

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY
EVANGEL UNIVERSITY

MSS 939: The Mission of God in Luke & Acts
(4 credits) DAIS/ICS

Monday-Friday, 8 am – 5 pm, Room 228

COURSE SYLLABUS

Fall 2017
December 4-8, 2017

PROFESSOR

ROBERT L. GALLAGHER

Associate Professor of Intercultural Studies

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Ph.D. (Intercultural Studies), Fuller Theological Seminary, Pasadena, CA (1998)
M.A. (Theology), Fuller Theological Seminary, Pasadena, CA (1992)
M.A. (Missiology), Fuller Theological Seminary, Pasadena, CA (1991)
M.St.Ed. (Education), University of Wollongong, Wollongong, NSW (1983)
B.A. (History & Philosophy of Science), University of Wollongong, Wollongong, NSW (1980)
B.Sc. [Tech.] (Material Engineering), University of New South Wales, Sydney, NSW (1975)

Born and raised in New South Wales, Australia, Robert Gallagher grew up in a godly home, yet did not become a follower of Jesus until his second year at the University of Wollongong. The ministries of Pastor Bill and Joan Beard and the CRC Churches International deeply influenced his walk with Christ. While completing his Bachelor of Science degree in Material Engineering he worked as a metallurgist at John Lysaghts, Port Kembla. Later he taught at Wollongong's Edmund Rice College in the subjects of mathematics and geography for seven years (grades seven to twelve).

After teaching at the Catholic boys' high school, Robert pastored with the Lighthouse Christian Centre (an urban multicultural Pentecostal church) in downtown Wollongong. In the twenty-one years ministering with this congregation, he served as executive pastor, and helped establish a Christian elementary and high school together with two nondenominational Bible schools.

Robert and his wife Dolores, with their daughters Sarita and Luisa, moved to Pasadena, California in 1990, where he studied at Fuller Theological Seminary earning master of arts degrees in missiology and theology, in addition to a doctorate in intercultural studies. Following completion of his studies, Robert joined the faculty of the Intercultural Studies department at Wheaton College Graduate School in 1998 where he currently teaches courses in biblical theology of mission, the history of missions, and leadership studies.

In 2002 Robert's wife, Dolores, died of cancer. He has since married Jayna Louise, and together with her three children (Landon, Sydney, and Caprice; and nine grandchildren) lives in Wheaton, Illinois. Sarita D. Gallagher (Ph.D. [INTR], Fuller Theological Seminary) and Luisa J. Gallagher (Ph.D. [Leadership], Gonzaga University) are presently teaching biblical studies and mission courses with the College of Christian Studies at George Fox University in Newberg, Oregon.

COURSE DESCRIPTION

The course examines the Book of Acts focusing on the birth and development of the apostolic church, its relationship with Judaism and the broader Greco-Roman culture, and the progress of the missionary enterprise.

OBJECTIVES

Given the description of this course together with the instructor's goal of assisting students to become "biblically rooted and theologically formed," the study aims to help:

- Trace the history of the early church as presented in the Book of Acts within the social and religious contexts of the Roman empire of the first century.
- Understand the fundamental missiological and theological themes woven through the Book of Acts.
- Acquaint the student with the critical issues, current debates, and global perspectives surrounding the study of Acts.
- Interpret this book, including understanding its intersection with and application to our lives, our church, and our world.

METHODOLOGY

The course will include lectures, class discussions, videos, case studies, and written reflections. It will also involve library research in the preparation of a number of reflective documents.

CLASS TOPICS

The following mission motifs in Luke-Acts may be discussed: Christology, contextualization, divine guidance, evangelism, Holy Spirit, Kingdom of God, leadership selection and training, ministry to the marginalized, miracles, mission expansion, persecution, prayer, prophecy, salvation, spiritual conflict, spirituality, suffering, and women in leadership.

DISABILITY ACCOMMODATION

Assemblies of God Theological Seminary, Evangel University, is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with the professor to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact the Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

COURSE LITERATURE

Those who have not read the background literature should do so to plan for the qualifying examination later in the program. Write an electronic summary card of each book or article read using a citation program of your choice. These notes will prove to be a crucial tool for your qualifying exam preparation in which you will be required to show your mastery of missiological literature. You should periodically review these cards and have a good understanding of the content by the time of the exam. The cards will be graded as credit/no credit.

Students should read all the required textbooks. Books will be available for purchase at the Founders Bookstore, Evangel University <http://www.cbamatthews.com/evangel/>. Be sure to buy and read the textbooks for every class before you come to the modules. Another book source is Gary Flokstra who has both new and used books for missionaries and mission organizations at info@4wrld.org. You may also purchase the books from www.amazon.com.

Required Textbooks

The Bible. Use a contemporary translation such as the *NASB*, *NIV*, *NRSV*, or *TNIV*, but not a paraphrase such as *The Living Bible*, *NLT*, *The Message*, *The New Testament in Modern English*, or *The Amplified Bible*; or a translation based on the *Textus Receptus* such as the *KJV* or *NKJV*.

Gallagher, Robert L. and Paul Hertig, eds. *Mission in Acts: Ancient Narratives in Contemporary Context (MiA)*. American Society of Missiology Series, No. 34. Maryknoll, NY: Orbis Books, 2004 (4th printing, August 2007). ISBN 1-57075-493-4 (pbk). \$27.82. Print 323 pp.

Gallagher, Robert L. *Mission in Acts Course Manual*. Wheaton, IL: Wheaton College Graduate School, [2000] 2010.

Gallagher, Robert L. *Book of Acts Scriptural Text*. Wheaton, IL: Wheaton College Graduate School, 2000.

