
BNT 941, New Testament Studies: Luke-Acts

Summer 2020

Faculty Information

Professor: Martin Mittelstadt, Ph.D.
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Office location: AGTS Faculty Suite 207
Office hours: By Appointment



Course Information

Credit hours: 4
Course dates: June 8-12, 2020
Meeting times: 08:00 am to 5:00 pm
Location: Room 229

Required Texts

- Johnson, Luke Timothy. *Prophetic Jesus, Prophetic Church: The Challenge of Luke-Acts to Contemporary Christian*. Grand Rapids, MI: Eerdmans, 2011.
- Kurz, William. *Reading Luke-Acts: Dynamics of Biblical Narrative*. Philadelphia, PA: Westminster-John Knox Press, 1993.
- Mittelstadt, Martin. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010
- Stronstad, Roger. *Charismatic Theology of St. Luke*. Peabody, MA: Hendrickson, 1984.

One of

- Keener, Craig. *Acts: An Exegetical Commentary: Introduction and 1:1-2:47 - Volume 1*. Grand Rapids, MI: Baker, 2012
- Johnson, Luke Timothy. *Acts*. Sacra Pagina 5. Collegeville, MN: Liturgical Press, 2006.

I will recommend further pieces from the bibliography. You should build your library based on need and interest.

Evangel University Mission Statement

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

Assemblies of God Theological Seminary Mission Statement

AGTS shapes servant leaders with knowledge, skill and passion to revitalize the church and evangelize the world in the power of the Spirit.

Catalog Description

This course will focus upon a literary analysis of Luke-Acts. In recent years, the emphasis upon Luke as a historian and theologian has produced startling opportunities for fresh scholarship, particularly among Pentecostals. Given the emergence of new hermeneutical possibilities and challenges, students will be encouraged to experience Luke's literary artistry and utilize these conventions for personal and vocational application

Course Prerequisites

There are no prerequisites.

Learning Outcomes

<i>Course Learning Outcomes: Upon completion of this course, the student will be able to:</i>	<i>Program Learning Outcomes</i>	<i>EU20</i>	<i>Faith, Work & Economics Integration</i>
1. Evaluate the history of interpretation and current trends of Lukan scholarship.	PhD BIT 1, 2,	E1, 2, 4, 11	N/A
2. Evaluate the various structural and literary proposals of the Lukan story.	PhD BIT 1, 2, 3	C3, E2	1
3. Identify and analyze various themes/motifs of Luke-Acts.	PhD BIT 1, 2, 3	C3, E1, 2, 3, 11	6
4. Evaluate the specific contributions of Pentecostal scholars concerning hermeneutics, select passages, and theology of the Lukan narrative.	PhD BIT 1, 2	C3, 4, E4,	N/A
5. Demonstrate confidence and precision for teaching and preaching Luke-Acts based upon newly developed/sharpened analytical skills.	PhD BIT 1, 4	C4, C5, E2, 11	1, 2, 4 6

Course Schedule

See the requirements based upon and due throughout the three sections of the course.

1. Pre-June Reading and Assignments
2. Our Week Together (June 8-12)
3. Post-June Essay

In order to meet the objectives above, the following outline will be employed.

- The instructor has full latitude based on time and student preparation, and interest.

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; Women

Thursday

Persecution / Suffering
Birth Narrative; Passion / Resurrection
Pauline Mission
Poetry (Kilian McDonnell)

Friday

Recent and Emerging Critical Methodologies
Empire, Peace, Canonical, Post-Colonial,
Reception
Preaching and Teaching Luke-Acts

Course Policies & Requirements

Preparation

1. PRE-CLASS READING SCHEDULE + ASSIGNMENTS

- The following readings below must be completed prior to June 8.
- YOU WILL NEED ACCESS TO A LIBRARY WITH INTER-LIBRARY LOAN
- Prepare a 3-page response for each of the first five sections below (Total 15 pages). You need not respond to every piece. Instead, try to capture the major themes, the big ideas offered by Luke.
- Be prepared to introduce/lead a discussion for 1 or 2 of these sections.
- Topics/readings will be determined on the first day of class. Due: June 8.

