

**Apologetics/ ST-5450 – 2 hours**  
Spring Term, 2026, NYC

**I. Details**

A. Time:

This class meets in-person for two weekends, **April 17-18** and **May 1-2, 2026**. During each weekend the class will meet **5-9PM Friday, and 8:30AM-6:30 PM Saturday**.

B. Professor: Michael J. Kruger

1. Email: [mkruger@rts.edu](mailto:mkruger@rts.edu)
2. Teaching Assistant: Faith Key [fkey@rts.edu](mailto:fkey@rts.edu)

**II. Purpose**

- A. To gain familiarity with the biblical basis for practicing apologetics.
- B. To gain acquaintance with the main apologetic methodologies and their impact on the way one argues for the truth of Christianity.
- C. To build a conceptual framework for how to argue with various forms of unbelieving thought from a Reformed (presuppositional) perspective.
- D. To interact and understand the Christian approach to the main issues of apologetics: Existence of God, Resurrection, Problem of Evil, etc.
- E. To grow spiritually in one's relationship with God as the truth of Christ (and Christianity) is affirmed and upheld.

**III. Course Requirements**

A. Faithful class attendance

- Attendance is vital: to miss one day of class is to miss seven lectures.
- Expect class participation when applicable
- Feel free to ask questions during lecture

B. Apologetics Paper

- Serious paper approximately 12-15 pages in length (typed) due on June 15th.
- Assignment: Write a fictional apologetics dialogue between two individuals (believer and unbeliever) over any apologetic issue of your choice. Dialogue should demonstrate a Reformed/Presuppositional approach to defending the faith with the non-Christian. Although not a research paper, per se, you should incorporate the required readings (and other research you may do) into the paper. Creativity, originality, and profundity are rewarded. For a brief example of such a dialogue, see Frame, *AJCB*, 204-217.
- For all footnotes, use the standard *SBL* format, sections 3, 4, 5.2, 5.4, 6, 7 and abbreviations (8-16). The *SBL* standards are in the reference section in the library, or you can purchase the book, *The SBL Handbook of Style*, 2nd ed. (SBL Press, 2014). The paper should have footnotes (not endnotes) and resemble the articles found in the standard journals; e.g., *JBL*, *JTS*, *JETS*, *NTS*, etc.

C. Complete the required reading in preparation for paper and final exam.

D. Final Exam must be completed by June 15th.

#### IV. Grading

- A. Apologetics Paper—50%
- B. Final Exam—50%

Grading will be assigned according to the RTS grading system.

**Extensions Policy for Assignments:** In extenuating circumstances, a deadline extension of **up to one week** may be granted at the discretion of the professor. Requests for extensions of **more than one week** must be submitted to the Registrar for consideration by the Academic Dean in consultation with the professor. Extensions are granted only for significant emergencies or unforeseen circumstances, and a grade penalty may be applied. *All extension requests must be made **prior to the assignment deadline**.* No retrospective extensions will be granted.

#### V. Textbooks and Readings

- A. John M. Frame, *Apologetics: A Justification of Christian Belief* (P&R, 2015). [Available as an [eBook via EBSCO](#).] ALL.
- B. Joshua D. Chatraw and Mark D. Allen, ed., *Apologetics at the Cross: An Introduction for Christian Witness* (Zondervan, 2018). ALL.
- A. James Anderson, "If Knowledge Then God: The Epistemological Theistic Arguments of Plantinga and Van Til," *CTJ* 2005. (Posted on webpage) ALL.
- B. James Anderson, "Secular Responses to the Problem of Induction". (Posted on webpage) ALL.
- C. Don Collette, "Van Til and the Transcendental Argument," *WTJ* 65 (2003): 289-306. (Posted on webpage) ALL.
- D. John Frame, "Reply to Don Collette on the Transcendental Argument," *WTJ* 65 (2003): 307-309. (Posted on webpage) ALL.

