

Arnold Fruchtenbaum, Ph.D.

October 10, 2012

I. Course Description:

To examine the importance and scope of the Book of Acts. To study carefully the origin of the Church, its beginnings, its structure and its purpose today.

II. Course Objectives

1. To see the book through the eyes of a Jewish Christian Scholar.
2. To understand better the Jewish beginnings of the church.
3. To understand the role and parts played by the disciples and Jewish leadership.

III. Course Textbooks

Required Texts:

- Mal Couch, *A Bible Handbook to the Acts of the Apostles*, Kregel, 1999, 0825423910
 Horatio Hackett, *Commentary on Acts*, Kregel, 1992, 0825427487

IV. Evaluation of Student Performance

1. **Class Attendance** – for Campus students, due to the concentrated nature of the lectures, one unexcused class absence will reduce final grade by a letter grade. A 2nd unexcused absence will result in an additional research assignment required for a passing grade. A 3rd unexcused absence will result in a failing grade. Online students must listen to the recorded lectures in their entirety and must fulfill all other format-specific requirements in order to receive a passing grade, including occasional interaction with the Advising Professor/Instructor. If the Online student is not responsive to Advising Professor/Instructor communication, the student may become inactive and receive a grade of incomplete on the course (I)..
2. **Reading Assignments and Accountability** – Students will read the required reading as outlined in Section V-Course Outline & Assignments. Each week students will write a 1/2 to 1 page summary over the assigned reading.
3. **Research Assignments** – All Students will complete the following assignments according to the class schedule.
 1. Assigned Questions – A brief paragraph is required, answering each assigned question. The professor is seeking maturity in the answers not simply length. The questions are in section VII, of this syllabus.
 2. Campus and Extension students will write a 8-10 page double-spaced paper with an additional Bibliography page using a minimum of six sources on some event, series of events, personality, etc. from the Book of Acts. Online students will write a 5-7 page paper.
4. **Course Exams** – There are no course exams.
5. **Online Interaction** – Online students will have three online assignments each module: (1) email reading accountability to the Advising Professor/Instructor; (2) email a brief (50-75 words) observation of a key point from that module's lecture; and (3) respond to Advising Professor/Instructor questions and observations.
6. **Campus students** will submit assignments as directed by the Professor.
Online Students will submit assignments directly to the Advising Professor/Instructor.

7. Scoring Rubric

| <u>Assignments</u> | <u>Campus & Extension</u> | <u>Online</u> |
|--|-------------------------------|---------------------|
| Attendance or Online Participation | Pass/Fail/Reduction | 25 |
| Reading Component (Reading & Accountability) | 30 (40 if no exams) | 25 |
| Research Component (Papers & Projects) | 40 (60 if no exams) | 25 (50 if no exams) |
| Exam Component (if applicable) | 30 (if applicable) | 25 (if applicable) |
| Total Points: | 100 | 100 |

V. Course Outline & Assignments

Class 1 –

Class 2 –

Reading Component – Couch, Part 1, chapters 1-3. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 1-13.

Class 3 –

Reading Component – Couch, part 1, chapters 4-7, thru part 2 chapters 1-2. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 14-20.

Class 4 –

Reading Component – Couch, part 3, chapters 1-5. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 21-28.

Class 5 –

Reading Component – Couch, part 3, chapters 6-11. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 29-37.

Class 6 –

Reading Component – Couch, part 3, chapters 12-18. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 38-46.

Class 7 –

Reading Component – Couch, part 3 chapters 19-28. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 47-55.

Class 8 –

Reading Component – Couch, pages 405-423. Students will write a % to 1 page summary on the assigned reading

Research Component – Complete Questions 56-60.

Class 9 –

Research Component – Research paper is due

VI. Tyndale General Policies and Procedures

Assignment Format

All assignments and coursework are to be turned in via Tyndale student email (@tyndale.edu address). Students are not required to turn in assignments in hard copy. Students must send any required notes, questions, papers, etc. via email as separate attachments in .doc, docx, or pdf format.

