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# Apologetics and World Religions

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## I. DESCRIPTION

This course is an introduction to the biblical, theological, and philosophical foundations of Christian Apologetics. It includes an examination of various apologetic methodologies. Attention is given to defending the Christian worldview in response to the challenges of the 21<sup>st</sup> century. This course also surveys the history, worldview, and theology of major world religions. It also includes a critical evaluation of these religions from a biblical perspective in order to develop a Christian response to them and site visits, where possible, to various houses of worship.

### PROFESSOR'S DESCRIPTION

The task of sound Apologetics is four fold. Starting on a solid Biblical foundation, students need to study the philosophical underpinnings and appropriate methods for (a) clarifying the central truth claims of Christianity, (b) defending against the assaults on Christianity from an increasingly anti-Christian world, (c) evaluating some modern scientific advances, scientific resources, and incorporating science in preaching and teaching, (d) critiquing and exposing the flaws in truth claims of the major religions of the world, and (e) presenting the Gospel winsomely in the context of Christian love and compassion. This course is an introduction to this task, incorporating theory and practice, and integrating Apologetics and World Religions.

## II. OBJECTIVES

At the conclusion of this course the student will:

1. Articulate answers to some of the major questions or assaults on the Christian faith from an increasingly anti-Christian world. (knowledge and understanding, commitment and identity)
2. Delineate points of contact between science and the Christian faith, and non-Christian religions and Christianity so that they serve as conversation starters. (knowledge and understanding)
3. Identify major points of tension or difference between non-Christian religions and Christianity (judgment and design, engagement and motivation)
4. Experience, reflect, and provide a Christian response to the diversity and richness of peoples of other religions through site visits to their places of worship. (reflection and critique, performance and action)

This course seeks to reinforce and demonstrate the following Program Outcome that is common to most programs at MTS. The **Major Paper (Chart)** may be retained by the professor, if needed, as an artifact of having demonstrated this Program Outcome.

**Reinforcement and Demonstration of Program Outcome:**

- A. The student will be able to articulate a Christian worldview and critically and theologically evaluate other worldviews.

### III. TEXTS

#### A. REQUIRED TEXTS

Please use the Lifeway Bookstore at MBI for prompt, excellent, and personalized service. Their phone number is (1- 866) 866-4018, and their web site is [www.lifewaystores.com](http://www.lifewaystores.com)

Beverley, James A. *Nelson's Illustrated Guide to Religions: A Comprehensive Introduction to the Religions of the World*. Nashville, TN: Thomas Nelson, 2009. (Hardback, 850 pages, List: \$ 39.99, ISBN – 13: 978-0-7852-4491-2). Read assigned pages only.

Dembski, William A. and Michael R. Licona Eds. *Evidence for God: 50 Arguments for Faith from the Bible, History, Philosophy, and Science*. Grand Rapids, MI: Baker Books, 2010. (Paperback, 272 pages, List: \$ 19.99, ISBN – 13: 978-0-8010-7260-4).

House, H. Wayne and Dennis W. Jowers. *Reasons for our Hope: An Introduction to Christian Apologetics*. Nashville, TN: B & H Publishing Group, 2011. (Hardback, 444 pages, List: \$ 39.99, ISBN – 13: 978-0-8054-4481-0).

Rhodes, Ron. *Reasoning from the Scriptures with Muslims*. Eugene, OR: Harvest House Publishers, 2002. (Paperback, 342 pages, List \$ 14.99, ISBN – 13: 978-0-7369-1010-1).

Turnau, Ted. *Popologetics: Popular Culture in Christian Perspective*. Phillipsburg, NJ: P&R Publishing Company, 2012. (Paperback, 341 pages, List \$ 19.99, ISBN – 13: 978-1-59638-389-0).

#### B. RECOMMENDED TEXTS

Aczel, Amir. D. *Why Science Does Not Disprove God*. New York, NY: Harper Collins, 2014.

Barbour, Ian G. *When Science Meets Religion: Enemies, Strangers, or Partners?* New York, NY: Harper Collings, 2000.

