

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

<p><b>Course</b></p>	<p><b>LUKE’S CHARISMATIC THEOLOGY</b> NEWT 0733 / PENT 0503 1B/1S</p>
<p><b>Date, Time, and Delivery Format</b></p>	<p>5 FRIDAYS: JANUARY 17 &amp; 31, FEBRUARY 14, MARCH 7 &amp; 28, 2025 9:00 AM – 4:00 PM BLENDED WITH SYNCHRONOUS ONLINE OPTION</p>
<p><b>Instructor</b></p>  <p><b>Master’s Pentecostal Seminary @ Tyndale Seminary</b></p>	<p><b>DR. VAN JOHNSON</b> Adjunct NT, Tyndale Seminary Dean, Master's Pentecostal Seminary Director, MTS in Pentecostal Studies</p> <p>Office: C308 Tyndale phone: 416-226-6620, ext. 2137 Email: <a href="mailto:vjohnson@tyndale.ca">vjohnson@tyndale.ca</a>; <a href="mailto:vjohnson@mpseminary.com">vjohnson@mpseminary.com</a></p> <p><b>Office Hours: Please contact me to arrange a Zoom meeting</b></p> <p>TA: Samantha Jagan, M.T.S. Email: <a href="mailto:sjagan@mpseminary.com">sjagan@mpseminary.com</a></p>
<p><b>Class Information</b></p>	<p><b>BLENDED (1B): Jan 17 (Zoom), Jan 31 (In-Person), Feb 14 (Zoom), Mar 7 (In-Person), and Mar 28 (Zoom).</b> Please note that there will be a mix of in-person and online delivery for students who select in-person. Students within a 1-hour drive of Tyndale will be expected to be on campus for the 2 in-person sessions stated above.</p> <p><b>SYNCHRONOUS ONLINE (1S): 5 Fridays (Zoom).</b> <i>Livestream via Zoom only</i> for students at a distance.</p>
<p><b>Course Material</b></p>	<p>Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a>. Course emails will be sent to your @MyTyndale.ca e-mail account only.</p>

## I. COURSE DESCRIPTION

The work of the Holy Spirit has long been recognized to be fundamental to the interests of the author of the Third Gospel and the Acts of the Apostles, as well as to the life of the early church. But how does the work of the Spirit relate to Christology, Luke's primary subject? And how does Luke's pneumatology relate to the doctrine of the Trinity, prophecy, speaking in tongues, the spread of the good news, the growth of the church, church leadership, signs and wonders, unity and diversity, and the like? Attempts to answer these questions will be made.

*Prerequisite: BIBL 0501 Biblical Interpretation*

### **Hybrid In-Person Model:**

*Attendance:* We are using a hybrid model for the 5-Friday edition of this course, with only 2 of 5 Friday classes scheduled for the campus. The other three will be livestream (Zoom) only. All students within an hour's drive of the Tyndale campus will attend the two Fridays designated for classroom interaction. For all others, all five classes may be attended through Zoom (Section 1S).

*Daily rhythm:* Morning lectures; afternoon class discussions and some small group work to support the effectiveness of our learning from one another.

## II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Describe aspects of Luke's charismatic theology by writing a comparative essay on several books that discuss these topics.
2. Articulate the broad role of the Holy Spirit in the corporate life of the contemporary church through participation in afternoon discussions in small groups.
3. Demonstrate an ability to think critically about the historical, textual, hermeneutical and theological issues relating to the Holy Spirit in Luke–Acts by writing a research paper.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING

Johnson, Luke Timothy. [\*Prophetic Jesus, Prophetic Church\*](#). Grand Rapids, MI: Eerdmans, 2011. ISBN: 9780802803900/0802803903 (200 pages)

Stronstad, Roger. [\*The Charismatic Theology of St. Luke. Second edition\*](#). Grand Rapids, MI: Baker Academic, 2012. ISBN: 978-0-8010-4858 (100 pgs.)

## B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Bock, Darrell L. [\*A Theology of Luke and Acts\*](#). Grand Rapids, MI: Zondervan, 2012. (500 pgs.)