Required Selected Textbooks

The following list of commentaries for the Book of Acts is divided into five sections: the first contains the best detailed, critical commentaries using the Greek text; the second list is more mid-level works using the English text (some with references to the Greek in footnotes); the third consists of commentaries that are briefer and/or have a special focus on application; the fourth list contains socio-cultural works that bring understanding of the first-century Greco-Roman world; and the fifth list is a collection of Pentecostal scholars who mainly explore the pneumatological issues of Luke-Acts. At least one priority title is asterisked [*] for each level. Items so marked are a top priority for acquisition and/or use. Others would be good to have if and when finances allow and are well worth consulting even now. All are selected as excellent volumes out of a much larger list that could have been compiled. Selections are consciously weighted in favor of evangelical scholarship, yet excellent works from other perspectives are included.

List of Abbreviations:

AB Anchor Bible
BECNT Baker Exegetical Commentary on the New Testament
BST Bible Speaks Today. CBL Complete Biblical Library
EBC Expositor's Bible Commentary
ICC International Critical Commentary
JPT Journal of Pentecostal Theology
JSNT Journal for the Study of the New Testament
NAC New American Commentary
NICNT New International Commentary on the New Testament
NIVAC NIV Application Commentary
NTC New Testament Commentary
PNTC Pillar New Testament Commentary
TNTC Tyndale New Testament Commentary

List 1:

Barrett, C. K. *A Critical and Exegetical Commentary on the Acts of the Apostles* (ICC, rev.). 2 vols. Edinburgh: T & T Clark, 1994-98.

*Bock, Darrell L. *Acts* (BECNT). Grand Rapids: Baker, 2007.

Fitzmyer, Joseph A. *The Acts of the Apostles* (AYB, rev.). New York: Doubleday, 1998.

Pervo, Richard I. *Acts* (Hermeneia). Minneapolis: Fortress, 2008.

List 2: *Bruce, F. F. *The Book of the Acts* (NICNT). Grand Rapids: Eerdmans, 1988.

Keener, Craig S. *Acts: An Exegetical Commentary*. 4 vols. Grand Rapids: Baker Academic, 2012-15.

Longenecker, Richard N. "Acts," in EBC, rev., vol. 10, 663-1102. Grand Rapids: Zondervan, [1984] 2007.

Marshall, I. Howard. *The Acts of the Apostles* (TNTC, rev.). Grand Rapids: Eerdmans, 1980.

Peterson, David G. *The Acts of the Apostles* (PNTC). Grand Rapids: Eerdmans, 2009.

Polhill, John B. *Acts* (NAC). Nashville: Broadman, 1992.

Tannehill, Robert C. *The Narrative Unity of Luke-Acts*. 2 vols. Philadelphia: Fortress Press, 1986.

Witherington, Ben, III. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1997.

List 3:

Fernando, Ajith. *Acts* (NIVAC). Grand Rapids: Zondervan, 1998.

Gaventa, Beverly Roberts. *The Acts of the Apostles* (ANTC). Nashville: Abingdon, 2003.

González, Justo L. *Acts: The Gospel of the Spirit*. Maryknoll: Orbis, 2001.

Larkin, Jr., William J. *Acts* (NTC). Downers Grove: IVP, 1995.

Parsons, Mikeal C. *Acts* (Paideia). Grand Rapids: Baker, 2008.

Pelikan, Jaroslav. *Acts*. Grand Rapids: Brazos Press, 2005.

*Stott, John R.W. *The Message of Acts: The Spirit, the Church, and the World* (BST). Downers Grove: InterVarsity Press, 1994.

List 4:

Ferguson, Everett. *Backgrounds of Early Christianity*. 3rd ed. Grand Rapids: Eerdmans, 2003.

Hemer, C. J. *The Book of Acts in the Setting of Hellenistic History*. Winona Lake: Eisenbrauns, 1990.

Hubbard, Moyer V. *Christianity in the Greco-Roman World: A Narrative Introduction*. Peabody: Hendrickson Publishers, 2010.

Jeffers, James S. *The Greco-Roman World of the New Testament Era: Exploring the Background of Early Christianity*. Downers Grove: InterVarsity Press, 1999.

Jeremias, Joachim. *Jerusalem in the Time of Jesus*. Translated by F. H. and C. H. Cave. London: SCM, 1973.

Jervell, Jacob. *Luke and the People of God: A New Look at Luke-Acts*. Minneapolis: Augsburg Publishing House, 1972.

*Malina, Bruce J. *The New Testament World: Insights from Cultural Anthropology*. Rev. ed. Louisville: John Knox Press, [1981] 1993.

Neyrey, Jerome H. *The Social World of Luke-Acts: Models for Interpretation*. Peabody: Hendrickson Publishers, 1991.

Talbert, Charles H. *Reading Acts: A Literary and Theological Commentary on the Acts of the Apostles*. Rev. ed. Macon: Smyth & Helwys Publishing, 2005.

Winter, Bruce W., ed. *The Book of Acts in its First Century Setting*. 5 vols. Grand Rapids: Eerdmans, 1993-1996.

Vol. 1: *The Book of Acts in its Ancient Literary Setting*, ed. B.W. Winter and Andrew D. Clark, 1993.

Vol. 2: *The Book of Acts in its Graeco-Roman Setting*, ed. David W. J. Gill and Conrad Gempf, 1994.

Vol. 3: *The Book of Acts and Paul in Roman Custody*, ed. Brian Rapske, 1994.

Vol. 4: *The Book of Acts in its Palestinian Setting*, ed. Richard Bauckham, 1995.

Vol. 5: *The Book of Acts in its Diaspora Setting*, ed. Irina Levinskaya, 1996.