Collins, C. John. *Science and Faith: Friends or Foes?* Wheaton, Illinois: Crossway Books, 2003.

Copan, Paul and William Lane Craig. Eds. *Contending with Christianity's Critics: Answering the New Atheists and Other Objectors*. Nashville, TN: B&H Publishing Group, 2009.

Corduan, Winfried, *Neighboring Faiths: A Christian Introduction to World Religions*. Downers Grove, IL: IVP Academic, 1998.

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Craig, William Lane. *Reasonable Faith: Christian Truth and Apologetics*. 3<sup>rd</sup> Edition. Wheaton, IL: Crossway Books, 2008.

Geisler, Norman L. and Chad V. Meister. *Reasons for Faith: Making a case for the Christian Faith*. Eds. Wheaton, IL: Crossway Books, 2007.

Greenlee, David H. Ed. *From the Straight Path to the Narrow Way: Journeys of Faith*. Waynesboro, GA: Authentic Media, 2006.

McGrath, Alister E. *Darwinism and the Divine: Evolutionary Thought and Natural Theology*. Sussex, UK: Wiley-Blackwell Publication, 2011.

Rhodes, Ron. *Reasoning From the Scriptures with the Jehovah's Witnesses*. Eugene, OR: Harvest House Publishers, 1993.

#### IV. PROCEDURES AND REQUIREMENTS

The overall instructional purpose is as outlined in the Professor's Course Description (on page 1). A variety of procedures and methods are used to achieve the purpose, such as lecture, reading, discussion, audio/visual/computer mediated instruction, papers, site visits, interviews, etc. The goal is to intellectually inform students and to practically engage peoples of non-Christian religions to share the Gospel as God provides the opportunity.

##### A. EXAMS AND QUIZZES

There are no exams or quizzes in this course.

##### B. READING

The textbooks, *Nelson's Illustrated Guide to Religions*, by James A. Beverley, (henceforth BEVERLEY), *Evidence for God*, by Dembski and Licona, (henceforth Dembski), *Reasons for Our Hope*, by House and Jowers (henceforth, H & J), *Reasoning from the Scriptures with Muslims* by Ron Rhodes (henceforth, RHODES), and *Popologetics* by Ted Turnau (henceforth, Popologetics) must be read as assigned (see Course Schedule). The readings are to be done in conjunction with class discussion on the topics. (Corresponds to Course objectives 1, 2, and 3)

The readings are to be recorded in the Reading Report (Page 19). This report is to be submitted on the last day of class. Five late readings in all (one for each book) are permitted without penalty. A ten percent point reduction from the grade for reading will be assessed for **late or incomplete reading of each book after the first five (combined)**.

**C. SITE VISITS: 3 IN ALL (With Three Reports)**

Visit three places of worship of non-Christian religions. You must visit a (any) Hindu Temple, an Islamic Mosque, and a place of worship of any other religion discussed in class (such as, a Sikh or Jain Temple, a Bahai or Buddhist Temple or meditation center, a Synagogue, Mormon Temple, or a Kingdom Hall). Schedule the visit to these religious sites after reading the material in the text books and, when possible, after class discussion about the religion.

Requirements for each site visit:

1. As far as possible, schedule a visit when a service or ceremony is being held.
2. A friend, spouse, or classmate must accompany the student on the site visit.
3. Write a report on your visit (about **3-4 pages** in length, single spaced).
4. The paper is to have three distinct parts:
  - ❑ Information: description of what took place and mention of something you did not know, or something of interest to you (bulk of the paper).
  - ❑ Integration: mention something from your textbook reading using parenthetical references, i.e. (Beverley, 67), that shows an academic link to your experience.
  - ❑ Reaction: a personal response or reaction to what you witnessed.
5. See Course Schedule for the dates when these papers are due. (Corresponds to Course Objective 4)

