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? This course seeks to provide answers to these questions.

Prerequisites
Biblical Interpretation: Interpreting and Applying the Biblical Text [BIBL 0501]

Recommended: New Testament Theology and History [NEWT 0522]

II. LEARNING OUTCOMES

The student who takes this course should be able to:

A. Demonstrate a knowledge of:
   1. The fullness of the biblical witness to the Holy Spirit.
   2. The continuity-discontinuity of the revelation about the Spirit between the Testaments.
5. The best of contemporary literature on the subject.

B. Demonstrate an appreciation of:
   1. The place of the Holy Spirit in the ministry of Jesus and in the early church.
   2. The dynamic relationship between the Spirit and God (OT) and between the Spirit and Christ (NT).
   4. The role of the Holy Spirit in the corporate life of the contemporary church.

C. Demonstrate his or her ability to:
   1. Do adequate exegetical and theological research.
   2. Integrate knowledge about the Spirit into a personal experience of the Spirit.
   3. Communicate the truths thus learned and experienced through both individual and church ministries.
   4. Think critically about the historical, textual, hermeneutical and theological issues relating to the Holy Spirit.

III. COURSE REQUIREMENTS

A. Required Texts

B. Recommended Reading

C. Assignments and Grading
   1. This course will be taught by the lecture and discussion methods.

   2. INTEGRATIVE PAPER. The students are required to read a minimum of 800 pages including the two required texts and write an integrative paper with comments about the main issues discussed and application of insights gleaned from the books. The paper should be 5-6 pages and is worth 25% of final grade. All of the reading should be done before the end of the course and the paper is due on February 22, 2010.

   3. SHORT THEOLOGICAL STUDY. The student will analyse Luke’s data about being baptized in the Holy Spirit and write a theological synthesis of this Lucan data. This synthesis will be 8-10 pages in length. It will follow the
The style guidelines required by Tyndale Seminary for term papers. This paper is due February 22, 2010. This assignment is worth 25% of final grade.

4. **FINAL PAPER.** The student will write a major paper on one of the following options:
   a) Discuss the debate about the hermeneutics of historical narrative in contemporary biblical scholarship. Briefly summarize and contrast the two main positions in this debate and come to a conclusion about which position leads to the better interpretation of Luke-Acts.
   b) Discuss Luke’s inauguration narrative (Lk. 3,4). This is programmatic and shows that Jesus’ entire ministry, and not just its inauguration, is Spirit-anointed, Spirit-filled, Spirit-led, and Spirit-empowered. Notice how Luke reinforces the programmatic function of the inauguration narrative by reporting about the Holy Spirit in Jesus’ life on the principle of inclusion (n.b. Lk. 3-4; Lk 24/Acts 2,3).
   c) Write a critical evaluation of a commentary on Acts 2:1-21, which is written by a non-Pentecostal. Analyze not only what is written about the pouring forth of the Spirit on the day of Pentecost, but also what has been ignored by the commentator, which is often just as important to observe.
   d) Compare and contrast the charismatic (i.e., Spirit-filled, Spirit-empowered and Spirit-led) ministries of both Peter and Paul. Note that this is to be a study of Luke’s data and is not a study of the data in the Pauline and Petrine epistles.

This major paper will be 15-20 pages in length. It will follow the style guidelines of Tyndale Seminary. This paper is due February 22, 2010. This assignment is worth 50% of the final grade.

D. **Summary of Assignments and Grading**

   Evaluation is based upon completion of the following assignments:
   - Reading Reports 25%
   - Theological Study 25%
   - Final Paper 50%
   - 100%

Grading is done in accordance with the Tyndale grading system. Copies are available upon request.

E. **GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Students should consult the current Academic Calendar for Academic Policies on Academic Honestly, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments and Grading System. The Academic Calendar is posted on www.tyndale.ca/registrar. An excerpt is attached with this syllabus for easy reference.

Due to the nature of Intersession, arrangements on handing in and returning marked papers will be announced by individual instructors in class.
IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Course Outline


Wednesday    Exposition of the origin and acts of the Post-Easter Spirit-baptized prophetic community (Acts 1.1-6.7).

Thursday    Exposition of the acts of the charismatic prophets (Stephen, Philip, Barnabas, Agabus, Peter and Paul).

SELECTED BIBLIOGRAPHY

(See also Tyndale’s Gospel of Luke Online Reading Room)


**COMMENTARIES**


PERIODICALS

(See also Tyndale’s eJournal Database)

[N.B. The page numbers of the articles are not indicated as is customary.]

*Paraclete* (Fall 1993).
_________. "The Hermeneutics of Lucan Historiography." *Paraclete* (Fall 1988).
_________. "Unity and Diversity." *Paraclete* (Summer 1989).
Academic Policy Attachment to All Syllabi

The Academic Policies of Tyndale Seminary are outlined in the Academic Calendar, available on the Tyndale Website: www.tyndale.ca/seminary/calendar. Students are responsible for reading and adhering to the academic policies governing all aspects of academic life. As a service to students, selected policies are summarized below, but the full policy statements as printed in the Academic Calendar are the standards to which students will be held.

1. Attendance Policy
2. Policy on Gender Inclusive Language
3. Policy on Academic Honesty
4. Guidelines for Written Work
5. Academic Grading System
6. Policy on Late Papers and Extensions
7. Application for an Extension Due to Extreme Circumstances

Attendance Policy

1) Three or more unexcused absences from a Fall or Winter semester course will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

2) An unexcused absence of one day or more of any course taught in an intensive format (e.g., Intersession, Spring/Summer School) will constitute grounds for failing that course. Excused absences include the following: death in the family, hospitalization of yourself or a member of your immediate family, or a prolonged illness for which you require treatment by a physician. Excused absences will not be granted for late registration, ministry responsibilities, mission trips, etc.