- Upon completion of the material below, you will have read 2500 pages! I encourage you to take notes for future teaching/preaching and/or in preparation of your final research project.
 - You may suggest an alternative reading ONLY if you have read a specific piece as part of previous study.

Participation

Students will be expected to regularly contribute to the class, collaborate with one another, and to “learn by doing.”

Assignments

Reading Assignments:

1. <u>Getting Started – Reading the biblical text</u>	Priceless!
<ul style="list-style-type: none"> • Read Luke-Acts (2X). If possible, set aside 3-4 hours and do this in one sitting. If not, read the gospel and then Acts in single sittings. Imagine sitting down for a lengthy epic movie. • 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. • For the second reading 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 an entry into the primary literature. We don't want to read about or around the text and never engage the text. Don't fret but enjoy. • I would also suggest that at least one reading be from a translation that you do not normally use. 	
2. <u>Narrative Criticism</u>	450
Kurz, <i>Reading Luke-Acts</i>	200
Johnson, <i>Prophetic Jesus, Prophetic Church</i>	250
3. <u>History of Interpretation</u>	870
Penner	70
Bovon / Gasque – Choose selections from one or both texts.	200
Choose another 200 pages of Lukan scholarship cited/discussed by Bovon or Gasque.	200
Mittelstadt – <i>Reading Luke-Acts</i> .	200
Choose another 200 pages from sources addressed by Mittelstadt but not included in section four below.	200

4. <u>Lukan Themes / Motifs</u>	930
Luke and the Spirit – Stronstad, <i>Charismatic Theology</i> , Fee (Separability and Subsequence), Edwards	130
Healing, Miracles, Magic – Combination from Gaventa, Keener, Ruthven, 200	
Hospitality/Food - Combination from Arlandson, Byrne, Finger,	200
Social Justice – Autero, Dempster, Hittenberger/Mittelstadt, Pilgrim, Wenk	150
Suffering/Peace - Combination from Bradley, Cunningham, Mittelstadt (<i>Spirit and Suffering</i>)	150
Women - Arlandson, Powers, Smith	100
5. <u>Emerging Issues</u>	300
Gospel and Empire – *Gilbert and combination from Kilgallen, Mittelstadt (Spirit and Peace), Reid, Swartley	75
Oneness Theology - Bass / Zampino	50
Postcolonial / Global Readings – Massey, Muñoz-Larrondo	50
Canonical Criticism - Parsons/Pervo, Robinson/Wall, Smith	50
Reception History – Mittelstadt (See * in Bibliography)	75

Response Essays – Prepare a 3-page response for each of the first five sections below (Total 15 pages). You need not respond to every piece. Instead, try to capture the major themes, the big ideas offered by Luke

Learning Activities Post Session – Produce a reception history of a passage in LA. Gather sources, categorize, and offer observations from your work. 6-8 pages. Details to be tested in class.

Final Paper- Final Paper: Write a 30 page research paper. Approaches may include: exegetical (pick a passage and run with it), thematic (preferably not a major theme), reception (a passage in the Pentecostal Tradition) or methodological (address hermeneutical, critical questions in contemporary Lukan scholarship). Your topic MUST receive approval from the instructor roughly one week after our week together. Formatting, design, structure, etc. will be addressed during our time together

Writing Style Guide

FORMAT AND STYLE

- All work must be 12 pt. font, Arial or TNR, double spaced, with one-inch margins, page numbers, and the right margin NOT justified.
- The format should follow Turabian (the latest edition) / SBL Manual.
- For assignments other than the essay, do NOT use a Title Page. Put the following information at the top of the first page: Name, Assignment, Course, Instructor, Date.
- Written assignments may exceed the specified limit by NO MORE THAN 20% without penalty.
- Retain extra copies of all work submitted until the final course grade has been recorded.

Communication

Good communication is essential to success in college and beyond. If you know that you will not be able to access the course for more than 3 days, please communicate with me in advance.