- D. DIALOG WITH A PERSON OF ANOTHER FAITH:** After reading the textbooks, hearing the lectures and studying the approaches and methods of clarifying and defending the Christian faith, and appropriately critiquing and refuting other faith systems, students, either singly (as appropriate) or in pairs (always the best method and is in accordance with the Biblical pattern), are to engage a person of a non-Christian faith in conversation. After the dialog, write a report outlining your experience, how far you could proceed, where you felt you needed help or more information, if you got an opportunity to present the Gospel, and finally, what you learned from the dialog. The report is expected to be about **3-4 pages** in length (single spaced). See Course Schedule for due date. (Corresponds to Course Objective 3)

**E. RESPONSE TO COMMON QUESTIONS**

After reading the material in the textbooks by DEMBSKI and GEISLER, (and perhaps other good sources), write **3-4 page** notes in outline form, properly referenced, your answer to the following most common questions that people of other religions ask, and come prepared to

discuss your answer in class. (Choose one question from each of the four sets 1, 2, 3, 4). The notes are to be submitted at the end of class discussion. See Course Schedule for due dates.

1. A. Can you prove to me the existence of God? (Take your preferred route)  
 B. **How can you believe that God created the world when scientific evidence supports evolution?**
  
2. A. How can I believe the Bible because it is corrupted, has contradictions, problematic texts, and so many translations?  
 B. Why do you say that Jesus is God when he himself never said, "I am God." How can God have a son, isn't that blasphemy?
  
3. A. How can you say that God is one and yet three? Are you not contradicting yourself?  
 B. How can your loving God allow so much evil and suffering in this world?
  
4. A. I believe in luck and chance and not miracles. How can you believe in something like the resurrection of Jesus?  
 B. All religions are different ways to God. How can you Christians be so narrow-minded and say that there is only way to God, through Jesus Christ?  
 (Corresponds to Course Objective 1)

**F. MAJOR PAPER – (CHART)**

The capstone work for the course is this paper. Using information from the Textbooks, lectures, videos, and reading from other sources, each student will create a chart for 5 major religions studied (Must include Islam, Hinduism, Buddhism, and a choice of two other religions. Each chart will have three columns as shown below:

Topics	Points of contact with Christianity	Points of tension/difference with Christianity
God		

Under column one, here are the list of topics to be studied: (1) God (existence, nature/attributes, sovereignty over world and humans); (2) Christ (what do their sacred books teach about Christ? Or what do they say about Christ?); (3) Major Sacred Books used and names of places of worship; (4) Authority (Source and people); (5) Origin (how did humans come into existence?); (6) Identity (who am I?); (7) Meaning in life (purpose of life); (8) View of Sin; (9) Method of Salvation; (10) Morality (basis for morality); (11) Destiny (where am I going, meaning, is there life after death?) (12) Judgment (is there a day of reckoning?).

Very Important requirement: Please give reference and full bibliographic information for each point in the chart. Make the chart as creative as you can. Include as many points under each topic and column. Use single line spacing in chart. The paper is to be submitted in two formats, (1) Paper and (2) Online. Expected length of paper is **22 – 25 pages** (excluding Bibliography, and other attachments, if any). (Corresponds to Course Objectives 2 and 3 and Program Outcome A).

Here are some general guidelines for all written papers (unless otherwise specified).

- (1) **All papers** must have a **title page** that clearly indicates your name, CPO number, name and catalog number of the course, professor's name, name of the institution, and date the assignment is due. A sample title page can be viewed in the course site on Blackboard. Login information will be discussed in class.
- (2) All quotations and ideas from other sources must be properly credited and documented. Students are to use the Turabian format. See Bibliography for a sample.
- (3) A Bibliography of sources consulted, in the proper format and style, is absolutely essential. The bibliography is excluded from the minimum page count.
- (4) The lines on a page are to be as indicated in the syllabus, font size – 11 or 12 points, with a one inch margin on all sides. The paper must meet the minimum page requirement, and should not generally exceed the page limit by more than 3-5 pages. Use of bold or larger font for headings and sub-headings is permitted.
- (5) Students who submit mid-semester work after the due date given in the syllabus will receive an automatic 10 % point reduction per day from the percentage allocated for the paper. All course work due on the last day of the semester, such as papers, exams, reading reports, etc., must be submitted on the **due date given in the syllabus**, failing which students will receive **no credit** for work submitted later.

