher criticism.
 - interpretive evaluation.
 - textual criticism.
 - textual transmission.

- 25** The Masoretic text is useful in establishing the accuracy of the present text of the Old Testament because it dates back to
- the days of Solomon.
 - about 150 B.C.
 - A.D. 900.
 - the early church era.
- 26** The most important result of the discovery of the Dead Sea Scrolls was that they provided scholars with the opportunity to
- understand the ancient community which preserved them.
 - determine the accuracy of our present biblical text.
 - compile the Hebrew canon as we have it today.
 - develop the Septuagint translation of the Old Testament.
- 27** One strong argument to support the trustworthiness of the New Testament text as we have it today is that
- more than five thousand ancient Greek manuscripts of the New Testament have been preserved.
 - translations of the New Testament are available in many languages.
 - scholars have found no inconsistencies in the available manuscripts from the New Testament period.
 - a great span of time separates the existing manuscripts from the originals.
- 28** The John Rylands papyrus is valuable in confirming the trustworthiness of the New Testament because it
- is the only complete New Testament text in existence from the first century.
 - lists the early church fathers who gathered the New Testament canon.
 - is the first Latin translation of the New Testament.
 - is dated about A.D. 130 and contains a portion of John's Gospel.
- 29** In the Hebrew Scriptures, the books of Joshua, Judges, Samuel, and Kings are placed in the category called the
- Latter Prophets.
 - Writings.
 - Former Prophets.
 - Pentateuch.
- 30** The apocryphal books were omitted from the Protestant canon of the Old Testament because they were
- included in the Hebrew Scriptures.
 - quoted often by New Testament writers.
 - claimed to be the work of the Old Testament prophets.
 - excluded from the Hebrew Scriptures.
- 31** The biblical books received canonicity because they were recognized as being
- approved by the church fathers.
 - divinely inspired.
 - well-known religious writings.
 - authored by godly men.
- 32** The rule or canon for New Testament Scripture included the requirement that an accepted book must
- be either written or backed by an apostle.
 - have a Jewish author.
 - have been distributed widely among the churches.
 - be written in a scholarly, ecclesiastical style.
- 33** Biblical prophecies which are fulfilled can be used effectively by the apologist in his or her task of persuasion because they
- involve a causal relationship.
 - rely on guesswork.
 - deal with contingencies.
 - are broad and ambiguous.
- 34** One test of whether a prophecy comes from God is that it is
- unusual.
 - given several times.
 - fulfilled.
 - the natural result of given causes.
- 35** The biblical prediction of the fall of Nineveh demonstrates the characteristic of biblical prophecy, which is that
- the fulfillment is often unclear.
 - the fulfillment is what man's wisdom would have expected.
 - predictions are often contrary to expectations.
 - no specific details are given.

- 36 The New Testament references to Jesus as the “son of David” indicate the fulfillment of the prophecy in Genesis 49:10 that the promised Messiah would
- a) be a Jew.
 - b) come from the tribe of Judah.
 - c) be born of a virgin.
 - d) call Jerusalem His home.
- 37 Isaiah predicted that the Messiah would
- a) have the name Jesus.
 - b) be born in Bethlehem.
 - c) be resurrected in three days.
 - d) be born of a virgin.
- 38 Archaeology is valuable for the apologetic task because it
- a) provides proof of the miraculous acts of God recorded in the Bible.
 - b) explains all difficult biblical passages.
 - c) helps us to understand the chronology of biblical events.
 - d) identifies geographical sites mentioned in the Bible.
 - e) does both items c) and d).
- 39 Archaeologists have learned a great deal about the culture of ancient Babylonia by studying
- a) clay tablets from Nuzi.
 - b) the Moabite stone.
 - c) excavations at Megiddo and Hazor.
 - d) excavations at Ur of the Chaldees.
- 40 Excavations at Hazor and Megiddo have been valuable in
- a) describing the methods of shipping at the time of Moses.
 - b) confirming the battle between Moab and the kings of Judah and Israel.
 - c) revealing similarities in the two cities during Solomon’s time.
 - d) disclosing that the name of Israel’s God was Yahweh.