If you have a question, comment or suggestion, feel free to contact me. You may contact me by phone, email, or through Course Commons. I will respond to emails/messages within 24 hours. I expect students to stay on top of communication that I send to them. Please be sure to set up your notifications so that you are daily connected to what is happening in our class.

Assessment

The grading rubrics for major assignments will be available with the assignment instructions. For most assignments, grades will be posted in Course Commons within 7 days to allow the professor time to provide detailed feedback along with the evaluation.

Grading Policy

Reading Journal	20%	June 8
Class Presentation/Participation	10%	
Research Project	55%	August 20
Reception Project	15%	August 20
		100%

Late/Missed Assignment Policy

All assignments are due at the dates and times specified. Late assignments can be submitted 48 hours late for a deduction of 20% per day. No assignments will be accepted for any credit after being more than 48 hours late, unless prior arrangements have been made.

- Please be proactive in your assignment preparation and submission!
- If there are any difficulties in submitting an assignment, please email me immediately!
- Difficulties with an assignment? Contact me before the due date!

Missed quizzes/assignments may be made up at the discretion of the professor. If you know you will be unavailable to submit a quiz/assignment before the due date, please make arrangements for an alternative time. If a quiz/assignment is missed, the student has 48 hours to contact the professor for a possible make-up time.

Grading Scale

Grades will be based on the number of points accumulated by completing assignments, projects, and quizzes. The following grading scale applies:

100% ▶	93% ▶	89% ▶	86% ▶	83% ▶	80% ▶	76% ▶	73% ▶	69% ▶	66% ▶	63% ▶	59% ▶
94%	90%	87%	84%	80%	77%	74%	70%	67%	64%	60%	0%
A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Grade Access

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" link in the course menu. For more information on how to check your grades and what you can do from this page, see [How Do I View My Grades?](#)

I will attempt to grade assignments and provide feedback within 48 hours of the assignment due date. Larger assignments/projects may take up to 1 week to grade so that feedback can be provided. Please pay attention to notifications of graded items and recent feedback. **I expect students to review and learn from the feedback that I provide on their assignments.**

The Temporary Grade of Incomplete

An "I" (Incomplete) applies to work of acceptable quality when one or more required assignments are not completed because of illness, accident, death in the family, or other satisfactory reason. The request for an Incomplete should be student-initiated. The *Incomplete (I) Grade Request Form* may be obtained from your administrative assistant in your department.

COURSE BIBLIOGRAPHY

- Arlandson, James Malcolm. *Women, Class, and Society in Early Christianity: Models from Luke-Acts*. Peabody: Hendrickson, 1997.
- Autero, Esa. *Reading the Bible Across Contexts: Luke's Gospel, Socio-economic Marginality, and Latin American Biblical Hermeneutics*. Leiden: Brill, 2016.
- Bass, Kenneth. 'Baptism in the Canon: Can/Should We Still Harmonize the Baptismal Formulae in Matthew and Acts?' Paper presented at the annual meeting of the Society for Pentecostal Studies. Cleveland, TN, March 2007.
- _____. 'The Normativity of Acts'. Paper presented at the annual meeting of the Society for Pentecostal Studies. Virginia Beach, VA, March 10-12, 2005.
- Bovon, François. *Luke The Theologian: Fifty-five Years of Research (1950-2005)*. 3rd Rev. Ed. Waco: Baylor University Press, 2006.
- Bradley, James E. 'Miracles and Martyrdom in the Early Church: Some Theological and Ethical Implications'. *Pneuma* 13 (Spring 1991), pp. 65-81.
- Chung-Kim, Esther and Todd R. Hains. *Acts, RC 6*. Downers Grove, IL: IVP, 2014.
- Dempster, Murray W. 'Christian Social Concern in Pentecostal Perspective: Reformulating Pentecostal Eschatology'. *JPT* 2 (1993), pp. 51 -64.
- _____. 'Pentecostal Social Concern and the Biblical Mandate of Social Justice'. *Pneuma* 9 (Fall 1987), pp. 129-53.
- _____. 'The Church's Moral Witness'. *Paraclete* 23 (Winter 1989), pp. 1-7.