## G. ATTENDANCE AND LATENESS POLICY

Regular attendance of all class sessions is expected of all students. No more than one unexcused absence is permitted without penalty. Two or more unexcused absence will result in a full letter grade reduction (From an earned A to a B, and so on). Coming late to class, and/or leaving class early is a distraction to other students, hence presence on time and participation in class is required. Repeated tardiness and/or leaving early (two tardies are considered the equivalent of one unexcused absence) will be considered an unexcused absence and penalized as stated above. Further, please do NOT allow your pager or cell phone to ring audibly in class. May the only ring heard during class time be the ring of God's word in your hearts!

## H. PLAGIARISM

**MTS STATEMENT ON PLAGIARISM:** Plagiarism is taking the ideas or the words of another person and presenting them as one's own. Sometimes plagiarism is an intentional act of deception. Sometimes it is simply the result of ignorance, carelessness, or sloppy work. In either case it is unethical and constitutes a serious infraction of Seminary policy. When the words or ideas of others are used, proper credit must be given either in a footnote or in the text. Consequences of plagiarism will follow a three step process:

**First offence** – a grade of F is given for the assignment, the professor must notify the Academic Dean and a statement goes to the student's file;

**Second offence** – a grade of F is assigned for the course;

**Third offence** – the student is suspended from the Seminary.

Upon recommendation of the faculty, consequences for plagiarism may include dismissal from the Seminary or the revocation of a degree.

## V. GRADING

### CRITERIA FOR GRADING

a. Attendance and Class Participation		2%
b. Reading – BEVERLEY	4%	
RHODES	4%	
DEMBSKI	4%	
J and H	4%	
POPOLOGETICS	4%	20%
c. Site Visit Reports (3 x 10%)		30%
d. Dialog with a person of non-Christian faith		6%
e. Response to Common Questions (4 x 3 %)		12%
f. Major Paper (Chart)		30%

### LETTER GRADE VALUES

Letter Grade	Percentage Equivalent	Description
A	100-96	Exceptional Work
A-	95-94	Excellent Work
B+	93-92	Very Good Work
B	91-89	Good Work
B-	88-87	Above Average Work
C+	86-83	Average Work
C	82-79	Work Needs Improvement
C-	78-75	Minimally Acceptable Work
F	75-0	Unacceptable Work

**VI. SCHEDULE:**

<b>Date</b>	<b>Lecture/Discussion Topics</b>	<b>Assignments</b>
<b>Aug. 23</b>	Introduction Discussion of Syllabus Significance and Nature of Apologetics Prolegomena to World Religions	Have an extended time of prayer and sleep early to get over Syllabus Blues
<b>August 30</b>	Five View of Apologetics Truth in Other Religions	BEVERLY: Pages 1 – 25
<b>Sept. 06</b>	Principles of Knowledge, Truth, Certainty, Fallacies, etc. Overview of Worldviews	H & J: Pages 2 – 60 RHODES: Pages 7 – 67
<b>Sept. 13</b>	Tearing Down Strongholds Practice “Colombo Tactic”	BEVERLEY: Pages 217 – 280 H & J : Pages 61 – 118 RHODES: Pages 69 - 130
<b>Sept. 20</b>	Islam – Overview	H and J: Pages 119 – 197 RHODES: Pages 131 – 184 Common Questions: Answer # 1
<b>Sept. 27</b>	Islam Continued – NOI Witnessing to Muslims - Video	<b>Site Visit 1: Report on visit to Mosque</b> BEVERLY: Pages 307 – 354 RHODES: Pages 185 – 231
<b>Oct. 04</b>	Hinduism Video	BEVERLY : Pages 281 – 306 DEMBSKI: Pages 11 – 139 H & J: Pages 198-249
<b>Oct. 11</b>	Hinduism Worldview	BEVERLEY: Pages 169 – 215 DEMBSKI: Pages 143 – 203 RHODES: Pages 233 – 275 Common Questions: Answer # 2



