

*“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.”*

<b>Course</b>	<b>ACTS OF THE APOSTLES</b> NEWT 0525 1S / PENT 0525 1S
<b>Date and Time and Delivery Format</b>	2024: MAY 13-17, 2024 MONDAY – FRIDAY, 9 A.M. – 4 P.M. EASTERN STANDARD TIME SYNCHRONOUS LIVESTREAM
<b>Instructor</b>	<b>MARTIN MITTELSTADT, PhD</b> Email: <a href="mailto:mmittelstadt@tyndale.ca">mmittelstadt@tyndale.ca</a>
<b>Class Information</b>	Classes will be livestreamed from Monday to Friday 9 AM – 4:00 PM (EST).  Office hours: Email to schedule a remote appointment. Lots of flexibility.
<b>Course Material</b>	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.

## I. COURSE DESCRIPTION

A study of the book of Acts with a focus on its theology, literary artistry, and depiction of Christian origins.

- Acts is a pastoral narrative documenting the origin and advancement of the early church. As a story of the emerging Jesus movement, Luke charts the triumphs and tragedies of the first Christians and thereby provides a historical context for our NT. This study will examine the fate of the gospel message from its Jewish origins to Rome. Attention will be given to the role of Acts as part of the NT canon, its role in Christian (and Pentecostal) history, and its significance for contemporary Christians.

*Prerequisite: BIBL 0501 Biblical Interpretation*

## II. LEARNING OUTCOMES

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

1. Examine the structural and literary dynamics of the Lukan story.
2. Assess the history of interpretation (primarily twentieth century) of the Lukan corpus.
3. Demonstrate familiarity with and ability to trace selective themes/motifs of Luke-Acts.
4. Evaluate contributions of Pentecostal exegesis and theology for interpretation of the Acts narrative.
5. Demonstrate skills necessary for teaching and preaching Acts.

## III. COURSE REQUIREMENTS

### A. REQUIRED READING (In order of assignments)

1. Stronstad, Roger. *The Charismatic Theology of St. Luke*. Second Edition. Grand Rapids, MI: Baker, 2012.
2. Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids, MI: Eerdmans, 2011.
3. Mittelstadt, Martin. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010.
  - If you have read any of these works for a previous course, please contact the professor for other options

### RECOMMENDED TEXTS for STUDENTS in PASTORAL MINISTRY

4. Keener, Craig. *Acts: An Exegetical Commentary (Introduction and 1:1-2:47)*. Grand Rapids, MI: Baker, 2013.
- Or**
5. Johnson, Luke Timothy. *The Acts of the Apostles. SP 5*. Collegeville, MN: Liturgical Press, 1992.

Further readings will be posted throughout the course and at the request of students and discretion of the professor.

### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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 AND/OR HYBRID COURSE REQUIREMENTS**

- The professor will provide the zoom link a few days ahead of the meeting times.
  - 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.
  - A commitment to having the camera on to foster community building\*
- \*Exceptions only with permission of professor.

### **D. ASSIGNMENTS AND GRADING**

All assignments are to be uploaded to course page.

#### **1. Reading and Analysis (Voice recording & 5-page report) - 15%**

##### **Due: the first day of class (May 13)**

- Read Luke-Acts. This should be done in one sitting before any other secondary readings. After the first reading of Luke-Acts offer your thoughts concerning its purpose(s) and theme(s). How do the two volumes function as a whole? Offer any other observations/insights that come from this reading.
- Read Acts for a second time. Record Acts. Upload the recording. Yes. You read this correctly.
- Take note of plot development, characterization of major and minor figures, and flow of the narrative. Where is the narrative going? Begin to consider preliminary didactic purpose(s) that might be gleaned from the Lukan story?
- This assignment is not meant to be technical but rather an entry into the primary literature. Don't fret but enjoy. Grading will be gracious for completed work.
- We want to be careful not to read around the text but make sure to dive in ourselves.

Evaluation Criteria:

1. Clarity (1.1. spelling and grammar; 1.2. clarity of expression)
2. Comprehensiveness (all the major categories are treated)
3. Comprehension (understanding of characters and plot development)
4. Detail (specific examples given for characterizations and plot development)

#### **2. Critical Reviews (3 responses / reviews @ 5 pages each) - 45%**

- Three textbooks are to be read. Although primacy is given to the biblical text, these readings will supply context for your study of an ancient piece of Spirit-inspired literature. [toward learning outcomes 3-5]

- Write a 4-5 page (double-spaced) response paper with two sections. Section 1: A summary of the content in roughly 2 pages (including a short paragraph about the author), with terminology and explanation appropriate for someone unfamiliar with the book. Section 2: A response/evaluation in 2.5-3 pages.

