



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

ENGLISH EXEGESIS OF THE NEW TESTAMENT: ACTS NTEN5305 Online

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I. MISSION STATEMENT

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.

II. CORE VALUES

New Orleans Baptist Theological Seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. This course addresses Doctrinal Integrity specifically in that the course is designed to prepare the student to grow in the understanding and interpreting of the Word of God. Characteristic Excellence is also addressed in that the student should be as prepared as possible to be ministers for Christ. Mission Focus is emphasized in that interpreting the Bible is a key element in presenting the Good News of the Gospel to the world. Proper interpretation is vital in fulfilling the Great Commission. This course addresses the competency of Biblical Exposition by preparing the student to interpret and communicate the Bible accurately. The core value for NOBTS this year is Mission Focus.

III. KEY COMPETENCIES

The Seminary has seven key competencies in its academic program. They are: Biblical Exposition, Christian Theological Heritage, Discipleship Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The key competency addressed in this course is Biblical Exposition.

IV. COURSE DESCRIPTION

This course is a thorough study of the Book of Acts through verse-by-verse and paragraph-by-paragraph analysis, comparison of various English versions, consideration of pertinent historical and cultural issues, and consultation with major literature and commentaries. The course emphasizes proper methods for discovering the meaning of a text and applying that meaning in teaching and preaching. This course has two prerequisites: Introduction to Biblical Hermeneutics and Exploring the New Testament.

V. STUDENT LEARNING OUTCOMES

Knowledge

Students who complete this course successfully should:

- Know a basic thematic outline for the Book of Acts
- Know the literary and thematic connections with the Gospel of Luke
- Know Luke's literary purpose for writing Acts
- Know the historical setting of the Book of Acts
- Know the critical and historical problems associated with a study of Acts
- Know the cities, provinces, territories and itineraries of the Pauline missions

Attitudes

Students who complete this course successfully should:

- Appreciate the richness of the Book of Acts for teaching and preaching
- Recognize the importance of Acts as a foundational document for the church
- Recognize the importance of historical-grammatical exegesis to interpreting Acts
- Be more confident in interpreting the Book of Acts

Skills

Students who complete this course successfully should be able to:

- Supply a summary analysis on any assigned section of Acts demonstrating interaction with historical-grammatical exegesis and narrative reading
- Incorporate the characters and plot in Acts within the global perspective of a literary connection with the Gospel of Luke
- Explain the significance of the character of Paul within the literary strategy of Acts
- Be able to access good critical commentaries on the Book of Acts

VI. TEXTS

- *The Holy Bible*, Revised Standard Version, with Apocrypha
- F. F. Bruce, *The Book of Acts*, Revised Edition in *The New International Commentary on the New Testament* (Grand Rapids: William B. Eerdmans, 1988)
- John B. Polhill, *Acts* in *The New American Commentary*, Vol. 26 (Nashville: Broadman Press, 1992)

VII. GRADES

1. **Reading Summaries (10%).** The student will preserve information gained in commentary readings by summarizing in brief, narrative outline form the discussion, exegetical options pointed out, as well as specific positions taken by each commentator. Use the pdf form provided on Blackboard to submit your summaries. *Submit one pdf document per weekly unit* (combine both Bruce and Polhill readings into one summary document, with one section summarizing Bruce and one section summarizing Polhill in the same document). Title the reading summary file “RSXX-LastName.” The “XX” in the formula “RSXX” is the weekly unit number. Leave no spaces on either side of the hyphen. Thus, for Unit 1, the file title will be “RS01-LastName.”

2. **Reading Quizzes (10%).** A timed short quiz will be given over units with reading assignments. You may not advance to the next exegetical unit until the quiz for the previous unit is completed. You must take all quizzes. You must appeal by email to the course instructor for a makeup quiz for any missed quiz.