### Course Objectives Related to MDiv\* Student Learning Outcomes

Course: Apologetics  
 Professor: Dr. Michael J. Kruger  
 Campus: NYC  
 Date: 10/31/25

<b><u>MDiv* Student Learning Outcomes</u></b>		<b><u>Rubric</u></b>	<b><u>Mini-Justification</u></b>
<p><i>In order to measure the success of the MDiv curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MDiv outcomes.</i></p> <p><i>*As the MDiv is the core degree at RTS, the MDiv rubric will be used in this syllabus.</i></p>		<ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	
<b>Articulation (oral &amp; written)</b>	Broadly understands and articulates knowledge, both oral and written, of essential biblical, theological, historical, and cultural/global information, including details, concepts, and frameworks. Also includes ability to preach and teach the meaning of Scripture to both heart and mind with clarity and enthusiasm	Strong	<ul style="list-style-type: none"> <li>-Serious paper of dialogue between Christian and non-Christian</li> <li>-Focus on framework for how to think Christianly</li> </ul>
<b>Scripture</b>	Significant knowledge of the original meaning of Scripture. Also, the concepts for and skill to research further into the original meaning of Scripture and to apply Scripture to a variety of modern circumstances. (Includes appropriate use of original languages and hermeneutics; and integrates theological, historical, and cultural/global perspectives.)	Strong	<ul style="list-style-type: none"> <li>-Use Scripture to show grounds and rationale for apologetics</li> <li>- Apologetic method acknowledges Scripture as the highest and most ultimate authority</li> </ul>
<b>Reformed Theology</b>	Significant knowledge of Reformed theology and practice, with emphasis on the Westminster Standards.	Strong	<ul style="list-style-type: none"> <li>- Focus on Reformed epistemology</li> <li>- Discuss Reformed heritage of apologetics with focus on Antithesis, myth of neutrality, and transcendental arguments of Van Til</li> </ul>
<b>Sanctification</b>	Demonstrates a love for the Triune God that aids the student's sanctification.	Minimal	<ul style="list-style-type: none"> <li>- Discussion of the reason for our belief can be spiritually edifying</li> </ul>
<b>Worldview</b>	Burning desire to conform all of life to the Word of God.	Strong	<ul style="list-style-type: none"> <li>- Apologetic method emphasizes importance of worldviews</li> <li>- Main argument is that all areas of life (including knowledge) is dependent upon God.</li> </ul>
<b>Winsomely Reformed</b>	Embraces a winsomely Reformed ethos. (Includes an appropriate ecumenical spirit with other Christians, especially Evangelicals; a concern to present the Gospel in a God-honoring manner to non-Christians; and a truth-in-love attitude in disagreements.)	Moderate	<ul style="list-style-type: none"> <li>- Much of the course focuses on proper way to disagree and engage those who differ</li> </ul>
<b>Pastoral Ministry</b>	Ability to minister the Word of God to hearts and lives of both church and unchurched, to include preaching, teaching, leading in worship, leading and shepherding the local congregation, aiding in spiritual maturity, concern for non-Christians.	Moderate	<ul style="list-style-type: none"> <li>- Course discusses how preaching even has an apologetic element to it.</li> <li>- Students are encouraged to</li> </ul>

			use apologetics within the church to protect the flock and counter false teaching - Significant discussion of the way Christians interface with the world and secular culture
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## **Appendix 1**

### **Technology Specifications for Course Syllabi**

In order to access Canvas, students and faculty need a reliable high-speed internet connection and an up-to-date browser (Chrome, Firefox recommended). Additional software and hardware needs include:

- Computer – Microsoft Windows or Mac OSX
- An active e-mail account (provided by RTS)
- Word processing (Written assignments are submitted as MS Word or PDF) (RTS provides a Microsoft user license to all active students)
- Zoom conferencing software

Additionally, some basic skills are necessary for using Canvas and Zoom

- Browse the internet by entering a web-address
- Navigate Canvas & Zoom using a computer, tablet, or mobile device
- Upload and download a file

For any Canvas-related issues, you can call or email the DE Students Service Departments ([dess@rts.edu](mailto:dess@rts.edu)) or the DE Canvas Administrator ([canvas.admin@rts.edu](mailto:canvas.admin@rts.edu)). After hours, you have access to 24/7 support through the Canvas Help Desk (Instructure).