List 5:

- Chant, Barry. *Empowered by the Spirit*. Miranda: Tabor Publications, 2008.
- Cho, Yongmo. *Spirit and Kingdom in the Writings of Luke and Paul: An Attempt to Reconcile these Concepts*. Carlisle: Paternoster, 2005.
- Dunn, James D.G. *The Christ and the Spirit: Collected Essays of James D.G. Dunn*. 2 vols. Grand Rapids: Eerdmans, 1998.
- Ervin, Howard. *Spirit Baptism: A Biblical Perspective*. Peabody: Hendrickson Publishers, 1987.
- Fee, Gordon D. *Gospel and Spirit: Issues in New Testament Hermeneutics*. Peabody: Hendrickson Publishers, 1991.
- Horton, Stanley M. *The Book of Acts (CBL)*. Springfield: Gospel Publishing House, 1988.
- Horton, Stanley M. *What the Bible Says About the Holy Spirit*. Springfield: Gospel Publishing House, 1979.
- Hur, Ju. *A Dynamic Reading of the Holy Spirit in Luke-Acts*. JSNT, 211. Sheffield: Sheffield Academic Press, 2004.
- *Menzies, Robert P. *Empowered for Witness: The Spirit in Luke-Acts*. JPT, 6. Sheffield: Sheffield Academic Press, 1994.
- Menzies, Robert P. *The Development of Early Christian Pneumatology with Special Reference to Luke-Acts*. JSNT, 54. Sheffield: Sheffield Academic Press, 1991.
- Menzies, William W. and Robert P. Menzies. *Spirit and Power: Foundations of Pentecostal Experience*. Grand Rapids: Zondervan, 2000.
- Mittelstadt, Martin William. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland: CPT Press, 2010.
- Mittelstadt, Martin William. *The Spirit and Suffering in Luke-Acts: Implications for a Pentecostal Pneumatology*. JPT, 26. London: T & T Clark, 2004.
- Penney, John Michael. *The Missionary Emphasis of Lukan Pneumatology*. Sheffield: Sheffield Academic Press, 1997.
- Shelton, James B. *Mighty in Word and Deed: The Role of the Holy Spirit in Luke-Acts*. Peabody: Hendrickson Publishers, 1991.
- Stronstad, Roger. *The Prophethood of All Believers: A Study in Luke's Charismatic Theology*. Cleveland: CPT Press, 2010.
- Stronstad, Roger. *The Charismatic Theology of St. Luke*. Peabody: Hendrickson Publishers, 1984.
- Turner, Max. *Power from on High: The Spirit in Israel's Restoration and Witness in Luke-Acts*. JPT, 9.

Sheffield, Sheffield Academic Press, 1996.

Yong, Amos. *Who is the Holy Spirit? A Walk with the Apostles*. Brewster: Paraclete Press, 2011.

CALENDAR AND OUTLINE

Monday, December 4, 2017: “Biblical Hermeneutics & the Mission of the Spirit”

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|----------------|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| 1:00-3:00 | Background to Luke-Acts | Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope Coming of the Holy Spirit | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day's activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |
| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
| 8:00-10:00 am | Peter's Speech at Pentecost | Acts 2:14-47 Chapter 3, <i>MiA</i> |

Tuesday, December 5, 2017: “Mission in Jerusalem & Worldview Conflicts”

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|----------------|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| 1:00-3:00 | Background to Luke-Acts | Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 |
| | Coming of the Holy Spirit | Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day’s activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|---------------|------------------------------|---------------------------------------|
| 8:00-10:00 am | Peter’s Speech at Pentecost | Acts 2:14-47 Chapter 3, <i>MiA</i> |
| | Peter’s Speech in the Temple | Acts 3:1-26 Chapter 4, <i>MiA</i> |

Wednesday, December 6, 2017: “New Beginnings: Mission to the Margins”

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|----------------|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| 1:00-3:00 | Background to Luke-Acts | Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 |
| | Coming of the Holy Spirit | Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day’s activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|---------------|------------------------------|---------------------------------------|
| 8:00-10:00 am | Peter’s Speech at Pentecost | Acts 2:14-47 Chapter 3, <i>MiA</i> |
| | Peter’s Speech in the Temple | Acts 3:1-26 Chapter 4, <i>MiA</i> |

Thursday, December 7, 2017: “Mission to Asia Minor and Europe”

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|----------------|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| 1:00-3:00 | Background to Luke-Acts | Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 |
| | Coming of the Holy Spirit | Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day's activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|---------------|------------------------------|---------------------------------------|
| 8:00-10:00 am | Peter's Speech at Pentecost | Acts 2:14-47 Chapter 3, <i>MiA</i> |
| | Peter's Speech in the Temple | Acts 3:1-26 Chapter 4, <i>MiA</i> |

Friday, December 8, 2017: “Mission in Power: To Rome or Bust”

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|----------------|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| 1:00-3:00 | Background to Luke-Acts | Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 |
| | Coming of the Holy Spirit | Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day’s activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|---------------|------------------------------|---------------------------------------|
| 8:00-10:00 am | Peter’s Speech at Pentecost | Acts 2:14-47 Chapter 3, <i>MiA</i> |
| | Peter’s Speech in the Temple | Acts 3:1-26 Chapter 4, <i>MiA</i> |

COURSE REQUIREMENTS

Pre-session

All pre-session work must be submitted (hard copy) during the first session of the first day of class. Except for illness and emergencies, any late paper received after the due date will automatically receive a grade reduction. That is, if your late paper deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is late. No extra-credit work will be given. All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. The instructor reserves the right to modify this syllabus.

MiA Book Review: Each student is to submit a 5-7-page book review of *Mission in Acts: Ancient Narratives in Contemporary Context* using the following guidelines. A book review is not the same thing as a book report, which simply summarizes the content of a book. When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell your readers why you liked or disliked it. You must explain your reaction. As a critical observer you are not passive; you should ask questions of the book and note your reactions. Your review then discusses those questions and reactions. (Objectives 1-4).