3. **iTunesU Summaries (10%).** The student will listen to the series of iTunesU podcasts on Acts by Dr. Hans Bayer lecturing at Covenant Theological Seminary. For each podcast, the student will summarize the content and evaluate ideas presented. Thus, if you listen to three podcasts in a weekly unit, you will submit three pdf files, one ITU report for each podcast. Use the pdf form provided on Blackboard to submit your summaries. Title the iTunesU summary file “ITUXX-LastName.” The “XX” in the formula “ITUXX” is the podcast lesson number. Leave no spaces on either side of the hyphen. Thus, for the iTunesU Lesson 1 podcast, your pdf file title will be “ITU01- LastName.”

4. **Forum Discussion (15%).** The student will participate in forum discussions online for each unit of the text assigned in the syllabus. The purpose is to discuss together:

- (1) Exegesis—issues of exegesis, that is, the meaning of a given text in its original historical and grammatical setting, and
- (2) Application—issues of application, that is, the application of the text to a modern setting.

Every student must participate in these forum discussions regularly, meaning just like Facebook—daily and multiple times. Postings must be substantial (not just “ditto that”) and significant (genuine interaction and reflection). They should demonstrate intelligent synthesis and interaction with commentary reading, podcasts, and other resources. The professor may redirect the direction of discussion with a comment or question, but the obligation for serious reflection and interaction remains with each student.

Courtesy and good online etiquette is expected in these discussions. The professor has zero tolerance for talking down, deriding, or ridiculing of persons or ideas shared. Violation of proper and respectful online behavior will be referred to the Dean of Students Office.

These forum discussions will occur either as Blackboard threaded discussions or as Facebook pages with exclusive invitations to participate. Your instructor will let you know how the forum discussions have been setup for your particular class.

5. **Journal Article Review (5%).** One journal article review is required, 2 pages, typed, single-spaced. Use the pdf form provided on Blackboard to submit your review. The review is to be uploaded by Monday midnight of Unit 9. The journal article should be a full-text article

accessible and downloadable through the seminary library online. The preferred topics are sociology and history. See the description on Blackboard for this assignment.

6. Map Exams (20%): Four map exams on geography related to the Pauline missionary journeys will be given on the assigned dates in the syllabus. You will have two pdf files related to each of the four map exams. One pdf file is a study guide. The other pdf file is the actual exam.

(1) *Study Guide.* One pdf file provided for you is a map exam study guide. This study guide is located in the Course Documents section on Blackboard as a pdf file you can download. This study guide provides two pieces of information; one is a journey map, and the other is a journey summary.

a.) *Journey Map.* The study guide gives a map exactly as you will see the map on the exam. The study guide map includes the geographical names and cities. The map on the exam will not have the names. You will supply the names on the exam.

b.) *Journey Summary.* The study guide also includes a journey summary. The journey summary consists of a list of the journey data, such as companions, dates, time, cities, etc. This journey summary on the exam will appear as a fill-in-the-blank page. The study guide shows you the journey summary page with the blanks you will be filling in on the actual exam. To be counted as correct on the exam, the cities must be listed in the order in which Paul visited them.

(2) *Map Exam.* The other pdf file is the actual map exam. This map exam is located in the Map Exams section on Blackboard as a pdf file you can download. Each map exam will have two pages. One page is a set of blanks that you are to fill out of data related to the journey summary, including listing the cities in their correct order in which Paul visited them. The other page is a blank map that will have fields you are to fill in for the regions, provinces, and city names in their proper geographical location.

(3) *Exam Procedure.* You will download the pdf file for the map exam and take the exam on your own. Sometimes the only way to do an Internet course is to depend on the personal integrity of each student. For these map exams, you are on your own recognizance. That is, you will be taking these exams as a closed book exam with no one present to proctor the exam for you. You will be asked to sign a cover page in the pdf file in which you give your personal word that you have not used any resources, whether physical, electronic, or Internet, to take the exam.

