

BIBL 303, Acts of the Apostles, Syllabus (3 credits)

COURSE DESCRIPTION

The Acts of the Apostles (BIBL 303) is a historical and exegetical study of the Acts of the Apostles, which contains a record of the establishment and development of the church.

REQUIRED TEXTS & RESOURCES

Clinton e. Arnold, Acts. Grand Rapids, MI: Zondervan, 2002. ISBN-13: 978-0-310-27825-2

Additional Resources to be Downloaded from LMS

COURSE SCHEDULE

Each course begins on a Wednesday with a Getting Started module before moving into the week 1-7 content. The introduce yourself forum is required during the Getting Started module in order to be counted present during this half-week of instruction. The introduce yourself forum is open from the start of the course to the first Sunday. All posts are due by Sunday at 11:59 p.m. Participation is required to be marked present for this time period. Keep in mind that in future weeks, forum due dates may be different.

Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). <http://point.edu/course-schedules/>

	Learning Activities	Graded Assignments
Week 1	Unit 1: Authorship and the Historical Context of Acts	
	Video: Introduction to Acts	Due Week 1, Day 5
	Threaded Discussion #1	Due Week 1, Day 5
	Threaded Discussion #2	Due Week 1, Day 5
	Research Paper Topic Selection	Due Week 1, Day 7
Week 2	Unit 2: The Birth and Development of the First Church (2:1-5:42)	
	Video: The Day of Pentecost	Due Week 1, Day 5
	Threaded Discussion #1	Due Week 2, Day 5
	Threaded Discussion #2	Due Week 2, Day 5
	Research Paper Source Selection	Due Week 2, Day 7
Week 3	Unit 3: Persecution and Expansion (6:1-9:31)	
	Threaded Discussion #1	Due Week 3, Day 5
	Threaded Discussion #2	Due Week 3, Day 5
	Reflection Paper	Due Week 3, Day 7
Week 4	Unit 4: The Acts of Peter and Beginnings of Gentile Christianity (9:32-12:24)	
	Threaded Discussion #1	Due Week 4, Day 5
	Threaded Discussion #2	Due Week 4, Day 5
Week 5	Unit 5: From Antioch to the Apostolic Decree (12:25-15:35)	
	Threaded Discussion #1	Due Week 5, Day 5
	Threaded Discussion #2	Due Week 5, Day 5

	Research Assimilation	Due Week 5, Day 7
Week 6	Unit 6: Paul Leaves Antioch and Moves to the Agean World (15:36-19:20)	
	Threaded Discussion #1	Due Week 6, Day 5
	Threaded Discussion #2	Due Week 6, Day 5
	Reflection Paper	Due Week 6, Day 7
	Sentence Outline	Due Week 6, Day 7
Week 7	Paul's Journey to Rome (19:21-28:31)	
	Threaded Discussion #1	Due Week 7, Day 5
	Threaded Discussion #2	Due Week 7, Day 5
	Final Paper	Due Week 7, Day 7

GRADING POLICIES

Course Evaluation Plan

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

Points Distribution

Graded assignments will be distributed as follows:

Graded Assignments	Points Possible
Threaded Discussions (14)	350
Reflection Papers (2)	200
Research Paper	450
Total Points:	1000

Final Grades

The following scale will be used when calculating final grades:

A	90-100%	D	60-69%
B	80-89%	F	0-59%
C	70-79%		

Final grades will be posted according to the Academic Calendar:

<http://point.edu/academic-calendar/>

COURSE LEARNING GOALS & OBJECTIVES

Goal 1: The student will define the major theological themes contained in Luke/Acts.	Program Objective(s)
Objective 1.1: Students will define the <i>kerygma</i> , or framework for early Christian preaching in Acts.	1.2
Objective 1.2: Students will understand principles for interpreting the biblical genre of narrative.	
Goal 2: The student will articulate the historical context of the major movements of Acts with special reference to the Roman Empire.	1.1, 2.1, 2.4
Objective 2.1: Students will describe historical-critical issues of Acts such as authorship, date, provenance, historical background, genre, audience, purpose, and its relationship to Luke's gospel.	
Objective 2.2: Students will identify the characters, geographical locations, and narratives in Acts that illuminate its Roman context and audience.	
Goal 3: The student will present the importance of the Holy Spirit in the early Church by reconstructing Luke's distinctive pneumatology.	1.1, 2.4
Objective 3.1: Students will understand the work of the Holy Spirit in Acts 2 that sets the stage for a distinctive Lukan pneumatology.	
Objective 3.2: Students will grasp the historical context of early Christianity's encounters with ancient magical practices in Acts.	
Goal 4: The student will analyze the varied leadership that is presented in Acts, with specific attention to the ministry of the Apostle Paul.	1.1, 1.2, 2.1, 2.4
Objective 4.1: Students will develop a chronology of Acts, especially the three missionary journeys of the Apostle Paul.	
Objective 4.2: Students will articulate the structure that Luke utilized to write the narrative of Acts.	
Goal 5: The student will clarify the missionary strategies as set forth in Luke/Acts in order to compare contemporary ministry models.	1.2, 2.1, 2.2, 2.5
Objective 5.1: Students will discover the diversity of the early Christian movement with regard to polity, leadership, and emphases.	
Objective 5.2: Students will compare contemporary models of ministry with the missionary movements in Acts.	
Goal 6: The student will gain proficiency in developing a research paper utilizing current scholarly sources.	1.1, 1.2, 2.1
Objective 6.1: Students will learn to collect quality research data from scholarly sources.	
Objective 6.2: Students will utilize the Turabian citation method.	

DISABILITY SERVICES

Point University is committed to providing qualified students with disabilities an equal opportunity to access a Point education through the provision of reasonable and appropriate accommodations and support services. Accordingly, Point complies with Title IX (<https://point.edu/title-ix>) of the Educational Amendments of 1972 and the subsequent reauthorization of that act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990 and subsequent amendments to that act. For more information about Disability Support Services, see the "Consumer Information" section of the website

(<http://point.edu/disclosures>) and the “Student Services” section of this catalog, or contact the Director of Disability Services and College Section 504 Coordinator, at disability.services@point.edu.

COURSE EXPECTATIONS

Attendance

A student is expected to actively participate in each week of the class in which he or she is enrolled. Active participation each academic week includes submitting classwork in one or more of the following activities within the course during the week they are due: discussion forums, assignments such as (but not limited to) projects, papers, presentations, case studies, quizzes, or exams. Students may be absent up to 25% of the class. After absences exceed 25% of the session or term’s total – in either consecutive or cumulative days – the student will be withdrawn from the class roster and assigned a grade on the basis of work completed at the time of withdrawal unless, because of exceptional circumstances, prior arrangements have been made with the professor and the Chief Academic Officer.

Students representing the university, such as student-athletes, remain responsible for submitting work online within the week it is due to be counted present. No student will be disadvantaged while representing the university. However, the responsibility is on the student to notify faculty no later than one week before missing class for any reason, to ensure time for content to be made available to them and for make-up work to be considered and arranged. It is expected that students will limit their absences outside of these required absences, as they will be dropped if they overcut the allowed number of absences.

The full attendance policy is found in the catalog (<https://point.edu/catalogs/>).

Etiquette & Netiquette

Students are expected to be respectful and well-mannered towards the instructor and their peers, whether in the physical classroom or the online course site. For guidance on meeting this expectation, particularly in the online environment, please see the materials provided during student orientation or reach out to advising.center@point.edu.

Policies

For academic policies governing attendance, late assignments, and student support, please refer to the Academic Catalog directly (<https://point.edu/catalogs/>).

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