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<b>Oct. 17-21</b>	<b>Modular Week/ Missions Conference</b> October 18 - Class session is canceled	<b>Modular Week/Missions Conference</b> <b>No class but usually there are sessions that are very helpful for Apologetics and World Religions. Try to attend as many sessions as you can but they are not required/mandatory.</b>
<b>Oct. 25</b>	Christianity and the Problem of Natural and Moral Evil	<b>Site Visit 2: Report on visit to a Hindu Temple</b> DEMBSKI: Pages 207 – 251 H and J: Pages 250 – 290 RHODES: Pages 277 - 298
<b>Nov. 01</b>	Some Modern Scientific Advances and the Relationship between Science and Faith	BEVERLEY: Pages 47 – 93 H and J: Pages 291 – 330 Common Questions: Answer # 3
<b>Nov. 08</b>	Buddhism, Taoism, Shintoism, Confucianism Worldview Video	BEVERLEY: Pages 733 – 734 H and J: Pages 331 – 370 Start working on the Major Paper (Chart)
<b>Nov. 15</b>	<b>Class session is canceled</b> Professor at Evangelical Theological Society Conference, San Antonio, TX	BEVERLEY: Pages 667 – 674; 25 – 34 H and J: Pages 372 – 429
<b>Nov. 22</b>	Sikhism, and Jainism Video	<b>Site Visit 3: Report on visit (Select from list given on page 3 or as approved by professor)</b> Popologetics: Pages 1-105
<b>Nov. 29</b>	Baha'ism Worldview	BEVERLEY: Pages 657 – 666; 355 – 389 Popologetics: Pages 107-208 <b>Report on Dialog with a person of non-Christian Faith</b>
<b>Dec. 06</b>	Scientology Video	Popologetics: Pages 209-321 Common Questions: Answer # 4
<b>Dec. 13</b>	The Greatest Apologetic	<b>Major Paper (CHART) Due</b> <b>Reading Report Due</b>

## VII. BIBLIOGRAPHY

### APOLOGETICS

- Anderson, Neil T., and Charles Mylander. 1994. *Setting your Church Free: A Biblical Plan to Help your Church*. Ventura, CA: Regal Books.
- Ankerberg, John, and John Woldon. 1997. *Ready with an Answer for the Tough Questions about God*. Eugene, OR: Harvest House Publishers.
- Batten, Don. ed. 2000. *The Revised and Expanded Answers Book: The 20 Most-Asked Questions about Creation, Evolution, and the Book of Genesis, Answered!* Green Forest, AR: Master Books.
- Beckwith, J. Francis, William Lane Craig, and J. P. Moreland, eds. 2004. *To Everyone an Answer: A Case for a Christian Worldview*. Downers Grove, IL: Inter Varsity Press.
- Boa, D. Kenneth, and Robert M. Bowman Jr. 2001. *Faith has its reasons: An Integrative Approach to Defending Christianity*. Colorado Springs, CO: Navpress.
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- Boot, Joe. 2002. *Searching for Truth: Discovering the Meaning and Purpose of Life*. Wheaton, IL: Crossway.
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- Davies, Paul. *The Mind of God: The Scientific Basis for a Rational World*. New York, NY: Simon and Schuster, 1992.
- Dembski, William A. *Intelligent Design: The Bridge between Science and Theology*. Downers Grove, Illinois, IVP. 1999.
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- Geisler, Norman L, and Paul K. Hoffman. eds. 2001. *Why I am a Christian: Leading Thinkers Explain Why They Believe*. Grand Rapids, MI: Baker.
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- Hunter, George G. III. 1992. *How to Reach Secular People*. Nashville, TN: Abingdon Press.
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Zacharias, Ravi, and Norman Geisler. 2003. *Is Your Church Ready? Motivating Leaders to Live an Apologetic Life*. Grand Rapids, MI: Zondervan.

**Note:** A list of websites where good online resources in Christian Apologetics can be found will be posted in Blackboard.

## WORLD RELIGIONS

Ankerberg, John, John Weldon. 1999. *Encyclopedia of Cults and New Religions*. Eugene, OR: Harvest House Publishers.