Part 2—True-False Questions

Indicate whether each statement is TRUE or FALSE.

- 41 History has neither confirmed nor disproved Jesus’ claims of deity.
- 42 Philippians 2:5-8 describes Jesus as one who was genuinely humble and willing to give up His own rights for the sake of others.
- 43 The Scriptures record only three appearances of Christ following the Resurrection.
- 44 Without God’s revelation in Scripture, we could not know about Him and His purposes.
- 45 It is more accurate to say that the Bible contains the Word of God than to say that it is the Word of God.
- 46 A comparison of Isaiah 38–66 in the Dead Sea Scrolls and the Masoretic text reveals major differences in the two texts that scholars cannot explain.
- 47 The first New Testament manuscripts were written in the codex form using uncials.
- 48

After answering all of the questions in this UPE, refer again to points **3–5** under the heading *Taking Your Unit Progress Evaluations*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

Unit Progress Evaluation 3

THE3013 Apologetics, Fourth Edition

(Unit 3—Lessons 10–13)

Multiple Choice Questions

Select the best answer to each question.

- 1 David Hume's rationalistic view of miracles included the idea that they were
 - a) divine interventions in human affairs.
 - b) violations of natural law.
 - c) supernatural acts of God.
 - d) independent occurrences with no outside control.
- 2 Naturalists claim that miracles are impossible because
 - a) God does not interfere in human affairs.
 - b) nothing exists outside of natural law.
 - c) every occurrence of natural law is an act of God.
 - d) man is holistic by nature.
- 3 In order to confirm the reality of miracles, one must first
 - a) be an eyewitness to a miracle.
 - b) experience a personal miracle.
 - c) assume that the hypothesis of miracles is true.
 - d) understand the limitations of natural law.
- 4 The word *semeion* in the Gospel of John emphasizes the value of Jesus' miracles as
 - a) miraculous signs performed for a purpose.
 - b) powerful displays of remarkable abilities.
 - c) unusual demonstrations of natural law.
 - d) symbolic illustrations of spiritual concepts.
- 5 Miracles do NOT confirm that
 - a) the claims of Jesus are true.
 - b) man's nature is holistic.
 - c) the universe is a closed system.
 - d) God is compassionate.
- 6 Miracles are necessary to demonstrate that
 - a) natural law is the normal manner by which God governs the universe.
 - b) all rational people are biased against unusual events.
 - c) we should give naturalistic explanations of phenomena whenever possible.
 - d) God stands outside of nature and is Lord over nature.
- 7 According to C. S. Lewis, "miracles of the Old Creation"
 - a) are normal occurrences which function according to natural laws.
 - b) focus on God's future actions in the universe.
 - c) occurred during the early part of the Old Testament period.
 - d) reproduce operations already seen on the large scale.
- 8 The claim by some that miracles in the Bible cannot be verified by reliable testimony can best be refuted by the statement that
 - a) they all occurred in public places.
 - b) only Jesus' opponents denied His miracles.
 - c) those who experienced miracles became preachers of the gospel.
 - d) not even Jesus' opponents denied His miracles.
- 9 The best conclusion regarding the possibility of miracles still happening today is that
 - a) God still miraculously saves souls and answers prayer.
 - b) God no longer operates this way.
 - c) since we have the Bible, we do not need miracles today.
 - d) most evangelical believers do not accept this possibility.
- 10 The purpose of science is to
 - a) explain the natural world.
 - b) refute religious beliefs about God.
 - c) describe observable phenomena.
 - d) explain origins and destinies.
- 11 Through the scientific method developed by Francis Bacon, scientists have
 - a) arrived at a correct, undisputed understanding of the beginning of the universe.
 - b) come to a complete agreement with the biblical account of creation.
 - c) assumed certain probabilities on the origin of the universe.
 - d) renounced all forms of evolution in nature.