3) As a matter of basic courtesy, Tyndale students need to make a serious commitment to arriving on class on time, and returning from class breaks on time. Students who manifest disrespect for the classroom evidenced by chronic lateness or failure to return from break, will be considered in breach of the attendance policy and may be referred to the Dean of Students.

4) If a student knows in advance that he/she will miss a class, the student is obligated to notify the Professor prior to that class.

5) Faculty members are under no obligation to provide handouts or other classroom materials to those students who are absent from class.

Policy on Gender Inclusive Language

The use of gender-inclusive language is an expectation in all written assignments and course requirements at Tyndale Seminary. The motivation behind the use of gender-inclusive language is clarity of communication and the avoidance of terms that are, or could be perceived as, exclusive or pejorative. Inclusive language is relevant not only to issues of gender but to all individuals and groups.

The decision at Tyndale Seminary to use gender-inclusive language carries with it the responsibility to be creative in writing without compromising religious faith or grammatical accuracy. Resources and guidelines for gender-inclusive and nondiscriminatory language are widely available.

Academic Honesty

Tyndale expects students to conform to the highest standard of ethics in the completion of all assignments. Academic dishonesty is a serious matter. Students are responsible for reading and adhering the full policy on academic honesty as found in the Seminary Academic Calendar.

1) Honesty in written and verbal assignments requires a balance between using words and ideas that are part of the common domain and careful ascription of borrowed ideas and words. Ideas and words of others may be used only with acknowledgment. Failure to do so is plagiarism – the literary version of stealing.

2) The most obvious form of plagiarism is the direct quotation of words without quotation marks, parenthetical ascription, footnotes or endnotes. Less obvious forms of plagiarism consist of paraphrases of another’s words and the use of an opinion with no reference to the source.

3) Academic dishonesty also includes the submission of work for which previous credit was given, the submission of work under one’s own name which is largely the result of another person’s efforts, aiding another’s dishonesty, cheating on exams and giving false information for the purpose of gaining admission, credits, etc.
4) The submission of one paper for two courses is not permitted. Approval of faculty is required for an expanded paper, on a project common to two courses of study, to be acceptable.

Consequences of Academic Dishonesty
If a student is suspected of plagiarism or other forms of academic dishonesty, the instructor is obligated to follow the steps outlined in the Academic Calendar.

Guidelines for Written Work
1) The following information must be included on the title page of all assignments: your full name, student ID, your MAILBOX NUMBER, course title, title of the paper, name of the professor, and date submitted.
2) All papers should be characterized by the following:
   • Accuracy (Is what I say correct? Is it true to the case?)
   • Comprehensiveness (Have I covered all the points that need to be covered?)
   • Clarity in structure (Is there a self-evident and meaningful order to the paper?)
   • Clarity in content (Will the reader correctly understand what I have tried to say?)
   • Specificity (Have I moved beyond generalities and made specific statements?)
   • Thorough and accurate documentation (At every point where I have consciously drawn upon the ideas of others, have I provided the information necessary for the reader also to consult the sources I have used?)
3) Written assignments must adhere to academic standards for style, format, citations and references as found in the most recent edition of a recognized style manual (e.g., The Chicago Manual of Style, the Turabian Manual for Writers of Term Papers, Theses, and Dissertation, The SBL Handbook of Style, The Publication Manual of the American Psychological Association). The course instructor will advise students as to the preferred academic style format for the course.
4) All written assignments must adhere to the Standards on Academic Honesty. Plagiarism is a serious offence. Students will be held accountable to the policy on academic honesty as found in the Academic Calendar.
5) Graded papers will normally be returned in class. In some circumstances they will be returned to your student mailbox. Students who are not returning to Tyndale and would like the paper returned by post must include a self-addressed envelope with sufficient Canadian postage. Unclaimed papers will be held in the Seminary Office for 6 months, then destroyed.
6) All students are required to keep a back-up copy of their papers.
7) Students who display difficulties with English language skills in their assignments may be referred by the instructor to the Tyndale Writing Centre. Students will be assessed may be required to take the English for Academic Purposes course in conjunction with current courses.
8) Students may seek assistance on their own initiative by contacting the Tyndale Writing Centre.

Academic Grading System
The standards and definitions used by Tyndale Seminary in the assignment of letter grades and percentage grades are outlined in the Academic Calendar.

Policy on Late Papers and Extensions
All papers and course assignments must be submitted by the due dates indicated by the instructor or in the course outline. Unless the instructor already has a policy on grading late papers in the course outline, grades for papers submitted late without advance permission will be lowered at the rate of 1/3 of a grade per week or part thereof (e.g., from A+ to A, from B to B-). Students who have not completed course requirements by the end of the semester (or Registrar approved extension date) will be assigned a grade of F.

Faculty may grant an extension only up until the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar and 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 or malfunctions are all insufficient grounds for requesting an extension.

Application for an Extension Due to Extreme Circumstances
Requests for extensions will only be considered in the circumstances noted above and only upon submission of a completed application form to the Registrar. Application forms are available from the Registrar’s office or online.

Student Medical Certificate
Applications for extensions for medical reasons must be accompanied by a Medical Certificate signed by a physician. The Student Medical Certificate form is available from the Registrar’s office or online.