**2.1 Stronstad Review – 15%.**

**2.2 Johnson Review – 15 %**

**Due: Both reviews are due on the first day of class (May 13)**

- Stronstad provides a helpful introduction to Lukan pneumatology.
- Johnson provides an extended literary reading of Luke-Acts
- See [the Critical Review guide](#) at the end of the syllabus.

**2.3 Mittelstadt Questionnaire – 15%; Due: June 7**

- This will be a questionnaire meant to encourage engagement with the history of interpretation of Acts in the Pentecostal tradition. Choose 200 pages of reading beyond the text. Include short analysis and implications for Lukan studies and application. [See the attached guide following the bibliography.](#)
- Note for this assignment:
  - Since this book is the work of your professor, students are NOT asked to review the book. Instead, assessment will be based upon correct understanding the volume's content, but to use the book to address the important questions/issues. Use the material in the book as a way of framing your own learning, thinking and perspective.

**3. Research Paper - 40%; Due: July 23**

- Choose a passage or theme in Acts and write a 15 page research paper. Topic must be approved by the instructor. Follow standard seminary requirements: formatting, title page, footnotes, bibliography.

**Evaluation rubric for critical analyses:**

<b>Areas of Evaluation/ Demonstrated Level</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>1. Reading Comprehension</b>	Writing shows little to no understanding of the main purpose and ideas of the text.	Writing shows vague understanding of the main purpose and ideas of the text.	Writing shows some understanding of the main purpose and ideas of the text.	Writing shows very strong understanding of the main purpose and ideas of the text.
<b>2. Critical Analysis</b>	Writing demonstrates little to no knowledge and application of critical reading strategies: fails to analyze the methodology/content/applicability of the text and to use textual examples to illustrate analysis.	Writing demonstrates weak knowledge and application of critical reading strategies: analysis of the methodology/content/applicability of the text is vague and there is little to no textual example to illustrate analysis.	Writing demonstrates some knowledge and application of critical reading strategies: some analysis of the methodology/content/applicability of the text but too few textual examples to illustrate analysis.	Writing demonstrates strong knowledge and application of critical reading strategies, by effectively analyzing methodology/content/applicability of the text and using textual examples to illustrate analysis.
<b>3. Unity &amp; Organization</b>	Writing is not unified through organized sentences & focus on the goal of this assignment (critical analysis of the methodology/content/applicability) is missing.	Writing shows little unity and organization; sentences are disconnected & overall focus on the goal of this assignment (critical analysis of the methodology/content/applicability of the text) is weak.	Writing is somewhat unified though sentences could be more focused and organized around the goal of this assignment: critical analysis of the methodology/content/applicability of the text.	Writing is well unified through organized sentences & keeps strongly focused on the goal of this assignment: critical analysis of the methodology/content/applicability of the text.
<b>4. 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.

**E. 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.

## F. SUMMARY OF ASSIGNMENTS AND GRADING

Reading, Recording, and Analysis	5 pages	May 13	15 %
Critical Analysis: Stronstad Review	5 pages	May 13	15 %
Critical Analysis: Johnson Review	5 pages	May 13	15 %
Critical Analysis: Mittelstadt Questionnaire	5 pages	June 7	15 %
Research Paper	15 pages	July 23	40 %
<b>Total Grade</b>			<b>100 %</b>

## G. 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”](#).

### 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](http://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 (including improper use of artificial intelligence programs). 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.

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.

### **Turnitin Text-Matching Software**

*Turnitin Text-Matching software will be used for Book Report submissions.* 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](http://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](http://classes.tyndale.ca) course resource page.
- Interpreting similarity: [Guide](#), [Video](#), [Spectrum](#)

### **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.

## **H. 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, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

- The following topics will be addressed and discussed in class. The schedule is flexible. Adjustments may be made at the discretion of the instructor.

Monday

Syllabus + Introduction; Reading Luke-Acts + Genre; History of Interpretation

Tuesday

Literary Criticism; Journey Motif; Landscape; Hospitality

Wednesday

Pneumatology; Healing; Luke-Acts and the Pentecostal Tradition; Social Justice

Thursday

Persecution / Suffering; Birth Narrative; Passion / Resurrection

Pauline Mission; Women

Reception History; Poetry (Kilian McDonnell)

Friday

Recent and Emerging Critical Methodologies; Empire, Peace, Canonical, Post-Colonial Preaching and Teaching Luke-Acts

- Throughout the week, we will look at select passages from each of the following panels.