Baker, David W. ed. *Biblical Faith and Other Religions: An Evangelical Assessment*. 2004. Grand Rapids, MI: Kregel Publication.

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## VIII. GRADING RUBRICS:

### A. Grading Rubric for Three Site Visit Papers: (3 x 10% = Total 30%)

Total Points: 100 each

Evaluation Criteria	Exceptional to Excellent Work 100-94%	Very Good Work to Above Average Work 93-87%	Average Work to Minimally Acceptable Work 86-76%	Unacceptable Work < 75%
Development and coverage of Assignment  70%	Well-developed ideas. Addresses all parts of the Assignment; Excellent/Exceptional work. 70 to 66 points	Good answer. Addresses all parts of the Assignment but not excellent. 65 to 62 points	Omits aspect(s) of the Assignment. 61 to 54 points	Fails to address key parts of the Assignment. <54 to 0 points
Evidence of Critical Thinking  20%	Solid evidence of critical thinking--analysis, synthesis, evaluation, and application. Paper is characterized by clarity, depth of insight into issues, originality of treatment, and measurable application. 20 to >19 points	Good evidence of critical thinking; Generally accurate, but could be improved with more analysis, synthesis, evaluation, and application. 19 to 17 points	Average to poorly developed critical thinking. Paper tends to address peripheral issues. Little to no evaluation or application. 17 to 15 points	Little to no evidence of critical thinking. 14 to 0 points
Timeliness and Mechanics  10%	Submitted on time. Standard English mechanics and good grammar were used. 10 to 9 points	Submitted on time. Problems with mechanics or grammar. <9 to 8 points	Late submission of paper by 1 day. Poor mechanics and grammar. Paper shows need of proofreading. < 8.0 to 7 points	Late submission of paper by more than 3 days. Poor mechanics and grammar. Paper shows need of proofreading. < 7 to 0 points

Rubric modified from the Online Teaching Activity Index.

<http://www.ion.uillinois.edu/resources/otai/Examples/DiscussionQuestionExample.asp> from the Illinois Online Network. See also <http://libguides.bgsu.edu/content.php?pid=37564&sid=283495> accessed Nov. 11, 2010.



**B. Grading Rubric for the Common Questions: Four Questions (4 x 3%= 12%)**

Total Points: 100 for each answer

Evaluation Criteria	Exceptional to Excellent Work 100-94%	Very Good Work to Above Average Work 93-87%	Average Work to Minimally Acceptable Work 86-76%	Unacceptable Work < 75%
Comprehensiveness and accuracy of answers to the question  65%	Addresses all parts of the question. Well-developed ideas; adds new ideas; stimulates discussion.  65 to 61 points	Good answer. Addresses all parts of the question but not excellent. Stimulates discussion.  60 to 57 points	Omits aspect(s) of the question. Answer does not directly address the question. Does not add to discussion.  56 to 50 points	Fails to address key parts of the question. Comments are generally insignificant to the question.  49 to 0 points
Biblical Support  20%	Plenty of accurate and relevant Biblical support, properly exegeted/interpreted.  20 to 19 points	Sufficient and accurate Biblical support, but more support preferred.  18 to 17 points	Insufficient Biblical support or inaccurate Biblical support.  16 to 15 points	Little or no evidence of Biblical support, incorrect interpretation and/or application  14 to 0 points
Evidence of Critical Thinking  10 %	Solid evidence of critical thinking--analysis, synthesis, evaluation, and application. Paper is characterized by clarity of argument, depth of insight into issues, originality of treatment, and neatness of presentation.  10 to 9.4 points	Good evidence of critical thinking; Generally accurate, but could be improved with more analysis, evaluation, and better presentation.  9.3 to 8.7 points	Average to poorly developed critical thinking. Paper tends to address peripheral issues. Little to no analysis, or evaluation. Poor presentation.  8.6 to 7.6 points	Little to no evidence of critical thinking about the question.  7.5 to 0 points
Timeliness and Mechanics  5 %	Submitted on time. Standard English mechanics and good grammar were used.  5 to 4.5 points	Submitted on time. Problems with mechanics or grammar.  < 4. 5 to 4 points	Late submission of paper by 1 day. Poor mechanics and grammar. Paper shows need of proofreading.  < 4.0 to 3.5 points	Late submission of paper by more than 3 days. Poor mechanics and grammar. Paper shows need of proofreading.  < 3.5 to 0 points

Rubric modified from the Online Teaching Activity Index.