For your book review answer the following questions:

- What are the publication details concerning the book? (1 point).
- What is the thesis and major message of the book? In other words, after clearly stating the thesis, demonstrate that you have read the book by showing how the author supported his/her thesis in each chapter. (5 points).
- What did you learn from the book? (2 points).
- How would you apply what you learned from the book to your mission context? (2 points).

Thesis Statement Guidelines

A thesis statement is a one-sentence claim made in the introduction of the paper (or the appropriate section of a book review). This claim is the underlying theme that you wish to support throughout a paper or see in a book. It is what you wish to demonstrate in the paper. You should be blunt and clearly state the thesis. For example—“*The thesis of this paper is that Western worldview assumptions have reduced Scripture to a book of propositional truths rather than relational redemption through the mission of God.*” Write out: “The thesis of this book/paper is . . .” or credit will be lost. Writing a thesis statement is a requirement for your paper and book review. Do not use words such as “understand, explore, investigate, examine, look into” in the thesis statement. Those generally deal with purpose. Therefore do not write: “The thesis of this paper is to investigate American culture.” This is not a thesis statement. This is the purpose of the paper. “The thesis of this paper is that American culture has caused increasing individualism and separatism in the U.S.A.” Ultimately, your thesis will make a claim or argument that you will support throughout your paper.

Reading of Required Selected Textbooks: Students will be required to do 500 pages of reading by selecting at least one book from each of the first two lists in the “Required Selected Textbooks” section of the syllabus; and then submit a critical review (3.5-5 pages) of each book read. (Objectives 1-4).

For your book reviews answer the following questions:

- What are the publication details concerning the book? (1 point).
- What is the thesis and major message of the book? In other words, after clearly stating the thesis, demonstrate that you have read the book by showing how the author supported his/her thesis in each chapter. (5 points).
- What did you learn from the book? (2 points).
- How would you apply what you learned from the book to your mission context? (2 points).

Electronic Summary Cards: Students are to write an electronic summary card of each book read in the pre-session using *Citation Bibliographic and Research Note Software*. (Objectives 1-4).

Please use the following format for your card:

- A full bibliographical reference.
- Number of pages read.
- A brief summary of the author’s key points and theoretical perspective.
- Your critique, response, insights, arguments, reflections viz. personal experience.
- Significant quote(s) from the book which you might wish to cite in your research, qualifying exam, or comprehensive exam.
- One sentence statement of the value of the entry for your program.

For your own sake keep your comments brief (no more than a few sentences for summary and critique) and specific. Remember, the value of this is in retrieval for your own future use. Completing a record of each reading should take no more than 5 minutes. The use of *Citation* will greatly facilitate your record keeping and be an asset in your writing. Bring a copy of your reading log to the first class. Again, the more thorough your preparation, the better you will be able to contribute to the discussion in your course.

Reading Log Example

Bibliography: Fauconnier, Gilles, and Mark Turner. *The Way We Think: Conceptual Blending and the Mind’s Hidden Complexities*. New York: Basic Books, 2002.

Pages Read: 464.

Summary: This book takes the research of both authors, over 15 years, with its focus on “conceptual blending,” and brings it all together in a grand-scale book that adds considerably to an understanding of how the human mind works. It includes a healthy dose of Parallel Distributive Processing, and surveys the Cognitive literature, all to show that the mental conceptualization they espouse brings us much closer to understanding “the way we think.”

Critique: This is a capstone book that has implications for cognitive studies in general and is very important for translation. If we can apply conceptual blending to translation theory, it will get us much closer to enabling receptors to make inferences regarding the source intent and bring their encyclopedic knowledge to bear on the translation.

Quote(s): Record various pertinent quotes as you deem relevant to your course and program.

Value: This is a conceptual tool we have been looking for!

Marked Text: This exercise aims to help you learn more about the contents and stylistic features of Acts through direct engagement with the biblical text. Using a hard copy of Gallagher's *Book of Acts Scriptural Text*, each student will form their own marked edition of Acts with colored highlighters following the guidelines below. Please attach an explanatory key to your work.

- a. Identify every "speech" in Acts by drawing a *red* line around the text. This would include sermons, prayers, defenses, apologies, and letters—anything in quotation marks longer than five verses or 8-10 lines. Omit dialogue (e.g. 8:26-36).
- b. Using a *blue* highlighter draw a line around the three missionary journeys of Paul, and his mission trip to Rome.
- c. Only within Paul's four missionary journeys, mark every place name with an *orange* oval and a *green* oval around all contemporary (N.T. times) personal names. If there are too many for an individual in one location (e.g. Paul), then circle only the first few occurrences. The marked text will be due on the first day of class. (Objectives 1, 4).

Structural Outline: After *two* thorough readings of the *Book of Acts Scriptural Text* (including a reading of the Acts *Text* aloud in one sitting [2-2.5 hours]), prepare your original outline of Acts (2.5-3 pages, typed, and single-spaced). This outline should indicate the first author's major divisions and subdivisions of the document (include the numbered lines of each division); and by means of appropriate headings, reflect both the major Lukan missiological-theological themes of the book, and the way the original author develops his thought. This exercise is not a table of concise chapter summaries of the Book of Acts. This outline should be prepared with the use of the biblical text only, and not with reference to any existing outline. When composing the outline, use a translation of the Bible as indicated (in the "Required Textbooks" section of the syllabus) for the text of Acts. Note: the student may consult various NT Introductions to see how outlines are done on *other* books. The structural outline will be due on the first day of class. (Objectives 1, 4).

Map of the Roman Empire: Prepare an original map of the Roman Empire which includes *all* the geographical sites mentioned in Acts. The map should also trace the missionary journeys of Philip, Peter, and the apostle Paul, including his journeys to Damascus, Jerusalem, and Tarsus (see Acts 9) and Rome. The map should be foldable and poster size, and may be drawn using the maps found in various Bible atlases and dictionaries.² After the basic map is prepared, read Acts and follow the volume's history on the map, and include any geographical places not already noted. The map of the Roman Empire will be due on the first day of class. (Objectives 1, 4).