Panel 1 (1:1-6:7)

Panel 2 (6:8- 9:31)

Panel 3 (9:32-12:24)

Panel 4 (12:25-16:5)

Panel 5 (16:6-19:20)

Panel 6 (19:21-28:31)

- The six panels follow the outline of Richard Longenecker's commentary on Acts.



## 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](#).)

Alexander, Loveday. "Luke's Preface in the Context of Greek Preface-Writing." *NovT* 28 (1986): 48-74.

Arlandson, James. *Women, Class and Society in Early Christianity: Models from Luke-Acts*. Peabody, MA: Hendrickson, 1997.

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## The Critical Review: A Guide for Students

- In today's world, so many books are written and published that one cannot hope to read everything, even in a specific field. In order to have an idea of what others are saying, I can read book reviews. They give the thrust of the work, an evaluation of its contents, and an assessment of its importance.
- In a university environment, critical book reviews force students to read carefully and write thoughtfully.

### What is a critical Review?

- A critical review is not a destructive criticism of the author and his or her ideas, but a careful analysis of the work. A critical review attempts to answer at least seven different questions:
  - What is the basic thrust of the author's work?
  - Why does the author say what he or she says?
  - To whom is the writing directed and for what purpose?
  - For whom or what (or against whom or what) does the author stand?
  - How well has the author met his or her own objectives?
  - How does this work compare with other writings?
  - What is the reviewer's opinion of the work?

### How do I write a critical review?

- Preparing a 4-5 page book review entails reading, taking notes, evaluating what has been read, and writing out a summary, assessment, and comments of the book or article.
- A book review should contain four main components:
  1. A complete title with bibliographical data. For example  
N. T. Wright. *What Saint Paul Really Said: Was Paul of Tarsus the Real Founder of Christianity?* Grand Rapids: Eerdmans, 1997. 192 pp.  
**This information must be at the top of the first page. This is standard procedure.**
  2. Relevant information regarding the author, his or her academic training, position, and other books authored. Information on the author may be obtained from the book itself, from biographical files many libraries keep, and from other sources. This information should be selective and integrated into the review. Do not open with a lengthy paragraph filled with the accomplishments of the author. Your goal is to establish credibility or lack thereof.
  3. A summary should synthesize the thrust of the book and its main arguments. Take care not to distort the emphasis given by the author. The length of the summary will depend, not only on the length of the material, but on the complexity of its contents. Try to keep the summary to no more than two-thirds of the review. A summary must precede the evaluation. The reader must first understand the content of the book before hearing the reviewer's critique.

4. An evaluation of the book should be made first of all on the basis of the author's own objectives, as stated in the introduction. This mandates a careful reading of the introduction or preface. A critique must document the author's statements, giving the page where the item was found. Sometimes a review quotes paragraphs that show the author's position. Be sure to keep in mind the author's content in order not to distort the ideas. Although one may disagree with the author and with the position he or she espouses, the language of a book or article review must be courteous. A well-documented analysis will be more convincing than a heated, emotional tirade. The language of a review written for a class assignment should be similar to that of research—cool, calm, and collected. Think of meeting the author of the book at a professional meeting and having him say in dismay, "So are you the reviewer who hit me so hard?"
  - For formatting and content samples see the following journals on reserve in the library: *Pneuma, Journal of Pentecostal Theology*.

Questions to guide evaluation:

- Is the subject vital? If so, to whom? What difference will it make ten years from now?
- Is the subject too broad or too narrow for the author? Is it too shallow, too restricted?
- Is the author straightforward? Does he announce his bias? His limitations? His intentions? Every writer leaks bias for good or for ill!
- In the introduction, are the purpose of the study and the statement of the problem clear?
- Is the presentation clear and logical? Is the sequence natural? Are there missing points? Are the sections clear and self-contained?
- Is the research reliable? Does anything indicate you cannot fully trust this paper? Do you feel the author really looked everywhere she possibly could and reported accurately and without bias?
- What does the use of footnotes show? Are there too many notes? Too few? Are they from old sources? All from similar sources? Or from the same sources? Is the form clear and consistently used?
- Does the bibliography tell you something additional about the paper? Can you tell whether the author is using primary sources? General sources? Or authorities in the field?
- Is the language clear, concise, or wordy and unnecessarily difficult? Does the choice of words show carelessness? Conceit?
- Does the paper show a sincere desire to search out truth or is it a defense of a position?
- Usually the last item in an evaluation includes assessment of what group(s) will profit from reading this book. You may also want to suggest how useful the book will be for this certain group.