- _____. 'Pentecostal Social Concern and the Biblical Mandate of Social Justice'. *Pneuma* 9 (Fall 1987), pp. 129-53.
- Edwards, James. 'Initial Evidence of Holy Spirit Baptism and Pentecostal Type-Scenes in Acts'. Paper presented at the annual meeting of the Society for Pentecostal Studies. South Hamilton, MA, 1984.
- Elbert, Paul. 'Pentecostal/Charismatic Themes in Luke-Acts at the Evangelical Theological Society: The Battle of Interpretative Method'. *JPT* 12 (2004), pp. 181-215.
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- Garrett, Susan. *The Demise of the Devil*. Minneapolis: Augsburg, 1989.
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- _____. "Toward a Theology of Acts - Reading and Rereading" *Int* 42 (1988) 146-157.
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- Gowler, David. *The Parables After Jesus*. Grand Rapids: Baker, 2017.
- Hittenberger, Jeff and Martin William Mittelstadt. 'Power and Powerlessness in Pentecostal Theology' (review of Amos Yong, *Theology and Down Syndrome: Reimagining Disability in Late Modernity*). *Pneuma* 30 (2008), pp. 137-45.
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- _____. *Illuminating Luke*, 3 vols.: *The Infancy Narrative in Italian Renaissance Painting; The Public Ministry of Christ in Italian Renaissance and Baroque Painting; Passion and*

Resurrection Narratives in Italian Renaissance and Baroque Painting. New York: Trinity Press International, 2003, 2005, 2008.

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Karris, Robert. "Missionary Communities: A New Paradigm for the Study of Luke-Acts." *CBQ* 41 (1979) 80-97.

Keener, Craig. *Miracles: The Credibility of the New Testament Accounts*. 2 vols. Grand Rapids: Baker Academic, 2011.

Kilgallen, John. "'Peace' in the Gospel of Luke and Acts of the Apostles". *Studia Missionalia* 38 (1989), pp. 55-79.

_____. "Persecution in the Acts of the Apostles" *Luke and Acts*. Eds. Gerald O'Collins and Gilberto Marconi. Translated by Matthew J. O'Connell. Paulist Press, NY, 1993, 143-160.

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Martin, Francis. *Acts*, ACCS 5. Downers Grove, IL: IVP, 1998,

Massey, James. "Introduction", "Luke", and "Acts" in One Volume Dalit Bible Commentary - New Testament. Edited by T. K. John, S.J. and James Massey. New Delhi, India: Center for Dalit/Subaltern Studies, 2010.

McDonnell, Killian. *God Drops and Loses Things*. Collegeville, Minn.: St. John's University Press, 2009.

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*4 Mittelstadt, Martin W. "A Century in the Making: Receiving the Samaritan Pentecost (Acts 8:4-25) in the Pentecostal and Charismatic Tradition," in *"This is my Body": Addressing Global Violence Against Women*. Given as the Presidential Address for the Society for Pentecostal Studies @ Vanguard University, Costa Mesa, CA. Scheduled for *Pneuma*, Forthcoming.

*2 _____. "Nothing to Sneeze At: Receiving Acts 19:11&12 in the Canadian Pentecostal Tradition," in *Reading St. Luke's Text and Theology: A Pentecostal Voice. Essays in Honour of Roger Stronstad on His 75th Birthday*. Eugene, OR: Pickwick Publications, 2019.

- *3 _____. "On Prodigals, Elder Brothers, and Fathers? The Reception of Luke 15 in the Pentecostal and Charismatic Traditions." For the 27th Annual Youngsan International Theological Lectureship at Hansei University in Seoul, Korea (May 22, 2020). Scheduled Youngsan International Theological Symposium, Forthcoming.
- _____. "Reading Luke-Acts in the Mennocostal Tradition: Pentecostals, Mennonites, and Prophethood" in *Our Lives as Mennocostals*. Edited by Martin Mittelstadt and Brian Pipkin (Eugene, OR.: Pickwick Publications, 2019)
- *1 _____. "Receiving Luke-Acts in the Pentecostal Tradition: The Rise of Reception History and a Call to Pentecostal Scholars" in *Pneuma* 40 (2018) 367-388.
- _____. "Spirit and Peace in Luke-Acts: Possibilities for Pentecostal/Anabaptist Dialogue" in *Didaskalia* 20 (Fall 2009) 17-41.
- _____. *The Spirit and Suffering in Luke-Acts: Implications for a Pentecostal Pneumatology*. JPTSUP 26. London: T & T Clark, 2004.
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PREPARED BY MARTIN MITTELSTADT (February 2020)