² See Achtemeier, P.J., ed. *Harper's Bible Dictionary*. San Francisco: Harper & Row, 1985; Freedman, D.N., ed. *The Anchor Bible Dictionary*. 6 vols. Garden City: Doubleday, 1992; Aharoni, Y. and M. Avi-Yonah. *The Macmillan Bible Atlas*. Rev. ed. New York: Macmillan, 1977; and Beitzel, B. *The Moody Atlas of Bible Lands*. Chicago: Moody Press, 1985.

Session

Engagement: Engage in the course by full attendance and active participation. A significant participation presupposes careful reading and critical reflection on the relevant issues raised in Acts, and the secondary literature before coming to class. (Objectives 2-4).

Prayer: Pray each day that we might know the person and missional role of the Trinity in a deeper way.

Relationships: Establish and maintain a supportive relationship with a colleague from your class. This may involve encouragement through discussion, prayer, email, Facebook, texting, Twitter, writing, and/or phone call. Groups will be allocated in the first session and assigned days for leading worship and ministry. A “Student Information Sheet” will be handed out during the first session and returned the next day on completion.

Course Readings: The facilitator will allocate passages to read during the week from the *Book of Acts Scriptural Text*, *Mission in Acts Course Manual*, *MIA* chapters, and a selection of provided essays such as the following:

“Transformational Teaching: Engaging in a Pneumatic Teaching Praxis.” In *Thinking Theologically about Language Teaching: Christian Perspectives on an Educational Calling*. Cheri L. Pierson and Will Bankston, eds. London: Langham Global Library (2017): 135-162.

“Good News for All People: Engaging Luke’s Narrative Soteriology of the Nations.” In *Contemporary Mission Theology: Engaging the Nations*. Robert L. Gallagher and Paul Hertig, eds. American Society of Missiology Series, No. 53. Maryknoll, NY: Orbis Books (2017): 193-202.

“Missionary Methods: St. Paul’s, St. Roland’s, or Ours?” In *Missionary Methods: Research, Reflection, and Realities*. Evangelical Missiological Society Series, No. 21, Craig Ott and J.D. Payne, eds. Pasadena, CA: William Carey Library (2013): 3-22.

Post-session

All post-session work must be electronically submitted as an attached Word Document file to the course facilitator at Wheaton College Graduate School via e-mail (robert.gallagher@wheaton.edu) by Friday, March 16, 2018. Please include your last name as the first word in the file name. It is recommended that you submit your completed work as soon as you finish avoiding the accumulation of work (and stress) at deadlines.

Except for illness and emergencies, any late paper received after the due date will automatically receive a grade reduction. That is, if your late paper deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is late. No extra-credit work will be given. All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar’s Office.

Reading of Required Selected Textbooks: Students will be required to do 1,500 pages of reading by selecting at least one book from each of the last three lists in the “Required Selected Textbooks” section of the syllabus; and then submit a critical review (3.5-5 pages) of each book read, which will follow the format of the previous book review instructions in the syllabus. (Objectives 1-4).

Electronic Summary Cards: Students are to write an electronic summary card of each book read in the post-session using *Citation Bibliographic and Research Note Software*. (Objectives 1-4). For each book we recommend the card format previously suggested in the syllabus.

Reflection Paper: Write a 7-10-page critical reflection paper based on the pre- and post-session textbook readings and your ministry context. (Objectives 1-4). This paper should include responses to the following questions:

- What specific reading most impacted your life? Why?
- What were the most significant missiological issues raised by the reading? Which were the topics that were most germane to your ministry context? Why?
- How has the reading influenced your missiological thinking or future ministry?
- What missions statement or perspective in the reading did you disagree with most?
- Quote what you considered the most significant or impacting citation, and describe why this citation was significant.

Exegetical Paper: Write a 10-12-page exegetical paper on a passage from Acts focusing on the missiological implications of the passage using 5-8 of the better commentaries and 3-5 theological/missiological journal articles. This does not include your use of the internet. In doing this assignment, you might imagine that you are responding to the following invitation:

Dear colleague,

We would like to invite you to contribute to an exciting new project in the field of missiology. You are among a carefully selected group of scholars whom we are asking to write a chapter in a proposed book with the working title, *Mission in Acts: Ancient Narratives for a Postmodern Context*.

The purpose of this project is to draw out the missionary nature of the Book of Acts and demonstrate its relevance today for Christian life and missional practice. While it is common knowledge that the Book of Acts must be exegeted according to the socio-historical context of the narratives, a greater difficulty is the hermeneutical task of finding its relevance today for missiological practice in our post-modern world. It is the goal of this project to find genuine connections between the narratives of Acts, our own personal narratives, and the narratives of our post-modern context in missiological perspective. We believe that Acts is the most missional book in the Bible, and that more scholarly missional attention should be given it.

Therefore, we have carefully chosen to include you in this project because we believe that you can make a key contribution to this important and pioneer project in the field of biblical missiology. We hope you will give careful thought and attention to the following specifications. The book will have as the integrating theme the contextualized message from the Book of Acts as set out in the narrative of the text. The proposed outline for each chapter linking the narrative approach of the Scripture with a common format is set out below:

- a. Personal story (narrative) of the author establishing the contextual topic from his/her mission context.
- b. Story of Acts regarding the relevant contextualized mission topic observed in the early church.
- c. Contemporary mission stories of the church from the author's mission context. This could include both negative and positive models of contextualization.
- d. Personal story is brought back to the reader to round off the discussion.

