"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."

Semester, Year	WINTER, 2027
Course Title	**ACTS**
Course Code	**NEWT CM36 XP XS**
Date **Time** **Delivery Format**	From January 12, 2027 to April 6, 2027 **Every Tuesday** From 8:15AM to 11:05AM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	☒ The classes will be IN-PERSON on Tuesday
Instructor **Contact Information**	**DR. YAN MA, PhD** Email: yma.ccst@tyndale.ca Tyndale Phone Number: (416) 226-6620 Ext. 2182
Office Hours	☒ By appointment only.
Course Materials	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.

I. COURSE DESCRIPTION

Acts records the beginning of the early church. This book has played and continues to play an important role in shaping the church's sense of its identity and mission. This course is primarily an exegetical study of Acts. By exploring the content and themes of this book, this course will examine Acts' historical, literary, and theological qualities within relevant first-century contexts. This course will also involve a sustained discussion of how the message of Acts can be integrated into the life of the church today.

II. LEARNING OUTCOMES

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

1. Learning Outcomes in the Cognitive Domain 認知目的
   - Describe the purposes, content, and messages of Acts 描述使徒行傳的寫作目的，內容，信息
2. Learning Outcomes in the Affective Domain 感知目的
   - Appreciate the diverse perspectives on the study of Acts and respond to the issues in the study of Acts 欣賞使徒行傳研究的多元面向並能回應其議題
3. Learning Outcome in the Practical Domain 實踐目的
   - Interpret Acts in light of its historical, literary, and theological contexts 基於使徒行傳的歷史、文學、神學語境釋經
   - Critically examine and evaluate commentaries on Acts by comparing their goals and methods of New Testament exegesis 基於其目的與方法鑑別使徒行傳的釋經書
   - Analyze major theological themes in Acts and explain their significance for contemporary Christian thought and practice 分析使徒行傳的主要神學主題，解釋其對現代基督信仰和實踐的影響
   - Articulate the importance of Acts to the church today 說明使徒行傳對今日教會的意義

III. COURSE REQUIREMENTS

A. REQUIRED READING

張永信著。《使徒行傳》。卷一、二、三。天道聖經注釋系列。香港: 天道書樓，1999-2001。

OR

艾哲夫・费兰度著，黃宜嫻譯。《使徒行傳》兩卷。國際釋經應用系列。香港：漢語聖經協會，2014。Ajith Fernando. Acts: From Biblical Text to Contemporary Life. NIV Application Commentary. Grand Rapids: Zondervan, 1998.

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

See Selected Bibliography

Tyndale recommends **STEPBible** – 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. ASSIGNMENTS AND GRADING

A penalty of 1% per day will be applied to all late assignments

1. **Readings and Group Discussion (10%):**
   - Students are required to complete the weekly reading of the relevant portion in Acts and the textbook before each class.
   - Students are expected to attend the group discussion for 20 minutes in each class and make contributions to the understanding of the topics. Students' comments and questions should reflect a thorough and thoughtful reading of the materials.
   - Learning outcomes 1, 2, 3, 4, 5

2. **Role Playing (20%):**
   - Each of two or three students will form a group for role playing. Each group will choose a topic in Acts and will demonstrate how to teach the topic in a Sunday school class for 30 minutes in class. All students in each group need to actively participate in role playing.
   - A list of topics will be provided by the instructor on **Jan 12**. Role playing will be performed on **Feb 23, Mar 2**.
   - Learning outcomes 1, 2, 4

3. **Book Report (20%):**
   - Each student will write a book report of the textbook for approximately 3,000 words. The book report should both summarize and assess the argument of the author.
   - The book report is due in .pdf form at **11:59 p.m., Mar 16.**
   - Learning outcomes 1, 2, 3

4. **Proposal Presentation (10%):**
   - Students will present their proposals for the research paper for 10 minutes in class and lead the class discussion for another 10 minutes.
   - The proposals will be presented on **Mar 30, Apr 6**.
   - Learning outcomes 1, 2, 3, 4, 5

5. **Research Paper (40%):**

- Each student will write an exegetical paper of a passage in Acts for approximately 5,000 words. The exegetical paper should focus on both the ancient text and its contemporary relevance. As an academic paper, it should have a clear and well-defined thesis statement that is defended throughout the paper.
- The passage of the exegetical paper is to be agreed upon with the instructor by **Jan 19**. The exegetical paper is due in .pdf form at **11:59 p.m., Apr 13**.
- Learning outcomes 1, 2, 3, 4, 5

D. SUMMARY OF ASSIGNMENTS AND GRADING

Readings and Group Discussion	10 %
Role Playing	20 %
Book Report	20 %
Proposal Presentation	10%
Research Paper	40%
Total	100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Reading Before Class	Content	Assignment
1/12	Acts	Introduction to the Course	Role Playing Topic
1/19	Introduction and Acts 1:1–11 in the textbook	Introduction to Acts Acts 1:1–11	Exegetical Paper Topic
1/26	Acts 1:12–6:7 in the textbook	Acts 1:12–6:7	
2/2	Acts 1:12–6:7 in the textbook	Acts 1:12–6:7	

2/9	Acts 6:8–9:31 in the textbook	Acts 6:8–9:31	
2/16	Reading Day		
2/23	Acts 9:32–12:24 in the textbook	Acts 9:32–12:24	Role Playing
3/2	Acts 12:25–19:20 in the textbook	Acts 12:25–19:20	Role Playing
3/9	Acts 12:25–19:20 in the textbook	Acts 12:25–19:20	
3/16	Acts 12:25–19:20 in the textbook	Acts 12:25–19:20	Book Report
3/23	Acts 19:21–28:31 in the textbook	Acts 19:21–28:31	
3/30	Acts 19:21–28:31 in the textbook	Acts 19:21–28:31	Proposal Presentations
4/6	Acts 19:21–28:31 in the textbook	Acts 19:21–28:31	Proposal Presentations
4/13			Research Paper

V. SELECTED BIBLIOGRAPHY

Selected Bibliography will be provided in the first class.

VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

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

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via 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 (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the Extension Request Form. 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.

E. 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.