(4) *Exam Submission.* When you finish the map exam, use the “Save As” function to save the completed pdf file having all the fields filled in as a new file name. The new file name is to have a strictly prescribed format, which is the following:

LastName-MapExam1.pdf

Notice carefully the following about the map exam file name that you submit to Blackboard. The file name has no spaces. The file name uses a hyphen after the last name, with no spaces. The file name has initial capital letters for the last name, the word “Map,” and the word “Exam.” The file name includes the number of the exam. Finally, the file name ends with a “pdf” file extension after a period. Thus, a file name for the first exam might be something like:

Jones-MapExam1.pdf

Failure strictly to follow this naming convention for the submitted map exam files will result in the possible forfeiture of the exam and a resulting grade of zero.

7. **Mid-term Exam (15%).** The mid-term exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the first part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.

8. **Final Exam (15%).** The final exam has two components. The first is completed offline using any resources available to the student. The student can be working on this component all along the way during the second part of the course. The other component is completed online and is a timed, forced completion exam as scheduled in the syllabus. Detailed instructions for both components are given on Blackboard.

9. **Grading:** average by percentage of all components as indicated.

VIII. INTERNET ATTENDANCE and ETIQUETTE

- **Attendance:** Please read the student handbook and the seminary bulletin regarding how attendance is measured with Internet classes. Turning in assignments on time, participating in forums, discussion boards, and threaded discussions, taking tests on time, and other factors are taken into consideration for counting class attendance.

- **Etiquette:** Please show careful respect for all online interactions. The written word has no body language. Your meaning can be misunderstood easily. Be patient too clarify if you think you have been misunderstood. You may not use any rhetoric of Acts (Eng.), Internet, NOBTS 5 abuse, ridicule, or otherwise demeaning comments or statements, or personal attack of anyone in the class or any figure, public or private, outside of the class. Further, you may not use any element of this class for political grandstanding in any degree. Any perceived violations will be referred to the office of the Dean of Students.

IX. ASSIGNMENTS

Unit 0: Class Introduction

- Watch Blackboard introductory video
- **Submit Student Questionnaire Form**

Unit 1: Acts Introduction

- Read handout: Luke-Overview (Stevens)
- See handout: Acts-IntroOutline (Stevens)
- See handout: Acts-Introduction (Bruce)
- Read Bruce: 3–17; Polhill: 19–76
- **Submit 1 Reading Summary (combined)**
- **Take Reading Quiz 1 (Mon.–Tues.)**
- Listen to iTunesU Lessons
 - Lesson 01: Reading Acts
 - Lesson 02: Speeches in Acts
 - Lesson 03: Salvation History 1
 - Lesson 04: Salvation History 2
- **Submit 4 iTunesU Summaries**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 2: Acts 1

- Read Acts 1 (Upper Room)
- Read Bruce: 28–48; Polhill: 77–95
- **Submit 1 Reading Summary (combined)**
- **Take Reading Quiz 2 (Mon.–Tues.)**
- Listen to iTunesU Lessons
 - Lesson 05: Acts 1–9 Thought Flow
 - Lesson 06: Acts 1:8
- **Submit 2 iTunesU Summaries**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 3: Acts 2 (Part 1)

- Read Acts 2 (Pentecost)
- Listen to iTunesU Lessons
 - Lesson 07: Spirit at Pentecost
 - Lesson 08: Spirit in Acts 8 and 19
 - Lesson 09: Spirit Quick Summary
- **Submit 3 iTunesU Summaries**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 4: Acts 2 (Part 2)

- See handout: Peter's Speeches (Stevens)
- Read Bruce: 49–75; Polhill: 95–122
- **Submit 1 Reading Summary (combined)**
- **Take Reading Quiz 3 (Mon.–Tues.)**

- Listen to iTunesU Lessons
 - Lesson 10: Peter's Pentecost Speech
 - Lesson 11: Acts 2:36, Christology
 - Lesson 12: Acts 2:42–47, Ecclesiology
- **Submit 3 iTunesU Summaries**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 5: Acts 3–7