Should you decide to contribute to the project, please contact either one of us by January 1 since we would like the chapters submitted by June 1. We will then respond to you and give you fuller information on direction, contributors, contract possibilities with publishers with whom we are in dialogue, and other logistics. Then we can make final decisions together on whether or not we

might be partners in this project. Enclosed are suggested exegetical guidelines that may be used in exegeting the passage. Sincerely in Christ, Paul & Rob.

Exegetical Paper Guidelines

- Once Select a passage from Acts according to the syllabus. Identify the passage. ● Why did you begin and end here?
- Discover the context (what comes before and after the passage in the story).
- Define the literary genre (parable, song, prayer, creed, narrative, prophecy, OT quotation, command etc.).
- Observe grammar and structure (comparison, contrast, cause/effect, parallelism, statement/response, series, chiasmus, etc.).
- Summarize the passage in a sentence (thesis statement).
- Discover the historical and cultural background (it is helpful to consult commentaries and/or Bible dictionaries at this point—but only briefly). Allow what you learn to give you a reinterpretation of the text if necessary.
- Describe the function of the passage in its wider context (in the whole book of Acts and the whole Bible).
- Interpret the content of the passage (what does it mean; don't "skip over" puzzling issues that you don't understand—do your best to deal with them. This should be the main section of your paper).
- Application (how can this text be internalized and applied in personal and community life?).

Thematic Paper: Write a thematic research paper (10-12 pages plus bibliography) describing a missiological motif in Acts. The paper will develop a theme associated with Luke's mission theology that is important for the student's ministry context. In other words, the paper will seek to understand the way in which Luke would approach a particular contextual issue. The essay should *not* be an exegesis paper of a particular passage. In your research of this missiological theme extensive reference should be made to both primary and secondary literature. Examples of possible missiological-theological themes are:

- The evangelistic strategies of the Christian missionaries in Acts, and the significance of those strategies for evangelism today.
- The way the early Christians made decisions and discerned the will of God for mission in Acts, and the lessons that can be drawn from this for seeking God's present and future missional will.
- The selection and training of leadership that emerged in the early church of Acts, and the implication of those processes and developments for mission leadership in the contemporary church.
- The missiological-historical contexts of speeches in Acts (e.g. "Paul's Areopagus Speech in light of Epicurean and Stoic Philosophy [Acts 17.16-34]").
- The missiological-theology of Acts ("Luke's Theology of the Holy Spirit").
- The critical issue of the book's interpretation ("The Speeches in Acts—A Lucan Invention?"). (Objectives 1 and 2, or 3 and 4).

Thematic Paper Guidelines

One of the requirements of this course is an analysis of a theme that is developed in the Book of Acts. The topic of this investigation is to be your choice in consultation with the instructor. The purpose of this type of study is to explore a theme elaborated throughout an entire biblical book—in this case, the Acts of the Apostles.

- Once you have selected the topic of your paper, the first thing you will need to do is to establish a database of biblical texts that relate to your topic. A Bible concordance may be helpful at this stage in surveying the whole book and obtaining an idea on how the theme was developed.
- The next step is to analyze the biblical texts you have recorded, trying to discover how the author expounded the theme you have chosen. As you carefully observe and interpret the scriptures, try to be aware of the literary, cultural, and contextual elements of the text.
- After analyzing the biblical texts for yourself, you may then consult the scholars to gain further insights that might not be readily apparent at this stage of your understanding. This may involve gathering information from Bible dictionaries, commentaries, and books on relevant biblical topics and journal articles. As you use these resources and examine their arguments based on the evidence from ancient sources and the biblical text, you may cite these references to support your work. In all that you read, use your own critical judgment.
- The presentation of the results of your research is to be in the form of an argumentative essay that develops a clearly articulated thesis. This means that your essay will focus around an assertion (the thesis or main point of your essay) that will demonstrate through exegetical argument, the complexity of the issue and consideration of opposing views. In other words, the writer takes a point of view and attempts to convince the reader that this way of looking at things is correct. Focusing the material around a thesis develops the argument of the writer—the results of the research are gathered and presented to support an assertion about its significance.

Formal Writing Guidelines

Each writing assignment must be well-structured, clearly written, and grammatically correct. Make sure you read aloud your written work for editing purposes, and then have someone proof-read your paper before you submit it to the instructor to avoid typographical, grammatical, and editorial errors. Please see Addendums 1 and 2 at the back of this syllabus for: “AGTS (GMD) Rubric for the Evaluation of the Quality of Student Writing” and “Tips for Writing Better Papers.” Follow the guidelines below for your formal writing:

- Your papers should be typed, double-spaced, 12-point Times New Roman font, and include footnotes/endnotes whenever the quoted words or summarized ideas of another author are summoned as witness.
- Please include a title page and page numbers in your essay.
- Extensive reference should be made to both the primary (ancient sources, both biblical and extra-biblical) and secondary literature (books and journal articles). Papers which do not engage appropriate bibliographic resources will be returned for rewrites.
- The essay should include the following elements: 1) a clear and crisp statement of the problem to be researched; 2) an outline which betrays a fundamental understanding of the issues involved; 3) a brief review of scholarly discussion of the question; 4) the student’s own research and conclusion, including critical interaction with scholarly opinion of the subject; 5) a short reflection on the contemporary significance of the issue; and 6) a relevant and adequate bibliography (all of which must be noteworthy pieces of literature related to the research on this topic). Be sure the bibliography includes journal articles and essays in collections, as well as

books.

Non-Discriminatory Language: All AGTS students, employees, and faculty members are urged to use non-discriminatory language in both verbal and written communication at the Seminary. While AGTS does not endorse the following websites, they do provide more information on non-discriminatory language:

General: http://www.randomhouse.com/words/language/avoid_guide.html

Gender: <http://owl.english.purdue.edu/workshops/hypertext/apa/gender.html>

Racial: <http://www.apastyle.org/race.html>

Disabilities: <http://www.apastyle.org/disabilities.html>

Age: http://www.randomhouse.com/words/language/avoid_guide.html

The format of footnotes and bibliography in the proposal and essay should follow the Turabian Parenthetical style:

See IDS Turabian Parenthetical Style Guide

Pay special attention to the difference between footnote and bibliographic entries.