Academic Integrity

As participants in a Christian university, members of the broader academic community, and active professionals, it is incumbent upon every member of the Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of Evangel University and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

As members of the Evangel community, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or department chairperson.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. Evangel's policy on academic integrity, as published in the [Student Handbook](#), appears in the section IX. University Policies: Academic Integrity.

Accommodation Statement

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 by Evangel University 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 me 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 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.

Inclusive Language

The Assemblies of God Theological Seminary employs inclusive language for human beings in both verbal and written communication. This commitment to equality and community is rooted in the biblical revelation of God's will to form one united people, including men and women from every nation, people, tongue, and tribe (Rev 7:7-9). In regard to biblical texts, the integrity of the original expressions and the names of God should be respected. Students must use inclusive language in all assignments.

Electronic Devices in the Classroom

It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment or promotes dishonesty or illegal activities is prohibited.

Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

University Resources

Evangel University Libraries

Klaude Kendrick Library's physical holdings currently includes approximately 120,000 bound volumes, 3,100 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study. The facility includes a computer center, equipped with 13 computers, multiple laser printers, and a copy machine/scanner/printer, providing access to productivity software, library resources and the Internet. The library also provides access to a wireless network throughout the facility.

The **Cordas C. Burnett Library** is the major information resource center of AGTS. Its physical holdings currently includes 127,726 bound volumes, 5,561 media in various formats, and number of periodical subscriptions to key titles in relevant fields of study.

To access the library catalogs and resources online, visit [Evangel University Libraries](#). Evangel's libraries include computer centers, equipped with computers and a copy machine/scanner/color printer, providing access to productivity software, library resources, and the Internet. The libraries also provides access to a wireless network throughout the facility.

The Write Place

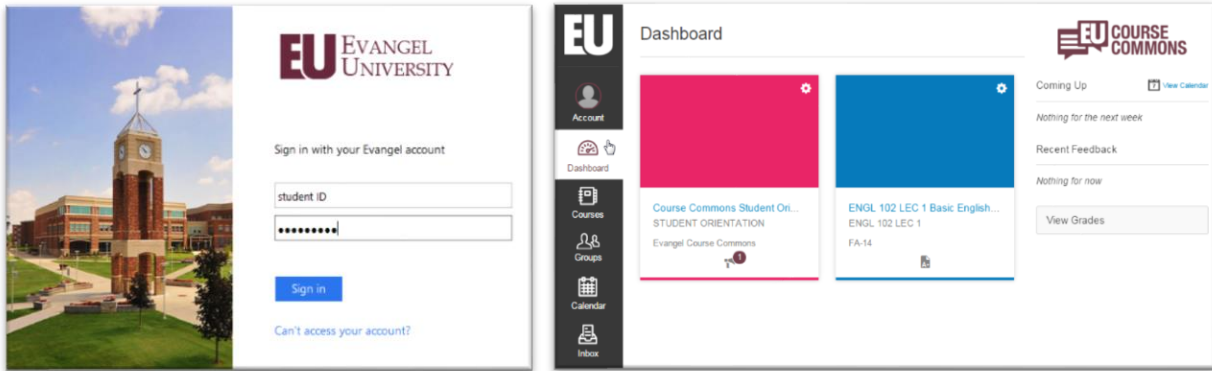
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied to the student's paper. Students must engage tutors directly and take an active role in the correction process. The Write Place is available to online students. For more information or to set up an appointment, see [The Write Place Online](#).

