



**Global Missions Department**  
*"Shaping Servant-Leaders to Reach all Peoples"*

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# MS 939, Mission of God in Luke & Acts

Fall 2020

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## Faculty Information

Professor: Dr. Robert L. Gallagher  
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Phone: None



## Course Information

Credit hours: 4  
Course dates: December 7-11, 2020  
Meeting times: Monday - Friday, 8:00 a.m. - 5:00 p.m.  
Location: AGTS 226

## COVID-19 Response

Students and faculty will wear face coverings at all times in the academic buildings. Wearing a face covering, sitting in classroom designated seating, and following the social distancing guidelines is the best way to slow the transmission of the virus.

## Required Texts

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 Citation Bibliographic and Research Note Software (<http://www.citationonline.net>) to facilitate your review of this literature throughout your program.<sup>1</sup> 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

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<sup>1</sup> The Seminary provides Citation on your acceptance into the doctoral program, yet you are welcome to use the software of your choice. Note: MAC users will need to find a substitute for the Citation software since it is only designed for PCs.

source is Gary Flokstra who has both new and used books for missionaries and mission organizations at info@4wrd.org. You may also purchase the books from www.amazon.com. *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 (5th printing, December 2017). ISBN 1-57075-493-4 (pbk). \$27.82. Print 323pp.

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.

## **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 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.

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.

### **Course Prerequisites**

There are no prerequisites.

### **Course Purpose**

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.

### **Learning Outcomes<sup>2</sup>**

Upon completion of the course, student should 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

This course supports but does not assess the PhD/DAIS PLOs, EU 20, and FWE outcomes.

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<sup>2</sup> All masters and doctoral PLOs, EU20 and FWE outcomes can be found at <https://agts.edu/current-students/academic-policies/>

## Course Format

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.

## Course Schedule

This is a tentative course outline. The course schedule may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through Course Commons announcements.

December 7, 2020 / "Biblical Hermeneutics & the Mission of the Spirit"		
Time	Topic	Reading
8:00 – 10:00 a.m.	Introduction of the Class & Course Biblical Hermeneutics	Syllabus
10:00 – 10:30	Break	
10:30 – 12:00 p.m.	Theologizing in Mission	
12:00 – 1:00	LUNCH	
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>Mission in Acts</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	
December 8, 2020 / "Mission in Jerusalem & Worldview Conflicts"		
Time	Topic	Reading
8:00 – 10:00 a.m.	Peter's Speech at Pentecost  Peter's Speech in the Temple	Acts 2:14-47 Chapter 3, <i>Mission in Acts</i>  Acts 3:1-26 Chapter 4, <i>Mission in Acts</i>
10:00 – 10:30	Break	
10:30 – 12:00 p.m.	First Persecution	Acts 4:1-31, Chapter 5, <i>Mission in Acts</i>
12:00 – 1:00	LUNCH	
1:00 – 3:00	Comparison of Community Sharing  Second Persecution	Acts 4:32-5:11  Acts 5:12-42

3:00 – 3:30	Break	
3:30 – 4:30	Christian Conflicts	Acts 6:1-7, Chapter 6, <i>Mission in Acts</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	
<b>December 9, 2020 / "New Beginnings: Mission to the Margins"</b>		
Time	Topic	Reading
8:00 – 10:00 a.m.	Martyrdom of Stephen	Acts 6:8-7:60; Chapter 7 & 8, <i>Mission in Acts</i>
	Third Persecution & Mission to Samaria	Acts 8:1-13
10:00 – 10:30	Break	
10:30 – 12:00 p.m.	The Samaritans and the Holy Spirit	Acts 8:14-25; Chapter 9, <i>Mission in Acts</i>
	Philip and the Ethiopian Eunuch	Acts 8:26-40; Chapter 10, <i>Mission in Acts</i>
12:00 – 1:00	LUNCH	
1:00 – 3:00	Saul's Conversion	Acts 9:1-19a
	Saul's Calling	Acts 9:19b-31; Chapter 11, <i>Mission in Acts</i>
3:00 – 3:30	Break	
3:30 – 4:30	Peter's Conversion	Acts 9:32-11:18; Chapter 12, <i>Mission in Acts</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	
<b>December 10, 2020 / "Mission to Asia Minor &amp; Europe"</b>		
Time	Topic	Reading
8:00 – 10:00 a.m.	Hope in the Midst of Suffering	Acts 11:19-12:24; Chapter 14, <i>Mission in Acts</i>
	Paul's First Mission Journey: The Contextualized Gospel	Acts 12:25-14:28; Chapters 13, 15, and 16, <i>Mission in Acts</i>
10:00 – 10:30	Break	
10:30 – 12:00 p.m.	Council of Jerusalem	Acts 15:1-35; Chapter 17, <i>Mission in Acts</i>
12:00 – 1:00	LUNCH	

