



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry



NT5307 Acts of the Apostles

3 credit hours

Sept. 13-17, 2021
9:00am-4:00pm daily

Susan Wendel, Ph.D.
Email: swendel@horizon.edu



Course delivery options: On Campus Live-Stream Video on Demand

Course Goals

Course Description

This course explores the literary, historical, and theological dimensions of Luke's second volume: The Acts of the Apostles. The study provides a forum for reading Luke's account of the emergence of the nascent Christ-believing community within its Jewish and Greco-Roman context. The course will include engagement with the methods and views of leading scholars of Acts as well as a consideration of how the book of Acts informs the beliefs and practices of the contemporary church.

Relationship to Horizon's Mission

The course prepares Christian leaders for Spirit-empowered life and ministry by equipping them with the knowledge and skills required for thoughtful Bible study, careful sermon preparation, and faithful engagement in their context of work or ministry.

Course Competencies and Learning Outcomes

To demonstrate competency in biblical and theological literacy, students will

1. Recognize how the Jewish, Hellenistic, and Roman contexts of Luke contribute to our understanding of the message of the book of Acts.
 - *Assessment:* Panel Article Presentations; Commentary Notes; Final Paper

2. Analyze the literary genre, structure, and theology of Acts in order to grasp their relevance for understanding Luke's vision of the mission and identity of the church.
 - *Assessment:* Commentary Notes; Johnson Book Summary; Acts Reading; Final Paper
3. Trace central literary and theological themes throughout the book of Acts (or in Luke-Acts).
 - *Assessment:* Johnson Book Summary; Acts Reading; Final Paper
4. Summarize and critique different scholarly interpretations of key events and themes in Acts.
 - *Assessment:* Panel Article Presentations; Oral Evaluation of Johnson's Book, Final Paper
5. Assess the implications of the message of Acts for contemporary Christian beliefs, practices, identity, and mission.
 - *Assessment:* Panel Article Presentations; Oral Evaluation of Johnson's Book; Final Paper

Course Work

Required Readings

Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids, MI: Eerdmans, 2011. ISBN: 978-0802803900.

Marshall, I. Howard. *Acts*. TNTC. Downers Grove, IL: IVP, 2008. ISBN: 9780830842353.

Petersen, David G. *The Acts of the Apostles*. Pillar New Testament Commentary. Grand Rapids, MI: Eerdmans, 2009. ISBN: 978-0802837318.

Panel Articles (see Appendix A below) will be available electronically through the Digital Theological Library.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

PRE-COURSE ASSIGNMENTS

1. Commentary Notes.

Read the introductions to the Marshall and Peterson commentaries and take point-form notes on both introductions. (15%)

- Related learning outcome(s): #1, 2
- **Assignment Length:** 5-7 pages. **Due date:** Sept. 10, 2021.

2. *Acts Reading.*

Read the book of Acts in its entirety and indicate in an email to the professor that you have completed this assignment prior to its due date. (5%)

- Related learning outcome(s): #2, 3
- **Assignment Length:** 3-4 pages. **Due date:** Sept. 10, 2021.

3. *Johnson Book Summary.*

Read and prepare a summary of Luke Timothy Johnson's, *Prophetic Jesus, Prophetic Church*. The summary should include the following: (15%)

- Begin by noting the author's name and the full title of the book.
- Describe the book by answering the following questions (1-2 pages)
 - What type of book is it?
 - What is the purpose of the book?
 - Who is the main intended audience of the book?
 - What is the particular perspective of the author?
 - What approach does the author take when interpreting and discussing the book of Acts?
 - How does the author organize and present his information?
- Provide a brief description of the content of each chapter of the book. This section should fill about one page of your summary.
- Related learning outcome(s): #2, 3
- **Assignment Length:** 2-3 pages (600-900 words). **Due date:** Sept. 10, 2021.

MID-COURSE ASSIGNMENTS

1. *Oral Evaluation of Johnson's Book*

As the course schedule (below) indicates, the class will discuss Luke Timothy Johnson's book on Tuesday afternoon (Sept. 15, 2021). In this discussion, students will each take 5-6 minutes to note one or two of Johnson's claims about the contemporary relevance of Luke-Acts and provide a critical evaluation of these claims. This is not intended to be a formal presentation but rather a participatory discussion; I want us to think out loud together about the way that Johnson describes the challenge of Luke-Acts to the contemporary church. (5%)

- Related learning outcome(s): #4, 5
- **Assignment Length:** oral participation. **Due date:** Sept. 14, 2021.