Failure to adhere to this format will result in a reduction of the paper's grade.

You will also find the Student Supplement of the *SBL Handbook of Style* to be helpful:

<http://www.sbl-site.org/publications/publishingwithsbl.aspx>

Personal Reflection: Students will write a 1.5-2-page “personal reflection” on the course: what God has impressed upon your heart in this course; what concise ideas are you taking away with you that you will use; and how will you use this idea. That is, you are to give deliberate and focused attention to how the course related to your own life—your experience, values, worldview, hopes, etc. The focus is on the implications of the course in relation to your life—your past, present, and/or future. Perhaps your reflection might center on your life in relationship to congregations, ethnicity, and/or family. Personal reflections require clarity about the concepts on which you are reflecting, honesty in self-reporting, and a certain level of humility since it is all tentative. In other words, the qualities and characteristics of your life, as it received the new input, bears directly on the nature of the reflection.

ACADEMIC WORKLOAD

For each four units of Ph.D. Doctoral credit, the instructor expects 175-200 hours of academic work by the student. Campus semester courses average 40 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing, or case studies to make up the 175-200 hours expected.

The instructor has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by one hour of class or other required meeting(s), 25 pages of reading, or one page of a research paper. Thus, a 10-page paper represents 10 hours of the 175-200 hours that may be expected in a 4-unit class; 500 pages of reading represents another 20 hours. These guidelines have been adapted for this course.

A

ademic Workload:

| | |
|--------------------------|---------------|
| Engagement | 40 hours |
| <i>MiA</i> Book Review | 15-17 |
| Reading Selected Texts | 68-72 |
| Electronic Summary Cards | 1-2 |
| Marked Text | 7-9 |
| Structural Outline | 7-9 |
| Roman Empire Map | 5-7 |
| Course Readings | 3-5 |
| Reflection Paper | 7-10 |
| Exegetical Paper | 10-12 |
| Thematic Paper | 10-12 |
| Personal Reflection | 1-2 |
| Total | 174-197 hours |

GRADING PROCEDURE

Final grades will be assigned according to the following calculus:

| | |
|--------------------------|------|
| <i>MiA</i> Book Review | 12% |
| Reading Selected Texts | 25 |
| Electronic Summary Cards | 0 |
| Marked Text | 10 |
| Structural Outline | 8 |
| Roman Empire Map | 7 |
| Course Readings | 0 |
| Reflection Paper | 8 |
| Exegetical Paper | 14 |
| Thematic Paper | 16 |
| Personal Reflection | 0 |
| Total | 100% |

Note: the instructor reserves the right to modify course requirements and grading percentages if deemed necessary.

Grading Scale

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|---|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| <u>BIBLIOGRAPHY</u> See the extensive bibliography available on the Intercultural Doctoral Studies website. | | |
| | <u>SPECIFIC DATA</u> Prepared by Robert L. Gallagher, Ph.D., October 7, 2017. | Background to Luke-Acts Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope Coming of the Holy Spirit | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day's activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |
| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
| 8:00-10:00 am | Peter's Speech at Pentecost Peter's Speech in the Temple | Acts 2:14-47 Chapter 3, <i>MiA</i> Acts 3:1-26 Chapter 4, <i>MiA</i> |

LEARNING OUTCOMES OF THE GLOBAL MISSIONS DEPARTMENT

The specific learning outcomes for the programs of the Global Missions Department at AGTS include that the student will be able to:

1. Make decisions, live and serve according to revealed truth and the will of God
2. Develop biblical theology of missions which addresses the contemporary missional context
3. Utilize the tools of the social sciences to develop a plan to communicate the gospel in word and deed to persons of another culture
4. Facilitate the ongoing process of contextualization as missional leaders and communities of faith in specific settings
5. Articulate a Spirit driven missiology and praxis
6. Identify, exemplify and stimulate biblical leadership

THE PURPOSE, PROGRAM GOALS, AND SPECIFIC LEARNING OUTCOMES FOR THE DOCTOR OF PHILOSOPHY IN INTERCULTURAL STUDIES

1. The purpose of the PhD/ICS is to facilitate the development and academic certification of vocations in missiological and intercultural teaching and scholarship by:
 - a. providing an environment and essential tools that enable research and theological reflection,
 - b. creating a unique learning experience customized to each student's call, gifts and academic interest,
 - c. equipping missiologists for research, teaching and missional praxis in an increasing complex multicultural world, and
 - d. giving credible voice to scholar practitioner missionaries and national leaders before the academy and the Church.
2. The PhD/ICS program goal is to contribute to the discipline of intercultural studies by enriching research, teaching, and the practice of those involved in the field.
3. The specific learning outcomes for the PhD/ICS program are that the upon completing the program the student will be able to:
 - a. demonstrate a breadth of knowledge in theological and religious studies and other academic disciplines, and a comprehensive knowledge of the disciplines that comprise missiology and intercultural studies
 - b. competently innovate, defend and critique scholarly work and missional practice for the benefit of the academy and the broader community of faith
 - c. demonstrate ability to engage in original missiological intercultural research and writing that contribute to the discipline and to their research context for the sake of their tradition, the Church and the academy
 - d. make decisions, live and serve according to revealed truth and the will of God in a continuing integrated commitment to learning, spiritual formation, and personal and professional growth
 - e. demonstrate the ability to utilize research and theological/missiological reflection in specific contexts
 - f. commit to the vocation of theological, missiological and intercultural scholarship in its dimensions of teaching, learning, and research