1:00 – 3:00	Paul’s Second Mission Journey: The Guidance of God	Acts 15:36-16:15; Chapter 18, <i>Mission in Acts</i>
3:00 – 3:30	Break	
3:30 – 4:30	Proclamation at Philippi & Beyond	Acts 16:16-18:22; Chapters 19 & 20, <i>Mission in Acts</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	
<b>December 11, 2020 / “Mission in Power: To Rome or Bust”</b>		
Time	Topic	Reading
8:00 – 10:00 a.m.	Paul’s Third Mission Journey: The Magic of Ephesus	Acts 18:23-21:16; Chapters 21 & 22, <i>Mission in Acts</i>
	Paul’s Persecution	Acts 21:17-22:29; Chapter 23, <i>Mission in Acts</i>
10:00 – 10:30	Break	
10:30 – 12:00 p.m.	Trials & Tribulations	Acts 22:30-26:32; Chapters 24 & 25, <i>Mission in Acts</i>
12:00 – 1:00	LUNCH	
1:00 – 3:00	Paul’s Fourth Mission Journey: The Voyage to Rome	Acts 27:1-28:31, Chapter 26, <i>Mission in Acts</i>
3:00 – 3:30	Break	
3:30 – 4:30	Personal and corporate missiological reflection of the Module	
4:30 – 5:00	Closure of the Course	

## Course Policies & Requirements

### Preparation

In order to succeed in this class, students should arrange to have regular access to a computer, the internet, Evangel email and Course Commons. This class will use Course Commons for all course communication, interaction, content, announcements, collaboration and assignments.

### Participation

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

### Attendance

I will record attendance for each class session. Please be present, on time, and ready to go for each session, taking care to silence or shut down any distractions. If an absence is necessary (for a whole class session or any significant part of the class session), please communicate with me in advance. Because this is an accelerated course, students who miss more than two weeks will be removed from the course (WP or WF).

## Assignments

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.

### Academic Workload:

Engagement	40 hours
MiA 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

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Total 174-197 hours

**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.

1. **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).
2. **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.
3. **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).
4. **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 Distributed 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!

5. **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 (New Testament 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).

6. ***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).

7. *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.<sup>3</sup> 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).

## Session

1. *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).
2. *Prayer* - Pray each day that we might know the person and missional role of the Trinity in a deeper way.
3. *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.

*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/or a selection of provided essays such as the following:

“God’s mission: that the wolf and the Lamb live and eat together.” In *Doing Mission Among Human Civilizations*, Charles E. Van Engen, Jude Tiersma-Watson, and Stephen E. Burris, eds. Eugene, OR: Urban Loft Publishers (in publication, 2021).

“Centrality of the Cross: God’s Historic Plan of Salvation in Lukan Perspective.” In *Christ Among the Nations: Narratives of Transformation in Global Missions*. With Paul W. Lewis, DeLonn L. Rance, and Sarita Gallagher Edwards. American Society of Missiology Series, No. 62. Maryknoll, NY: Orbis Books (in publication, 2021).

“The Holy Tears of a Weeping Harlot: Love that Saves.” In *Christ Among the Nations: Narratives of Transformation in Global Missions*. With Paul W. Lewis, DeLonn L. Rance, and Sarita Gallagher Edwards. American Society of Missiology Series, No. 62. Maryknoll, NY: Orbis Books (in publication, 2021).

“A Beloved Servant at Death’s Door: Faith that Sanctifies.” In *Christ Among the Nations: Narratives of Transformation in Global Missions*. With Paul W. Lewis, DeLonn L. Rance, and Sarita Gallagher Edwards. American Society of Missiology Series, No. 62. Maryknoll, NY: Orbis Books (in publication, 2021).