2. *Panel Article Presentations* (30%)

Over the course of the week, students will participate in three discussion panels that address important secondary literature on select topics from the book of Acts. **See panel articles and instructions in Appendix A below.**

The articles for the panel readings are listed in a panel sign-up sheet in Appendix A. Students need to email the professor at least two weeks prior to the beginning of the course to indicate the articles they will discuss.

- Related learning outcome(s): #1, 4, 5
- **Assignment Length:** Written work: 1-page summary per article (for three articles = 3 pages, point-form); but note that students must read *all* of the articles and be prepared to discuss them orally with their fellow-students.

POST-COURSE ASSIGNMENT1. *Final Paper*

(30%)

Write a research paper on a key theme or passage in the book of Acts. The paper will demonstrate thorough, careful study of the text of Acts in thoughtful interaction with important secondary sources (at least 10 sources). Further instructions will be provided on the first day of class.

- Related learning outcome(s): #1-5
- **Assignment Length:** 10-12 pages (3000-3600 words). **Due date:** Nov. 8, 2021

VIDEO ON DEMAND (VOD) STUDENTS ONLY

Students who intend to take the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may miss a class, non-VOD students are expected to attend class live following the class attendance policy. In addition to completing all the same assignments and due dates as those listed above, VOD students are also required to complete the following:

- Watch all of the recorded classes from each week and confirm (via email) that this is completed by Sept. 30, 2021.
 - Select and respond to one class from each of day of the modular class by writing short reflection papers (~2-3 pages for each reflection) that consider the following questions:
 - What are some of the most important points discussed in this class? (1.5-2 pages)
 - Why does this aspect of Paul's thought matter to us? How should the present-day church respond to this part of Paul's message? (1-1.5 pages)
- Due date: Sept. 30, 2021

Important Note: In order to pass the course, VOD students must complete all of their VOD submissions. These submissions are pass/fail and will be assessed on how they demonstrate thoughtful engagement with the class material.

Course Outline / Class Schedule

Date	Topic	Secondary Readings	Assignments
Sept. 13 Morning	Class Introduction: Authorship, Date, and Genre Purpose, Literary Structure, and Theology	Peterson, 1-98 Marshall, 1-53	Acts Reading Johnson Book Summary Commentary Notes
Sept. 13 Afternoon	Socio-Historical Context of Acts Luke and the Scriptures of Israel Acts 1	Peterson, 99-129 Marshall, 59-72	
Sept. 14 Morning	Acts 2:1-3:26 Panel 1: The Role of the Holy Spirit in Acts	Peterson, 129-185 Marshall, 72, 103 Dunn, Stronstad, Turner, Fee	Panel Presentation
Sept. 14 Afternoon	Acts 4-5 (group exercise) Community Life and Sharing Possessions Oral Evaluation of Johnson's Book	Peterson, 185-228 Marshall, 103-131	Oral Evaluation

Sept. 15 Morning	Acts 6-7 Stephen's Speech Acts 8 Expansion to Samaria	Peterson, 229-300 Marshall, 132-175	
Sept. 15 Afternoon	Acts 9 (cf. chapters 22, 26) Paul's Transformation Acts 10-11 Peter and Cornelius	Peterson, 300-360 Marshall, 175-210	
Sept. 16 Morning	Acts 12-14 Israel and the Nations Acts 15:1-35 Panel 2: Acts 15 and the Mosaic Law	Peterson, 360-446 Marshall, 217-271 Jervell, Seifrid, Hanneken. Arnold	Panel Presentation
Sept. 16 Afternoon	Acts 15:36-18:17 Collision with Culture? Panel 3: Acts 17 – Paul at the Areopagus	Peterson, 446-518 Marshall, 272-316 Rowe, Pardigon, Flemming, Schnabel Peterson, 519-552	Panel Presentation
Sept. 17 Morning	Acts 18:18-19:41 Acts and the Roman Empire 1 Acts 20 Paul's Farewell to the Ephesians	Peterson, 552-606 Marshall, 317-340 Peterson, 680-697 Marshall, 340-355	
Sept. 17 Afternoon	Acts 21:1-26:32 Acts and the Roman Empire 2 Acts 27 Voyage to Rome Acts 28 The Ending of Acts	Peterson, 697-725 Marshall, 356-447	

- Assignments will not be accepted after November 8, 2021.

Estimate of Time Investment (individual time investments may vary)

Readings	(see below)		Assignment Weighting
Classroom time	30 hrs		
1. Commentary Notes	10 hrs	Sept. 10	15%
2. Acts Reading	3 hrs	Sept. 10	5%
3. Johnson Summary + Oral Evaluation	20 hrs	Sept. 10, 14	20%
4. Panel Article Reading + Presentations	25 hrs	Sept. 14, 16	30%
5. Major Paper	35 hrs	Nov. 8	30%
Total =	~120-125 hrs		

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of

another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Horizon's Dean of Students, Associate Dean of Students, or Academic Coach.