- See handout: Stephen's Speech (Bruce)
- Read Acts 3:1–8:1 (Healing, Ananias, Sanhedrin, Seven, Stephen)
- Read Bruce: 76–161; Polhill: 123–210
- **Submit 1 Reading Summary (combined)**
- **Take Reading Quiz 4 (Mon.–Tues.)**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 6: Acts 8–11

- Read Acts 8:2–11:30 (Philip, Saul, Cornelius, Barnabas)
- Read Bruce: 163–231; Polhill: 210–76
- **Submit 1 Reading Summary (combined)**
- **Take Reading Quiz 5 (Mon.–Tues.)**
- Listen to iTunesU Lesson
 - Lesson 13: Acts 10–17 Thought Flow
- **Submit 1 iTunesU Summary**
- **Post in Threaded Discussion (Wed.–Fri.)**

Unit 7: Acts 12–14

- **Take Map Exam 1 (1MJ) (Mon.–Tues.)**
- See handout: Paul's Speeches (Polhill)
- Read Acts 12:1–14:28 (Agrippa I, 1MJ)
- Read Bruce: 232–81; Polhill: 276–320
- **Submit 1 Reading Summary (combined)**
- **Take Reading Quiz 6 (Mon.–Tues.)**

Unit 8: Exams

- **Take Mid-Term Exam**

Unit 9: Acts 15–18

- **Take Map Exam 2 (2MJ) (Mon.–Tues.)**
- Read Acts 15:1–18:23 (Council, 2MJ)
- Bruce: 282–358; Polhill: 320–96

- Submit Reading Summary (combined)
- Take Reading Quiz 7 (Mon.–Tues.)
- Listen to iTunesU Lesson
 - Lesson 14: Paul’s Aeropagus Speech
- Submit 1 iTunesU Summary
- Submit Journal Article Review
- Post in Threaded Discussion (Wed.–Fri.)

Unit 10: Acts 19–21

- Take Map Exam 3 (3MJ) (Mon.–Tues.)
- See handout: Paul’s Miletus Sp. (Polhill)
- Read Acts 18:24–21:16 (3MJ)
- Read Bruce: 358–408; Polhill: 396–437
- Submit Reading Summary (combined)
- Take Reading Quiz 8 (Mon.–Tues.)
- Post in Threaded Discussion (Wed.–Fri.)

Unit 11: Acts 21–23

- Read Acts 21:17–23:30 (Jerusalem)
- Read Bruce: 403–35; Polhill: 439–75

- Submit Reading Summary (combined)
- Take Reading Quiz 9 (Mon.–Tues.)
- Post in Threaded Discussion (Wed.–Fri.)

Unit 12: Acts 24–26

- Read Acts 23:31–26:32 (Caesarea)
- Read Bruce: 435–73; Polhill: 475–510
- Submit Reading Summary (combined)
- Take Reading Quiz 10 (Mon.–Tues.)
- Post in Threaded Discussion (Wed.–Fri.)

Unit 13: Acts 27–28

- Take Map Exam 4 (JR) (Mon.–Tues.)
- Read Acts 27:1–28:31 (Journey/Rome)
- Read Bruce: 474–511; Polhill: 511–48
- Submit Reading Summary (combined)
- Take Reading Quiz 11 (Mon.–Tues.)
- Post in Threaded Discussion (Wed.–Fri.)

Unit 14

- Take Final Exam

X. Weekly Workflow

The following graphic illustrates the weekly workflow of the class.

ACTS EXEGESIS WEEKLY WORKFLOW		
Unit 1	Monday Tuesday Unit 1: completed	Wednesday Thursday Friday Unit 1: threaded discussion Unit 2: reading, podcasts
Unit 2	Monday Tuesday Unit 2: completed	Wednesday Thursday Friday Unit 2: threaded discussion Unit 3: reading, podcasts

XI. SELECTED BIBLIOGRAPHY

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