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<sup>3</sup> 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

"The Spirit's Revolution: Breaking through the Boundaries of Superiority (Peter in Acts 10-11)." In *Breaking through the Boundaries: God's Mission from the Outside In*. With Sarita Gallagher Edwards, Paul Hertig, and Young Lee Hertig. American Society of Missiology Series, No. 59. Maryknoll, NY: Orbis Books (2019): 145-170.

"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*, Craig Ott and J.D. Payne, eds. Evangelical Missiological Society Series, No. 21. Pasadena, CA: William Carey Library (2013): 3-22.

"The Forgotten Factor: The Holy Spirit and Mission in Protestant Missiological Writings from 1945-95." In *Footprints of God: A Narrative Theology of Mission*, Charles E. Van Engen, Nancy Thomas, and Robert L. Gallagher, eds. Eugene, OR: Wipf and Stock (2011): 199-214.

"Hope in the Midst of Trial: Acts 12:1-11." In *Mission in Acts: Ancient Narratives in Contemporary Context*, Robert L. Gallagher and Paul Hertig, eds. American Society of Missiology Series, No. 34. Maryknoll, NY: Orbis (2004): 157-166.

"From 'Doingness' to 'Beingness': A Missiological Interpretation of Acts 4:22-31." In *Mission in Acts: Ancient Narratives in Contemporary Context*, Robert L. Gallagher and Paul Hertig, eds. American Society of Missiology Series, No. 34. Maryknoll, NY: Orbis (2004): 45-58.

"Background to Acts." With Paul Hertig. In *Mission in Acts: Ancient Narratives in Contemporary Context*, Robert L. Gallagher and Paul Hertig, eds. American Society of Missiology Series, No. 34. Maryknoll, NY: Orbis Books (2004): 1-17.

**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 19, 2021**. 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.

1. **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).
2. **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.
3. **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.
4. **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*

- 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?).
5. *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 20 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](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](http://www.randomhouse.com/words/language/avoid_guide.html)
  - The format of footnotes and bibliography in the proposal and essay should follow the Turabian style (aka "Chicago Style"):
    - Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.  
 Turabian can be found in summary form at:  
[http://www.press.uchicago.edu/books/turabian/turabian\\_citationguide.html](http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html)
    - 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>
6. **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.

## Writing Style Guide

All formal papers (unless otherwise specified by the instructor) are to be formatted according to the [AGTS Writing Style Guide](#).

## Communication

Good communication is essential to success in college and beyond. 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's 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.

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.

## Grading Policy

Final grades will be assigned according to the following calculus:

Assignment Group	Weight
MiA Book Review	12%
Reading Selected Texts	25%
Electronic Summary Card	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
<b>Total:</b>	<b>100%</b>

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

## 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%
<b>A</b>	<b>A-</b>	<b>B+</b>	<b>B</b>	<b>B-</b>	<b>C+</b>	<b>C</b>	<b>C-</b>	<b>D+</b>	<b>D</b>	<b>D-</b>	<b>F</b>

### 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.

## Specific Data

Syllabus prepared by Robert L. Gallagher, Ph.D. [October 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

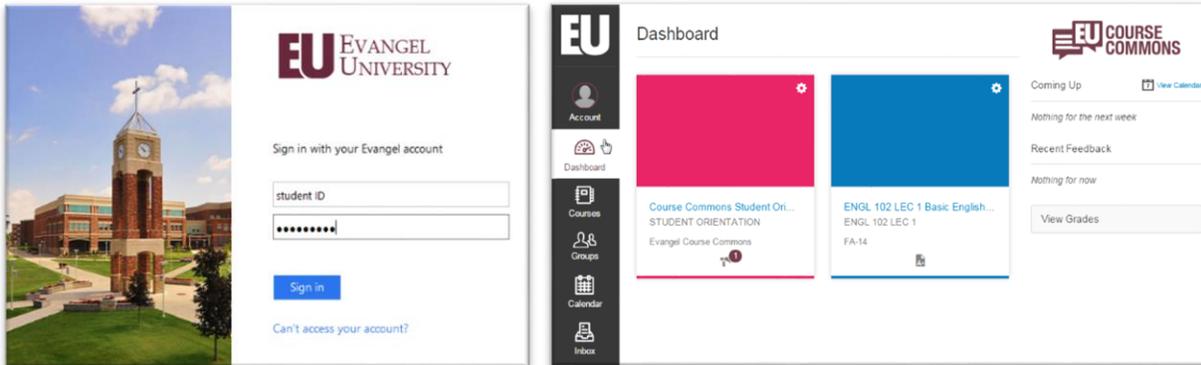
The Write Place is a free service available to all Evangel students. The tutors in The Write Place offer tutoring and support to help each student through the writing process. Although The Write Place is not an editing service, the tutors do teach correct grammar and punctuation, which then may be applied 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:

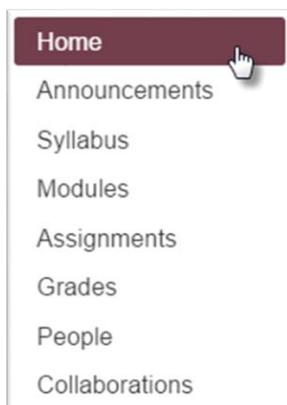
[How do I customize my Courses list?](#)

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

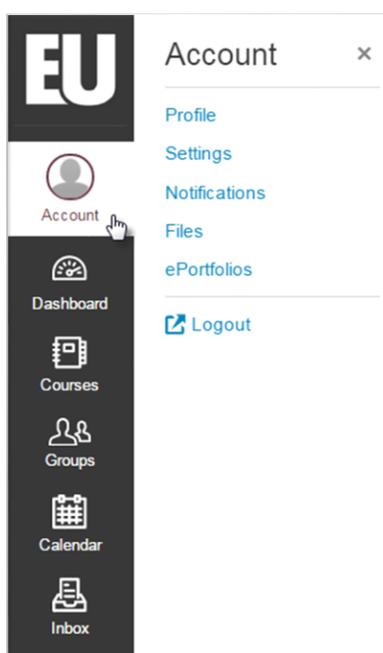
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.



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](mailto: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

## 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.

	5	4	3	2	1
<b>A. TOPIC SELECTION/RATIONALE FOR STUDY 10%</b>					
1. The student gives a clear, cogent rationale for the choice of the subject 2%					
2. The chosen topic is important (worthy of study), relevant, and/or serves to contribute to the knowledge in the field 2%					
3. The research and/or content goals are clearly stated (what data or information they intend to acquire) 2%					
4. There's evidence that the student has read widely enough to identify the major issues 2%					
5. The student understands the issues and is able to critically reflect on their relevance to the chosen topic 2%					
<b>B. RESEARCH DEVELOPMENT AND ORGANIZATION OF THE TOPIC 40%</b>					
1. The student has chosen a research methodology that is adequate to the stated goals of the study 10%					
2. The outline and content of the paper reveals that the investigation of the topic is comprehensive and covers the topic adequately 20%					
3. The outline of the paper is coherent and provides a logical development from concept to concept 10%					
<b>C. CRITICAL THINKING SKILLS 30%</b>					
1. The student has engaged a broad spectrum of views related to the chosen topic 10%					
2. The student demonstrates an ability to critically assess the strengths and weaknesses of differing views or positions 10%					
3. The student shows evidence of independent thinking which evaluates objectively differing views or positions before declaring their own position 10%					
<b>D. BASIC WRITING SKILLS 20%</b>					
1. The paper is mechanically sound in terms of word usage and selection, spelling, punctuation, capitalization, syntax and grammar 5%					
2. The appropriate style format was used (Turabian or APA) 5%					
3. The writing style is clear, straightforward, and easily understood 5%					
4. The development of thought is aided by well-constructed paragraphs, transitional sentences and summations that facilitate the flow of thought 5%					

## 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.
13. 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.
14. Use headings, as well as sub-headings (if necessary). Do not use “chapters;” those would be for theses and dissertations.
15. 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.
16. THOU SHALT NOT (1) justify the right margin; (2) use large or very small fonts.
17. Gender inclusive language should always be used except when referring to the members of the Trinity.