The Center for Student Success

The Center for Student Success is also available to all Evangel student. The Center for Student Success provides tutoring, coaching and academic support. The Center for Student Success is located in Zimmerman Hall 208. The Center for Student Success is available to online students. For more information or to set up an appointment, see [The Center for Student Success](#).

Course Commons

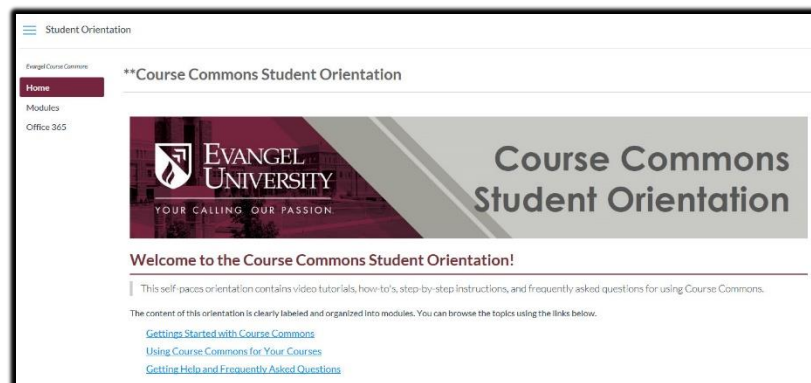
This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.edu>.



Use your Evangel username and password to login.

Course Commons Student Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide:

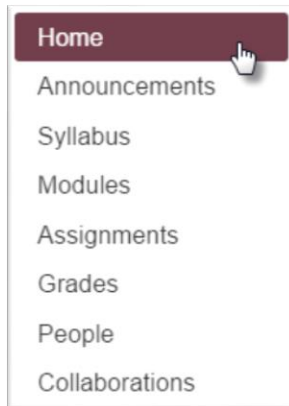
[How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days *before* the official beginning of the semester. If students have not completed their financial registration by the first official day of class, their course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.

Accessing Course Content in Course Commons

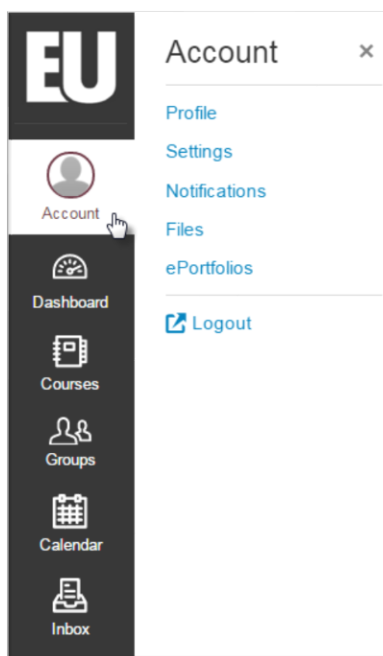
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines). You can expand the menu by clicking on the menu icon again. All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.

Personal Settings in Course Commons



Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the “Grades” button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course. For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Support menu from any page in Course Commons.

Click on the Support icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Support menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem. You can browse the [Canvas Student Guide](#) for help on a specific topic.

Course Commons Troubleshooting

Do you have a question about a quiz, an assignment, or another item in the course? Contact your professor.

Are you having technical problems with Course Commons? Click the Support icon, click “Report a Problem” and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

Are you having trouble with your Evangel account (username and password)? Contact the IT Helpdesk at studenthelp@evangel.edu (email) or call 417-865-2815 ext. 4357 (HELP). Please allow 24 hours for a response on a weekday and 48 hours for a response on the weekend.

Support



[Course Commons Student Orientation](#)

This course provides on-demand video tutorials for using Course Commons.

[The Center for Student Success](#)

Your success is our goal! This course contains resources for career planning, student employment, tutoring and academic support.

[The Write Place](#)

Find resources and connect with tutors to help you hone your writing skills.

[Ask Your Instructor a Question](#)

Questions are submitted to your instructor

[Search the Canvas Guides](#)

Find answers to common questions

[Report a Problem](#)

If Canvas misbehaves, tell us about it