Brand, Chad, ed. [\*Perspectives on Spirit Baptism: Five Views\*](#). Nashville, TN: B & H, 2004. (350)

Dunn, James. [\*Baptism in the Holy Spirit: A Re-examination of the New Testament Teaching on the Gift of the Spirit in Relation to Pentecostalism Today\*](#). 2<sup>nd</sup> Edition. London: SCM Press, 2010.

Ervin, H.M. *Conversion-Initiation and the Baptism in the Holy Spirit: An Engaging Critique of James D. G. Dunn, "Baptism in the Holy Spirit."* Peabody, MA: Hendrickson, 1990. (172)

Keener, Craig S. *The Spirit in the Gospel and Acts: Divine Purity and Power*. Peabody, MA: Hendrickson, 1997. (300)

Kurz, William S. *Reading Luke-Acts*. Louisville, KY: W/JKP, 1993. (270)

Levison, John. *Filled with the Spirit*. Grand Rapids: Eerdmans, 2009. (463)

Menzies, William W. and Robert P. [\*Spirit and Power: Foundations of Pentecostal Experience\*](#). Grand Rapids, MI: Zondervan, 2000. (240)

Mittelstadt, Martin. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010. (230)

Penney, John Michael. *The Missionary Emphasis of Lukan Pneumatology*. JPTS 12. Sheffield: Sheffield Academic Press, 1997. (140)

Tyra, Gary. *The Holy Spirit in Mission: Prophetic Speech and Action in Christian Witness*. Downers Grove, IL: IVP, 2011. (200)

Warrington, Keith. *The Message of the Holy Spirit*. Downers Grove, IL: IVP, 2009. (260)

Tyndale recommends [www.stepbible.org](http://www.stepbible.org) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

### C. INTERACTIVE LIVESTREAM REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### E. ASSIGNMENTS AND GRADING

All assignments are to be submitted by uploading through the course page for the appropriate week. **If you need help submitting assignments on the class page, please contact Samantha at [sjagan@mpseminary.com](mailto:sjagan@mpseminary.com)**

**PRE-READING IS EXPECTED PRIOR TO START OF CLASS. LATE REGISTRANTS ARE RESPONSIBLE FOR THE CONSEQUENCES OF PARTIAL PREPARATION.**

**1. Reading of Luke and Acts before the first day of class** in any English version (non-paraphrase, e.g., not The Message). The student should look for patterns and repeated themes in the two books, which reveal Lukan emphases. The student will demonstrate that the reading has been completed by contributing to the afternoon small group interactions and class discussions. For grading, 5% for reading Luke/Acts before the first class, 5% for small group participation (2 x 5% = 10%).

**Deadline for reading Luke and Acts: Due Jan 16, before midnight.** Because we are discussing this first assignment on day one, any late reading will be penalized differently from Tyndale policy—after midnight on Jan 16, a 50% deduction will be applied to the reading component, and the participation grade will be reduced to zero. If submitted after midnight on Jan 30, this assignment will be graded as zero.

**2. Written report and discussion of textbooks: Stronstad and Johnson (Due Feb 13, 15%).**

- a) Read the two course textbooks and write a five-page analysis that compares their treatment of Luke-Acts in terms of methodology and content. **Due Feb 13**, submit before midnight (10%).
- b) Participate in small group discussion about the books on **Feb 14** (5%).

**Late penalty: if submitted after Feb 13, then graded out of 7, and zero for small group participation. If submitted after March 6, zero grade for written component.**

**3. Integrative paper:**

Read a minimum of 500 pages (from at least two books) about Lukan pneumatology, and then write an integrative paper with comments about the main issues discussed in them. The integrative paper should include consideration of Stronstad and Johnson in the summary, but these books do not count toward 500-page limit. Students will be evaluated on their summary of what each text is contributing to the subject of Lukan pneumatology, and on their analysis of how the various views compare and contrast. The shape of the paper will vary depending on the sources chosen. That is, a more comprehensive summary will be expected for readings focused on one primary thesis or subject than for books with a wider range of subject matter.