Further Tips for a critical review:

- A title page is not necessary.
- Insert page numbers. If you do use a title page (and it is not necessary), start pagination with the first page of your text – not the title page.

- Put your name, course, and date in the top right hand corner of page. Single space in the header (see my header).
- Do not leave spaces between paragraphs.
- Be sure to indent new paragraphs – hit enter (one time) and the tab button.
- Do not use a footnote when citing or quoting the author of the work. Put the page number at the end of the sentence in brackets with the punctuation to follow. For example, “Jesus and Paul share the same view” (33).
- Every quotation or reference to another work requires citation!!!
  - Reviews typically require FEW if any secondary references.
- All direct quotations longer than two lines must be single spaced. The margins must also be reduced by one tab on the left and right sides.
- For a short review, be careful to limit the number of quotations – shorten lengthy quotes by citing only what is crucial. Try to catch the sense of the writer and put her thoughts in your own words.
- The first time you use the name of any person give the full name. Every subsequent reference should refer to the last name only.
  - Thus Luke Timothy Johnson.... Then Johnson... Not Luke, Dr., Mr., Mister, Mrs., Johnson!
  - Refer to the author by name. Refrain from statements like... “the author/writer states:” The writer has a name. Use it.
  - Refer to the author by name not the book. “*What Saint Paul Really Said* emphasizes...” is not legit. The book is not personal. The book does not communicate. Use the name of the writer – she is the communicator. “Jackson emphasizes...”
- The title of a work must be in *italics*. A chapter must be in double “quotation marks.”
  - All foreign terms must be in *italics* - *Pax Romana*, *imago Dei*.
- *Don't* use contractions.
- Do not use numbers – “21<sup>st</sup> century” = twenty first century.
- Be sure your spell check is on. Take note of the red squiggly lines (lines).
  - Please take note of the spelling of proper names. Thus the name of the instructor or author conveys attention (or lack thereof) to detail. I've seen more than I care to share.
    - Mittlestat, Middlestat, Middlemann, Martinstat. Mitteldale, etc. OUCH. First impressions are crucial – imagine sending this through your office or as a resume.
- Avoid superlatives unless absolutely necessary. “Everyone will agree that this book is the best on the subject...” This cannot be quantified.

#### Concerning your commentary:

- The introduction should grab the attention of the reader. Provide the reader with a statement or two concerning the big idea of the work. Think of the magnitude of the work – pioneering, controversial, summarizing, etc.

- Don't just jump into chapter one.
- The conclusion should summarize again the big idea of the book and your primary response.

Before submitting your final paper:

- Read your paper out loud. Ask a friend to read it to you – preferably twice – for grammar and structure, then content.
- Imagine giving the paper to your boss.
- No need for binders, folders, etc. Simply staple your paper!  
See also Nancy Jean Vyhmeister, Quality Research Papers (Zondervan, 2001).

**Why write?**

- **Values/Personal Interests** (choosing your topic; i.e., asking, “What’s important to me?”)
- **Focus/Scope/Conciseness** (narrowing of ideas)
- **Dependence on God** (Yes! Why not?)
- **Resourcefulness** (finding *appropriate* sources)
- **Organization** (putting your thoughts together in a way that can be clearly presented)
- **Honor** (acknowledging those who have gone before, i.e., the academic efforts of others)
- **Integration** (How does this paper relate to *life*?)
- **Creativity** (making the most of the opportunity to express yourself)
- **Resolve** (figuring out what you believe on the issue, why, and being bold enough to express it)
- **Responsibility & Time Management** (meeting process deadlines, making your Write Place appt.)
- **Clarity and Coherence** (learning to write well)
- **Accountability** (avoiding plagiarism)
- **Thoroughness** (making sure you’ve covered the main elements of the topic)
- **Format requirements** (i.e., Turabian vs. APA) – *may make it easier next time!*
- **Attention to detail** (meeting the requirements of responsibility)
- **Computer Skills** (ah, those footnotes!)
- **Fruit of the Spirit** (patience in particular; also peacefulness, faithfulness, etc.!)
- **Community** (realizing the benefit of a good editor) & (learning the librarian’s name!)
- **Punctuality** (making the due date)
- **Achievement** (sense of a job well done)
- **Improvement** (taking professor comments on the paper and learning from them)
- **Insight** (you become more of an “expert” on the topic than you were before!)
- **Community** (publishable material can become part of the greater academic community)

I am indebted to my colleague Lois Olena for this list!!