ADDENDUM 1

AGTS (GMD) RUBRIC FOR THE EVALUATION OF THE QUALITY OF STUDENT WRITING

The quality of a student's writing will be assessed using the following rubric. Each element will be assessed on a 5-point scale where 5 represents superior work, adequate for publishing. A score of 1 would signify that the work requires significant re-writing and a score of 3 reflects adequate, passable quality.

| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |
|----------------|---|---|
| 8:00-10:00 am | Introduction of the Class & Course Biblical Hermeneutics | Syllabus |
| 10:00-10:30 | Break | |
| 10:30-12:00 pm | Theologizing in Mission | |
| 12:00-1:00 | LUNCH with class catered at AGTS | |
| 1:00-3:00 | Background to Luke-Acts | Luke 1:1-4; 24:33-53 Acts 1:1-5 Chapter 1, <i>Mission in Acts</i> |
| 3:00-3:30 | Break | |
| 3:30-4:30 | Messianic Hope | Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10 |
| | Coming of the Holy Spirit | Acts 1:1-2:13 Chapter 2, <i>MiA</i> |
| 4:30-5:00 | Personal and corporate missiological reflection of the day's activities | |
| 5:00-6:00 | DINNER | |
| 6:00-9:00 | Prayer, reading, and reflection of the Book of Acts | |
| <i>Time</i> | <i>Topic</i> | <i>Reading</i> |

ADDENDUM 2

TIPS FOR WRITING BETTER PAPERS

The principles below should be applied to the preparation of your papers.

TRUISMS

1. Reading and re-reading the instructions aid in the preparation of superior papers.
2. A good research paper requires hard work. Within five minutes or less of reading a paper, a professor can spot poor work.
3. Writing skills improve with more writing; there are no shortcuts.

WHAT PROFESSORS EXPECT IN RESEARCH PAPERS

1. Solid research in *primary sources*.
2. Familiarity and interaction with *secondary sources*.
3. Logical organization.
4. Original analytical reflection.
5. Integrity in writing.
6. Consistency in following the designated style manual (e.g., Turabian).

WHAT STUDENTS EXPECT OF PROFESSORS

1. Clear instructions about the nature of the paper.
 2. Explanation of research methodology for the particular area of study.
 3. Clear rationale for the grade should be provided through comments written on the paper.
 4. The weight of the grade based first on the content of the paper, secondly on the mechanics.
- Note: This does not minimize the problem of mechanical errors, typos, etc., because they interfere with the logical argumentation of the paper. If the number of mechanical problems and typos on a paper exceed the number of pages, the grade will likely be reduced by one grade point. This represents a fair approach to grading. If more than one mistake on the average appears on a page, then the paper has been poorly prepared both mechanically *and analytically*.

GUIDELINES:

1. Before writing, prepare a detailed outline of what you intend to address; this will prevent rambling and guarantee logical development.
2. Somewhere on the first page, a clear statement of purpose needs to be given, one that explains the nature of the paper and what it intends to achieve. The conclusion should then be linked closely with the statement of purpose.
3. Write in good written, not spoken English. All sentences should be complete and coherent. Most people, especially preachers, write like they talk. This means that redundancies will inevitably appear in the text. While repetition and alliteration may be effective in the pulpit, such devices can be unnecessary and distracting in written form. Avoid constant repetitions of proper names (use pronouns), expressions, etc. Also, use adjectives, adverbs, and emphasis words (such as “great” and “very”) sparingly.

4. After completing the first draft, look carefully through the paper and eliminate unnecessary sentences; continue this approach with later drafts. “What?” you ask, “more than one draft?”
5. Keep a sharp eye on paragraph development. The topic presented in the opening sentence must govern what follows. If a paragraph becomes a collection of several unrelated thoughts (e.g., the last sentence has no connection to the opening sentence), then the logical argumentation has broken down. Furthermore, make certain that the paragraph properly fits into the development of the section.
6. Following the introduction of a person’s name (e.g., Harry Jones), only use their last name and/or pronouns afterward. Do not use the person’s first name in subsequent references; this would imply that you are a personal friend of the person cited.
7. Minimize the use of verbs of being: am, is, are, were, and being. They are usually overworked. Regular active verbs make stronger sentences.
8. If in doubt about a long sentence construction, break into two or more sentences.
9. How should you refer to yourself in the paper? I suggest the occasional use of the pronoun “I.” Referring to you as “this writer” or “this author” or “he or she who scribeth this paper” appears awkward in my estimation. At the same time, avoid using the first person plural (“we,” “us,” “our”) and the second person singular and plural (“you”). Refer to others in the third person singular or plural. Consistency avoids confusion and keeps the reader on course.
10. Use direct quotations sparingly. A direct quotation should only be used when a source says something of such importance that the reader would be deprived by not being aware of it. *The frequent use of direct quotations and especially block quotations indicates that the writer has not adequately digested the material; long or frequent quotations then serve as “stuffers” in the text.*
11. Documentation: How many references should be used? How many sources should be listed in a bibliography? Arbitrary numbers for these questions represent an artificial methodology, irrelevant at the graduate level. Review the rationale for references. Use the best sources, the number of which will vary with any given paper.
12. The bibliography should be strongly represented in the references notes. Avoid “stuffing” the bibliography with little used resources.
12. Beware of plagiarism. A safe rule of thumb is that only three to five words from a source may be used without quotation marks and a reference number. Plagiarism is the theft of resources written by other people.
13. Use headings, as well as sub-headings (if necessary). Do not use “chapters;” those would be for theses and dissertations.
14. Proofread the paper carefully and by all means use a spell-check. Have someone else—“THE HONEST FRIEND”—or several people read the paper to look for typos, mechanical errors, and especially for clarity and logical development. Learn from their suggestions, but do not accept them uncritically.
15. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
16. Gender inclusive language should always be used except when referring to the members of the Trinity.