Coursework should be submitted directly to the Professor/Instructor (for Campus and Learning Center students) or to the Advising Professor/Instructor (for Online students). The subject line for all submitted coursework should be formatted as follows to ensure receipt of the material:

| | |
|----------------------------------|--|
| <i>Campus Students:</i> | Professor Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: C, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i> |
| <i>Learning Center Students:</i> | LC Location, Campus Prof. Name, Class # & Name, Student Name <i>(e.g.: Mason, Johnson, BIBL2301 Hermeneutics, Smith)</i> |
| <i>Online Students:</i> | Online Prof. Name, Class # & Name, Student Name, Assignment Title <i>(e.g.: O, Johnson, BIBL2301 Hermeneutics, Smith, Paper #1)</i> |

Electronically submitted coursework will be returned along with a final grade via email after the course has been graded.

Assignment Due Dates

Campus/Learning Center students will submit all assignments according to the schedule as outlined in the syllabus. Final assignments are to be submitted no later than the last class period of the semester.

Online students will submit all assignments at their own pace, but must maintain interaction with Advising Professor/Instructor throughout the duration of the course.

Writing Guidelines

All research papers and theses are to follow Turabian guidelines as found in Kate L. Turabian *A Manual for Writers of Term Papers, Theses, and Dissertations 7th Ed.* (Chicago: University of Chicago Press, 2007). All students are required to purchase a copy of *A Manual for Writers* to ensure the proper format. All work is to follow these guidelines:

1. Font & Font Size: Times New Roman, 12 point
2. Double space
3. 1-inch margins (File – Page Setup – Margins)
4. Indent paragraphs .5 inch (Format– Paragraph – Indent left)
5. Page numbers – lower center or upper right –beginning with the first page of text, but not on title page; Arabic numbers only (e.g., 1, 2; not Roman numerals); no other header or footer
6. Title page; then title again on page one (for formal papers)
7. In essay-type papers, ALWAYS write logically, persuasively, focused on the assigned topic; include a succinct introduction that informs the reader concerning the subject of your paper, and a succinct conclusion that summarizes your main points and expresses your resulting conclusion.
8. Use footnotes rather than endnotes, except in dissertation/thesis, where section endnotes are also acceptable.
9. All work should be proofread, as errors in spelling, grammar, and syntax will reduce assignment grade.

Plagiarism Policy

Plagiarism is against Tyndale policy, and any act of plagiarism will result in disciplinary action up to student dismissal from further study at Tyndale. Plagiarism includes but is not limited to quoting materials without proper citing or reference. Cutting and pasting of online and other materials requires proper citing via quotation marks and footnote.

Contact

If you anticipate difficulty in meeting any of these requirements, please contact your Professor (for Campus/Learning Center students) or your Advising Professor/Instructor (Online students) as soon as possible. A complete review of all Tyndale policies and procedures can be found in the [Tyndale Theological Seminary and Biblical Institute Academic Catalog](#).

VII. Course Questions

There may be some questions not addressed on the taped lectures nor in the textbook. Students are expected to go to other sources for the answers. Write $\frac{1}{4}$ page for each question. Multiple questions will require a cumulative answer For example questions 3-13 will be about 2 $\frac{1}{2}$ to 3 pages.

1. Proof of Luke as the author of Acts.
2. Give the date of writing for the book. Not simply stated but explained. 3.-
13. Give in your own words Fruchtenbaum's 5 "Purposes" for the book of Acts.
- 14.-20. Explain the whole issue of tongues from Acts 2.
- 21.-23. Also, trace the Baptism of the Spirit as used in Acts.
24. How do we explain "this is that" in Acts 2:16?
25. Explain 2:38.
26. Explain "restoration of all things" in 3:21.
- 27.-28. Explain the story of Ananias and Sapphira.
- 29.-30. What is the purpose of deacons?
- 31.-33. Why were the Jews so furious with Stephen? Explain.
- 34.-35. Explain the story of Simon.
- 36.-37. Give some of the background & life of Saul (Paul).
38. Relate the story of the eunuch in Acts 8.
39. Why did the disciples reject Paul at first?
40. Who is Cornelius?
- 41.-43. What happened at his house?
44. Why is this story (about Cornelius) so important?
45. Describe something of the death of James.
46. Why is Antioch such an important city?
- 47.-55. Give some of the highlights and important results of Paul's three Missionary Journeys.
56. Identify Felix.
57. . " Festus.
58. " Agrippa.
59. Why do you think Acts ends so abruptly?
60. What is the overall thrust and meaning of the book of Acts to you personally?