<http://www.ion.uillinois.edu/resources/otai/Examples/DiscussionQuestionExample.asp> from the Illinois Online Network. See also <http://libguides.bgsu.edu/content.php?pid=37564&sid=283495> accessed Nov. 11, 2010.

**C. Grading Rubric for Major Paper Chart: 30%**

Total Points: 100

Evaluation Criteria	Exceptional to Excellent Work 100-94%	Very Good Work to Above Average Work 93-87%	Average Work to Minimally Acceptable Work 86-76%	Unacceptable Work < 75%
Development and coverage of Assignment  70%	Well-developed ideas. Addresses all parts of the Assignment; Excellent/ Exceptional work. 70 to 66 points	Good answer. Addresses all parts of the Assignment but not excellent. 65 to 62 points	Omits aspect(s) of the assignment. Paper does not adequately address the assignment. 61 to 54 points	Fails to address key parts of the assignment. Paper is insignificant in relation to the assignment. <54 to 0 points
Evidence of Critical Thinking  20%	Solid evidence of critical thinking— analysis, synthesis, evaluation, and application. Paper is characterized by clarity of argument, depth of insight into issues, originality of treatment, and great presentation. 20 to >19 points	Good evidence of critical thinking; Generally accurate, but could be improved with more analysis and better presentation. 19 to 17 points	Average to poorly developed critical thinking. Paper tends to address peripheral issues. Little to no evaluation or analysis. Poor presentation. 17 to 15 points	Little to no evidence of critical thinking. 14 to 0 points
Timeliness and Mechanics  10%	Submitted on time. Standard English mechanics and good grammar were used. 10 to 9 points	Submitted on time. Problems with mechanics or grammar. <9 to 8 points	Late submission of paper by 1 day. Poor mechanics and grammar. Paper shows need of proofreading. < 8.0 to 7 points	Late submission of paper by more than 3 days. Poor mechanics and grammar. Paper shows need of proofreading. < 7 to 0 points

Rubric modified from the Online Teaching Activity Index.

<http://www.ion.uillinois.edu/resources/otai/Examples/DiscussionQuestionExample.asp> from the Illinois Online Network. See also <http://libguides.bgsu.edu/content.php?pid=37564&sid=283495> accessed Nov. 11, 2010.

Moody Theological Seminary and Graduate School

Fall 2016

Name of Student: \_\_\_\_\_

**READING REPORT**

<b><u>Date Due</u></b>	<b><u>Assignment</u></b>	<b><u>Date Completed</u></b>
August 30	BEVERLEY	_____
Sept. 06	H & J RHODES	_____ _____
Sept. 13	BEVERLEY H & J RHODES	_____ _____ _____
Sept. 20	H & J RHODES	_____ _____
Sept. 27	BEVERLEY RHODES	_____ _____
Oct. 04	BEVERLEY DEMBSKI H & J	_____ _____ _____
Oct. 11,	BEVERLEY DEMBSKI RHODES	_____ _____ _____
Oct. 17-21	<b>Modular week/Missions Conference</b>	<b>Modular week/Missions Conference</b>
Oct. 25	H & J DEMBSKI RHODES	_____ _____ _____
Nov. 01	BEVERLEY H & J	_____ _____
Nov. 08	BEVERLY H & J	_____ _____
Nov. 15 – No class	BEVERLEY H & J	_____ _____
Nov. 22	Popologetics	_____
Nov. 29	BEVERLEY Popologetics	_____ _____
Dec. 06	Popologetics	_____
Dec. 13	No Assigned Reading	<b>Reading Report Due</b> <b>Major Paper (CHART) Due</b>