**The Integrative paper should be 8-10 pages, double-spaced, footnotes or endnotes.**

**Due Mar 6, before midnight (30%).** *Tyndale late penalty applies after March 6.*

Submissions will be evaluated on the following criteria:

- 1) clarity [grammar and organization];
- 2) comprehension [does the student illustrate a clear understanding of the issues surveyed?]
- 3) perception [does the student appreciate the outcomes for church life that are associated with the issues?]

**4. Major Paper:**

Write a major paper on one of the following options (or, submit in writing a proposal for an alternate topic):

- a) A critical evaluation of a commentary on Acts 2:1-41, which is written by a non-Pentecostal. Analyze the commentator's approach to this passage: what is emphasized, what is de-emphasized or ignored?
- b) A narrative analysis of the Holy Spirit as a character in Luke-Acts. What is the Holy Spirit doing in the narrative? And, does the role of the Spirit differ in Acts from what you see in Luke?

- c) A biblical study of pneumatology. Starting with the role of the Holy Spirit in the OT, what data about the Spirit is available to Luke from the Hebrew Scriptures? In terms of OT pneumatology, is Luke's pneumatology consistent with what is in the Hebrew Scriptures or is he an innovator, and if so, in what way?
- d) An analysis of the nature of prophetic speech in Luke-Acts. What do Jesus and his followers speak about as they engage in empowered witness? What themes and issues dominate their proclamation? The student may want to choose between the teaching of Jesus to his followers and his proclamation to the crowds before considering the nature of the proclamation in Acts.

This major paper will be 15-20 pages double-spaced in length and written in accordance with the Chicago Manual of Style. **Due Apr 11** (before midnight). Use of either footnotes or endnotes is acceptable **(45%)**.

**Late?** After Apr 11, 2/3 letter grade penalty per week. After Apr 17, a further extension must be pursued with the Registrar's Office.

### Major Paper Evaluation Rubric

Areas of Evaluation / Demonstrated Level	50-59%	60-69%	70-79%	80-100%
<b>1. Biblical / Theological Reflection</b>	Writing shows little to no biblical/theological reflection (use of appropriate biblical texts and theological positions). Few relevant sources used (1-3).	Writing shows some biblical/theological reflection (use of appropriate biblical texts and theological positions). Some relevant sources used (4-6).	Writing shows solid biblical/theological reflection (use of appropriate biblical texts and theological positions). Good number of varied and relevant sources used (7-10).	Writing shows outstanding biblical/theological reflection (use of appropriate biblical texts and theological positions). Excellent range and number of sources used (10-15).
<b>2. Practical Application</b>	Writing shows little ability to describe how a church might apply a Pentecostal spirituality (challenges, strategies, specific details).	Writing shows some ability to describe how a church might apply a Pentecostal spirituality (challenges, strategies, specific details).	Writing shows ability to describe how a church might apply a Pentecostal spirituality (challenges, strategies, specific details).	Writing shows superior ability to describe how a church might apply a Pentecostal spirituality (challenges,

				strategies, specific details).
<b>3. Integration</b>	Writing demonstrates little to no ability to integrate reflection with the practices of local church ministry.	Writing demonstrates some ability to integrate reflection with the practices of local church ministry.	Writing demonstrates skillful ability to integrate reflection with the practices of local church ministry.	Writing demonstrates outstanding ability to integrate reflection with the practices of local church ministry.
<b>4. Unity &amp; Organization</b>	Writing is not unified through organized sentences & focus on the goal of this assignment: the application of Pentecostal spirituality to a local church context.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment: the application of Pentecostal spirituality to a local church context.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: the application of Pentecostal spirituality to a local church context.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: the application of Pentecostal spirituality to a local church context.
<b>5. Grammar and Style</b>	Content rendered unclear and often incomprehensible because of numerous and reoccurring technical/grammatical issues.	Writing lacks clarity and reoccurring technical/grammatical issues greatly impede clarity.	Writing style is somewhat clear, though there are reoccurring technical/grammatical issues that impede clarity.	Style is clear, fluid and quite clear of technical/grammatical issues that would impede clarity.