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- 12** One factor that created conflict between early scientific inquiry and Christian belief was
- what the Bible taught concerning the age of the universe.
 - the anti-God beliefs of very early scientists.
 - the eighteenth-century spirit of inquiry which tended to deify man.
 - the effort of scientists to explain the phenomenon of miracles.
- 13** A basic philosophical view of science which conflicts with the biblical point of view is that
- all truth is relative.
 - man has hope for the future.
 - spiritual experience is valid.
 - the natural order is a derived and dependent order.
- 14** A biblical synthesis will recognize that there is a distinction between
- science and natural law.
 - the natural order and the supernatural order.
 - the intellect of scientists and that of Christians.
 - the demands of the Bible and of genuine scientific discovery.
- 15** The theory which holds that the universe is infinite and eternal is called the
- Steady State Theory.
 - Big Bang Theory.
 - Oscillating Universe Theory.
 - Planck Theory.
- 16** Which scientific theory is in harmony with the biblical account of creation?
- The Big Bang Theory
 - The Oscillating Universe Theory
 - The Steady State Theory
 - All the above.
 - None of the above.
- 17** The only information the Bible gives with certainty about the age of the universe is that it is
- about six thousand years old.
 - several million years old.
 - six billion years old.
 - not eternal.
- 18** Which of these views, according to Thiessen, allows for the “geological ages, evolutionary process, and the active involvement of a creator God”?
- Naturalistic evolution
 - Thomistic evolution
 - Emergent evolution
 - Theistic evolution
- 19** The view of Henri Bergson that evolution is a whole series of creative acts instead of mere chance development is called
- naturalistic evolution.
 - theistic evolution.
 - emergent evolution.
 - Thomistic evolution.
- 20** The view that God created things suddenly but at various times during the geological ages is called the
- progressive creative catastrophism theory.
 - alternate day-age theory.
 - revelation day theory.
 - day-age catastrophism theory.
- 21** The problem of evil as stated by David Hume includes the idea of tension between God’s
- love and justice.
 - goodness and power.
 - will and authority.
 - righteousness and compassion.
- 22** Which of these words best describes the concept of metaphysical evil?
- Imperfection
 - Immorality
 - Illness
 - Theodicy
- 23** The dualistic version of evil as an instrument views life as involving
- both pain and freedom from pain.
 - an ongoing struggle between good and evil.
 - various degrees of evil.
 - more good than evil.
- 24** Leibniz’s theory of compossibility explains that evil is
- the result of weakness in God’s design of the universe.
 - necessary as we know it in order to have the best of all possible worlds.
 - present in the world because God gave man the freedom of choice.
 - like a force that is simply a given over which one has no control.
- 25** For Karl Barth the final answer to the irrationality of evil lies in the
- philosophical approach.
 - cross of Christ.
 - doxological verdict.
 - recognition of metaphysical lack.