Class Attendance

Students should attend all classes in order to optimize their learning experience. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances.

Campus Health Policy

While on campus, please maintain 2 metres of physical distance between yourself and others. Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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Note: Commentaries and other books marked with an asterisk (*) are especially important.

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Appendix A

1. Panel Presentations

Each person in the class will have the opportunity to participate in three panel discussions. During these discussion panels, three or four panellists will each give a 5-6 minute presentation on an article that discusses a particular theme in Acts. The presentation will involve a 2-3 minute summary and a 2-3 minute critical evaluation of the article. After all the panelists have had the opportunity to discuss their particular article, they will together take 10 minutes to discuss all of the articles. Panellists are encouraged to explain their own point of view and raise questions of interest during their presentations. They also need to submit a one-page outline of their presentation at the end of class.

- 2-3 minute summary of the article:

- In this part of your presentation, you should include the following information:
 - a) the thesis of the article; b) the logic and primary evidence that the author uses to prove his or her thesis.
- 2-3 minute evaluation of the article:
 - In this section, you need to discuss the extent to which you think the author successfully supported his or her thesis. This will involve an evaluation of the logic of the overall argument, the evidence used to support the argument, and the methodology.
- Ten minute panel discussion of the articles:
 - This part of the presentation need not follow a rigid structure. Panelists may want to compare the different articles and explain why they preferred some over others.

2. Panel Sign-up Sheet

Date and Topic:	Articles:	Presenter:
Sept. 14: Role of the Holy Spirit in Acts	Dunn, "Baptism in the Holy Spirit" Stronstad, "Appreciation and Assessment" Turner, "Work of the Holy Spirit" Fee, "Baptism in the Holy Spirit"	
Sept. 15: Acts 15 and the Mosaic Law	Jervell, "The Law in Luke-Acts" Seifrid, "Jesus and the Law in Acts" Arnold, "Lessons of the Jerusalem Council" Hanneken, "Moses Has His Interpreters"	
Sept. 15: Acts 17 – Paul at the Areopagus	Flemming, "Contextualizing the Gospel" Schnabel, "Contextualising Paul in Athens" Rowe, "The Grammar of Life" Pardigon,	

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Panel 1: The Role of the Holy Spirit in Acts

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- Fee, Gordon D. "Baptism in the Holy Spirit: The Issue of Separability and Subsequence." *Pneuma* 7 (1985): 87-99. Available through ATLA
- Stronstad, Roger. "Forty Years On: An Appreciation and Assessment of *Baptism in the Holy Spirit* by James D. G. Dunn." *Journal of Pentecostal Theology* 19 (2010): 3-11. Available through ATLA

Turner, Max. "The Work of the Holy Spirit in Luke-Acts." *Word and World*. 23 (2003): 146-153. Available through ATLA

Panel 2: Acts 15 and the Mosaic Law

Arnold, Bill T. "Lessons of the Jerusalem Council for the Church's Debate over Sexuality." *The Asbury Journal* 69 (2014): 63-83. Available at <https://place.asburyseminary.edu/cgi/viewcontent.cgi?referer=https://www.google.ca/&httpsredir=1&article=1271&context=asburyjournal>

Hanneken, Todd R. "Moses Has His Interpreters: Understanding the Legal Exegesis in Acts 15 from the Precedent in *Jubilees*." *Catholic Biblical Quarterly* 77 (2015): 686-706. Available through ATLA

Jervell, Jacob. "The Law in Luke-Acts." *Harvard Theological Review* 64 (1971): 21-36. Available through ATLA

Seifrid, M. A. "Jesus and the Law in Acts." *Journal for the Study of the New Testament* 30 (1987): 39-57. Available through ATLA

Panel 3: Acts 17 – Paul at the Areopagus

Flemming, Dean. "Contextualizing the Gospel in Athens: Paul's Areopagus Address as a Paradigm for Missionary Communication." *Missiology* 30 (2002): 199-214. Available through ATLA

Pardigon, Flavien. "The Areopagus Speech and Contextualization: Some Hermeneutical and Exegetical Considerations." *Unio cum Christo* 6 (2020):11-27. Available through ATLA

Rowe, C. Kavin. "The Grammar of Life: The Areopagus Speech and Pagan Tradition." *New Testament Studies* 57 (2010): 31-50. On Populi

Schnabel, Eckhard J. "Contextualising Paul in Athens: The Proclamation of the Gospel Before Pagan Audiences in the Graeco-Roman World." *Religion and Theology* 12 (2005): 172-190. Available through ATLA