


“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.”

Course	ACTS OF THE APOSTLES: THE CHURCH, THE SPIRIT AND THE MISSION OF GOD PENT 0525 / NEWT 0525
Date and Time	MAY 3 – 7, 2021 MONDAY TO FRIDAY 9:00 AM – 4:00 PM
Instructor  Master's Pentecostal Seminary @ Tyndale Seminary 25th Anniversary	MARTIN MITTELSTADT, PhD Telephone/voice mail: (417) 766-8995 Email: MMittelstadt@tyndale.ca / mittelstadtm@evangel.edu (I check my Evangel University email address daily). Evangel University 1111 N. Glenstone Springfield, MO 65802 U.S.A.
Class Information	The classes will be livestreamed from Monday to Friday 9:00 AM – 4:00 PM. Students may participate in live-streamed office hours as posted below. Office Hours: Email to schedule an appointment. Lots of flexibility.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

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 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. Demonstrate understanding of the structural and literary dynamics of the Lukan story.
2. Understand and 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. Demonstrate and 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

1. Hornik, Heidi and Mikael Parsons. *The Acts of the Apostles through the Centuries*. Chicester, MA: Wiley, 2017.
2. Mittelstadt, Martin. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010.
3. Stronstad, Roger. [*The Charismatic Theology of St. Luke*](#). Second Edition. Grand Rapids, MI: Baker, 2012.
 - If you have read Stronstad for a previous course, please read: Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christians*. Grand Rapids, MI: Eerdmans, 2011.

RECOMMENDED TEXT

4. Keener, Craig. [*Acts: An Exegetical Commentary \(Introduction and 1:1-2:47\)*](#). Grand Rapids, MI: Baker, 2013.

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Other works will be recommended by the instructor throughout the course!

Tyndale recommends 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](#).

[If applicable, list recommended reading for optional purchase or download on classes.tyndale.ca course resource page]

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance 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

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.

E. ASSIGNMENTS AND GRADING

1. Reading and Analysis (5-page report) - 10%

Due: the first day of class – May 3

- 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 the second time) and 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.

2. Critical Analysis (3 responses / reviews @ 5 pages each) - 50%

Stronstad or Johnson Review – 20%.

Due: the first day of class – May 3

- This is a helpful introduction to Lukan pneumatology. If you have used Stronstad for a previous class, please review Johnson.
- See [the Critical Review guide](#) at the end of the syllabus.

Mittelstadt Questionnaire – 10%.

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:
 - You are NOT asked to review the book 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. Grading for this assignment is based on the student's understanding of Pentecostal readings. You will not be assessed as to whether you like or do not like the book.

Hornik and Parsons Reception History Project – 20%.

Due: June 7

- Do not start to read this text until after the class has been completed. Apply the analysis employed by Hornik and Parsons to a passage via Pentecostal reception (or your particular tradition). Details to be discussed with the professor.

3. Research Paper - 40%

Due: July 3

- 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.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Reading and Analysis	5 pages	May 3	10 %
Critical Analysis: Stronstad (or Johnson)	5 pages	May 3	20 %
Critical Analysis: Mittelstadt Response	5 pages	June 7	10 %
Critical Analysis: Hornik / Parsons	5 pages	June 7	20 %
Research Paper	15 pages	July 3	40 %
Total Grade			100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [Chicago-Style Quick Guide](#) (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](#).

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.

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) 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, 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 will be made based 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

- 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 – “21st 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!!

Reading Luke-Acts in the Pentecostal Tradition: Martin Mittelstadt / Assignment

- This is not a traditional review. Instead, work through the following questions – number by number. Write approximately ½ to ¾ page response per question. Locate references in parentheses, for example (21).
1. What is the underlying purpose of this work? Stated simply, what leads Mittelstadt to sit down and write this volume?
 2. Give a thumbnail sketch of the major issues to guide and inform Pentecostal readings of Luke-Acts during what Mittelstadt calls “the pre-critical era” (Stage 1).
 3. What factors give rise to the emergence of Pentecostal scholars in the academic marketplace?
 4. Of the issues to emerge in Stage 3, which single issue strikes you as most significant in your reading and experience of Luke-Acts? You may think in terms of what angle has been most emphasized in your church(es)? If you are not in a Pentecostal environment, what category do you believe your tradition most emphasizes?
 5. In stage 4, Mittelstadt discusses new areas of research among Pentecostal scholars. Whether you are Pentecostal or otherwise, discuss the single issue you think carries the most weight in your personal life? And what issue requires the most attention in the church at large? Why and Why?
 6. Of the future possibilities (final section), what topic would you suggest needs immediate attention in today’s church? Why?
 7. Mittelstadt provides summaries of a vast assortment of Pentecostal scholarship. In light of his survey, read 200 pages of secondary literature? Give full bibliographic and page parameters for your reading. Explain your choice and how (or if) these works proved valuable?
 8. Optional - Share any final reflections, questions, or concerns to emerge from this work.