- 26** The doxological concept of evil emphasizes that, for the Christian,
- the cross of Christ makes it possible to endure evil.
 - his or her future life in God's presence makes suffering bearable now.
 - evil does not exist because Christ has triumphed over death.
 - God is to be praised in every circumstance, good or bad.
- 27** Job was able to endure his suffering because he
- knew it was good for him to suffer.
 - trusted in God's providence.
 - realized it was a testimony to his friends.
 - had faith that God would restore his earthly blessings.
- 28** In Luke 13:1-5 Jesus used two tragic incidents to teach His disciples that evil is
- a force in the world over which God has chosen to exercise no control.
 - necessary to develop true Christian character.
 - simply the result of being subjected to the immoral acts of others.
 - not necessarily the result of people's specific sinful acts.
- 29** A biblical synthesis concerning the problem of evil indicates that evil is a necessary result of
- a force that is greater than God.
 - the imperfect nature of man that makes him sin.
 - God's gift to His created beings of freedom of choice.
 - God's decision to allow the world to operate according to natural law.
- 30** Romans 5:12 indicates that, with regard to judgment for sin, it is
- the devil who makes one sin.
 - man's own actions that condemn him.
 - God's judgment that determines man's destiny.
 - impossible for anyone to please God.
- 31** Christians must be careful to use sound arguments when presenting the truth about Christ so that they will not be accused of
- using persuasion.
 - appealing to human needs.
 - brainwashing.
 - having strong convictions.
- 32** To refute the accusation that Christianity is a harmful aberration or insanity, the Christian can demonstrate that
- his mental state in other areas of his life is perfectly normal.
 - those who deny God are unable to determine a believer's mental state.
 - he has not been manipulated to accept Christianity.
 - by repeated conditioning he can win over his accusers.
- 33** In considering the totality of man's being from the believer's viewpoint, the body is seen as the
- temple of the Holy Spirit.
 - cause of all evil.
 - least important part of man's composition.
 - crowning glory of man.
- 34** Because of man's composition, his mental assent to the truth of Christianity must be accompanied by
- the separation of body and spirit.
 - an ability to explain that truth.
 - a knowledge of the rules related to that truth.
 - experience confirmed by truth.
- 35** A good argument from Christian experience which one can use with an existentialist is that Christianity
- tells one how to live.
 - is centered on truth.
 - provides moral power.
 - gives meaning to life.
- 36** The attribute of joy in a Christian's life demonstrates that the causal agency of Christian experience is
- relief for deliverance from sin.
 - a sound Christian apologetic.
 - the blessings of the new life.
 - Jesus Christ.
- 37** In order to understand where history is taking us, we must first acknowledge that
- human attempts to interpret history must be judged in the light of biblical interpretation.
 - there are many valid philosophies concerning the future direction of life as we know it.
 - the Bible should not be viewed or relied upon as a history book.
 - history lies in the field of secular studies and should not be confused with spiritual matters.

- 38 When accepted principles of textual and historical criticism are applied to the four Gospel records, we find that these accounts are
- not complete enough to confirm the historical record about the life of Christ.
 - unnecessary as an apologetic tool to validate the claims of Christ.
 - trustworthy documents with valid data for the life of Christ.
 - of little value in terms of the nature of man or the meaning of history.
- 39 Which statement correctly summarizes the implications of biblical Christianity?
- God controls history.
 - History is cyclical with alternating periods of progression and regression.
 - God is interested in humanity.
 - God has invaded history in the person of Jesus Christ.
 - a), c), and d) above
- 40 A reasonable biblical response to the question “Where is history taking us?” as revealed through already fulfilled prophecy is that
- man now has medical and scientific knowledge to make this world a heaven on earth.
 - in every generation there are advances to a better world.
 - the world is gradually becoming one large, harmonious community.
 - the world is out of control and heading for disaster.
 - the second coming of Christ is imminent.

Part 2—True-False Questions

Indicate whether each statement is TRUE or FALSE.

- 41 Two presuppositions of miracles are that God exists and the universe operates by natural law.
- 42 God’s providential care of the universe is described in our study as a miracle.
- 43 Miracles give a low view of God because they indicate that His universe is less than perfect.
- 44 Early scientists such as Galileo and Bacon did not rule God out of their efforts to investigate the universe.
- 45 There is no conflict between pure naturalism and belief in a Creator God.
- 46 Cosmology involves a study of the nature of the universe.
- 47 The reality of evil in the world indicates that there are some problems concerning the character of God.
- 48 God’s answer to the problem of evil was the death of His Son on the cross.
- 49 The concept of Christian experience rules out the necessity of objective criteria upon which to base subjective experience.
- 50 Creation, redemption, and the consummation of history are all part of God’s eternal plan for His people.