## Appendix 2

### RTS Artificial Intelligence Policy

#### Artificial Intelligence Policies for Use in Coursework

RTS has instituted the following policy pertaining to the use of AI-enabled tools (including, but not limited to, generative chatbots like ChatGPT and Claude, writing assistants like Grammarly, and other AI-enabled assistants like Google Gemini, Microsoft Copilot, and Apple Intelligence).

It is noted that the policy below does allow for a limited use of AI. This will be the default RTS policy. *A professor, however, has the right to modify this policy, including denying the use of AI altogether. Any modifications to these policies by a professor for a specific RTS course will be explicitly noted by the professor.*

Gathering research leads: AI-enabled tools may be employed in a manner similar to using Wikipedia, blogs, social media, or other online sources in generating basic raw material (e.g., “What verses in the Old Testament use the word ‘covenant’?”) or leads for further reading (e.g., “What recent books deal with the topic of divine simplicity?”). Such uses *do not generally have to be disclosed*, but the student is encouraged to consult with the professor of record if there are any questions or doubts. Note: even the best AI tool is not infallible and often generates junk data; the student is, therefore, fully responsible for vetting the accuracy or validity of any such information generated.

Generating or analyzing content: AI-enabled tools may be used to generate small portions of content that would be used in a manner equivalent to quoting a commentary or other written or digital sources. Any use of such information in an assignment, either through direct quotation or indirect summarization, must be fully disclosed in keeping with the guidance provided by the Chicago Manual of Style and APA. The following examples illustrate appropriate methods of citation.

*Footnoting direct usage (e.g., quotation) of the result generated by an AI tool:*

1. Text generated by ChatGPT, Open AI, March 7, 2024 (<https://chat.openai.com>).
2. Text generated by Claude, Anthropic, March 20, 2024 (<https://claude.ai>).

*Footnoting indirect use of AI results that are further modified/summarized by student:*

3. ChatGPT, response to “What are the differences between Calvinists and Arminians concerning regeneration?” OpenAI, March 12, 2024.
4. When given a prompt of “What is the traditional Reformed view of church discipline,” the Claude-generated text outlined three reasons: “Obedience to God’s word,” “protection of the

church,” and “restoration of the sinner” (<https://claude.ai>, April 2, 2024; see Appendix A for the full transcript).

*Bibliographic entry*

CMS/SBL: OpenAI, ChatGPT [large language model]. March 7, 2024.  
<https://chat.openai.com>.

APA: OpenAI (2024). ChatGPT (March 7 version). [Large language model]. <https://chat.openai.com>.

Proofreading: AI writing assistants (e.g., Grammarly) *may* be used for standard help with basic spellchecking and grammatical proofreading; such uses *do not have to be disclosed*. However, AI may not be used to *fully rewrite* sentences or paragraphs.

Creative process and textual composition: All writing in every course assignment must be, for all intents and purposes, the original work of the student. Thus, AI *may not* be used to generate key components of a writing project that are aimed at cultivating certain competencies in the student, such as thesis/topic sentences, outlines, critical engagement with other views, and so forth. In addition, AI may not be used to write full sentences or paragraphs.

Other: AI-enabled tools *may not* be used in any way for online-discussion forum posts (e.g., TDQs), response papers, quizzes, and examinations.

**Penalties**

Illegitimate uses of AI are subject to penalties in line with the severity of the violation, ranging from letter-grade reductions, a grade of F for a course, or academic probation.