**F. SUMMARY**

Evaluation is based upon the completion of the following assignments:

Reading of Luke and Acts	10%
Written report and discussion of Stronstad & Johnson	15%
Integrative Paper	30%
Major Paper	45%
<b>Total Grade</b>	<b>100 %</b>

## G. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the Chicago Manual of Style or reference the [tip sheet, “Citing Sources in Theology”](#).

### Turnitin Text-Matching Software

***Turnitin will be used for assignments.***

Tyndale has a subscription to a text-matching software called *Turnitin*. It serves both the student and the grader in evaluating the originality of the submission and in determining the accuracy of source citations. All written work is to be submitted through this program on the course resource page at [classes.tyndale.ca](#). When you file your document, you will receive a report on its originality. The goal here, of course, is to encourage students to express in their own words and with their own thoughts the material that they generate under their own name.

These resources may be helpful:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](#) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless otherwise specified in the syllabus, grades for papers submitted late without an approved extension will be lowered by two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Faculty **may not grant an extension beyond the last day of exams** (Dec 16) for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form, available at [tyndale.ca/registrar](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension. A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an



extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Academic dishonesty also includes submitting academic work which has been written, rewritten, or substantially edited by an artificial intelligence program.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE AND LECTURE OUTLINE

<u>Class Date</u>	<u>Morning</u>	<u>Afternoon</u>
January 17	Introduction: hermeneutical issues for reading Luke-Acts; Luke's perspective on the Holy Spirit; programmatic beginnings: Luke's infancy and inauguration narratives (Lk 1-4).	Syllabus review; Discussion, patterns in Luke-Acts
January 31	Jesus' Spirit-anointed prophetic ministry (Lk 5-24).	The Spirit in the narrative of Luke— inductive; Discussion of Stronstad and Johnson
February 14	The origin and acts of the post-Easter Spirit-baptized prophetic community (Acts 1.1-6.7).	The Spirit in the narrative of Acts— inductive
March 7	The acts of the charismatic prophets (Stephen, Philip, Barnabas, Agabus, Peter and Paul).	Discussion of integrative papers
March 28	Theological synthesis of Luke's charismatic theology.	The Spirit and the mission of the Church

#### V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

#### COMMENTARIES

Arndt, William. *The Gospel According to St. Luke*. St. Louis, MO: Concordia, 1956.

Arrington, F. *The Acts of the Apostles*. Peabody, MA: Hendrickson, 1988.

Barrett, C.K. *The Acts of the Apostles*. Vols I, II. ICC. Edinburgh: T&T Clark, 1994, 98.

Bock, Darrell. *Acts*. ECNT. Grand Rapids: Baker Academic, 2007.

- \_\_\_\_\_. *Luke 1.1-9.50*. ECNT. Grand Rapids: Baker Academic, 1994.
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- Johnson, Luke Timothy. *The Acts of the Apostles*. Sacra Pagina. Collegeville, MN: The Liturgical Press, 1991.
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- Marshall, I.H. *The Acts of the Apostles*. TNTC. Grand Rapids: Eerdmans, 1980.
- \_\_\_\_\_. *The Gospel of Luke*. NIGTC. Grand Rapids: Eerdmans, 1978.
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Neil, William. *The Acts of The Apostles*. NCB. London: Oliphants, 1973.

Nolland, John. *Luke*. WBC. Dallas: Word, 1989.

Pervo, Richard I. *Acts*. Hermenia. Minneapolis: Fortress, 2009.

Peterson, David G. *The Acts of the Apostles*. PNTC. Grand Rapids: Eerdmans, 2009.

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Schnabel, Eckhard J. *Acts*. ECNT. Grand Rapids, MI: Zondervan, 2012.

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Stein, Robert. *Luke*. NAC. Nashville: Broadman Press, 1992.

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Willimon, William H. *Acts*. Interpretation. Louisville, KY: John Knox, 1988.

#### **MONOGRAPHS**

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\_\_\_\_\_. *Prophecy in Early Christian and the Ancient World*. Grand Rapids, MI: Eerdmans, 1983.

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