After answering all of the questions in this UPE, refer again to points 3–6 under the heading *Taking Your Unit Progress Evaluations* and points 1–3 under the heading *Taking the Final Examination*. You will find these on the **INSTRUCTIONS** page in the front of this student packet.

Unit Progress Evaluation Answer Keys

Unit Progress Evaluation (UPE) scores are not counted as part of your final course grade.

UPE scores indicate how well you learned the material and how well you may do on the final examination. Review lesson sections pertaining to any questions you miss.

Note: To be used with THE3013 Apologetics, Fourth Edition only

The numbers following the answer represent the lesson number and the objective number.

Unit Progress Evaluation 1			
1 D 1.1	14 B 2.4	27 C 3.7	40 B 4.5
2 B 1.1	15 D 2.5	28 C 3.8	41 T 1.1
3 B 1.2	16 D 2.5	29 A 4.1	42 T 1.3
4 C 1.2	17 A 3.1	30 D 4.2	43 T 1.4
5 B 1.3	18 D 3.1	31 D 4.2	44 T 2.1
6 A 1.3	19 D 3.2	32 B 4.2	45 F 2.3
7 A 1.4	20 A 3.2	33 B 4.2	46 T 2.4
8 D 1.5	21 B 3.3	34 B 4.3	47 F 3.1
9 C 2.1	22 C 3.3	35 C 4.3	48 F 3.4
10 A 2.2	23 A 3.4	36 C 4.3	49 T 4.2
11 C 2.2	24 A 3.5	37 D 4.3	50 T 4.3
12 C 2.3	25 C 3.6	38 A 4.4	
13 B 2.3	26 A 3.6	39 D 4.5	

Unit Progress Evaluation 2			
1 D 5.1	14 A 6.5	27 A 8.3	40 C 9.4
2 A 5.1	15 C 6.6	28 D 8.3	41 F 5.4
3 A 5.2	16 B 6.6	29 C 8.5	42 T 5.5
4 A 5.3	17 B 7.1	30 D 8.5	43 F 6.5
5 C 5.3	18 D 7.1	31 B 8.6	44 T 7.2
6 B 5.4	19 D 7.3	32 A 8.6	45 F 7.3
7 B 5.5	20 D 7.4	33 C 9.1	46 F 8.2
8 C 5.6	21 A 7.4	34 C 9.1	47 F 8.3
9 B 6.1	22 A 7.5	35 C 9.1	48 T 8.6
10 B 6.2	23 D 7.6	36 B 9.2	49 T 9.2
11 A 6.3	24 C 8.1	37 D 9.2	50 T 9.3
12 B 6.3	25 C 8.2	38 E 9.3	
13 D 6.4	26 B 8.2	39 A 9.4	

Note: To be used with THE3013 Apologetics, Fourth Edition only

The numbers following the answer represent the lesson number and the objective number.

Unit Progress Evaluation 3			
1 B 10.1	14 B 11.5	27 B 12.5	40 E 13.5
2 B 10.2	15 A 11.7	28 D 12.5	41 T 10.1
3 C 10.2	16 A 11.7	29 C 12.6	42 F 10.3
4 A 10.3	17 D 11.8	30 B 12.6	43 F 10.6
5 C 10.4	18 D 11.9	31 C 13.1	44 T 11.2
6 D 10.4	19 C 11.9	32 A 13.1	45 F 11.3
7 D 10.5	20 D 11.10	33 A 13.2	46 T 11.6
8 D 10.6	21 B 12.1	34 C 13.2	47 F 12.1
9 A 10.7	22 A 12.2	35 D 13.2	48 T 12.4
10 C 11.1	23 B 12.3	36 D 13.2	49 F 13.1
11 C 11.1	24 B 12.3	37 A 13.3	50 T 13.5
12 C 11.2	25 B 12.4	38 C 13.4	
13 A 11.4	26 D 12.4	39 E 13.5	