

## ACTS AND PAULINE EPISTLES SYLLABUS

### I. COURSE DESCRIPTION

An exposition of Acts and 10 of the Pauline epistles (all except Romans, Ephesians, and Philippians), with emphasis on the biblical theology of these books, their genre, and application. *Prerequisite or Corequisite:* BE101 Bible Study Methods and Hermeneutics and BE105 The Gospels. *3 hours (2 hours MABC).*

This offering of BE 5106 is a hybrid course. Half of the course will be presented live on three Saturdays. The remaining content will be viewed by the students on line.

### II. COURSE OBJECTIVES AND RATIONALE

At the end of this course the student should . . .

#### A. Cognitive Objectives (what the student should know and understand)

1. Know the basic historical context for the books covered in the course;
2. Think his/her way through the argument of each book covered in this course;
3. Be aware of the biblical theology of each book covered in this course including the contributions that each one makes to the Canon as a whole;
4. Understand the different interpretive methodologies necessary for proper interpretation;
5. Be able to identify problematic texts and develop critical thinking skills necessary to evaluate and defend proposed solutions;
6. Learn to identify valid principles and to develop relevant applications from the books covered in this course.

#### B. Affective Objectives (what the student should feel and appreciate)

1. Appreciate the value of the messages of these books to the extent that he/she will desire to do further study and make future use of this material in ministry;
2. Desire to obey those commands and principles in these books that are valid and relevant to their spiritual life;
3. Be spiritually encouraged by the books covered in this course;
4. Worship God in a deeper way as He is encountered in the text;
5. Feel confident that he/she is identifying valid principles and in developing relevant applications from the Scriptures covered in this course.

### III. COURSE TEXTBOOKS & MATERIALS

#### A. Required

1. Any major English translation of the Bible.
2. Schreiner, Thomas R., *Handbook on Acts and Paul's Letters*. Grand Rapids: Baker, 2019.
3. Turner, David L. *Interpreting the Gospels and Acts: An Exegetical Handbook*. Grand Rapids: Kregel, 2019.
4. Turabian, Kate. *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press, 2018.
5. Dallas Theological Seminary Thesis Style Committee, "Supplement to Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*. 9th ed. Dallas: Dallas Theological Seminary, November 2018 ([https://library.dts.edu/Pages/RM/Write/turabian\\_sup.pdf](https://library.dts.edu/Pages/RM/Write/turabian_sup.pdf)).

## B. Suggested Commentaries

Acts: Bock, Darrell L. *Acts*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2007.

1 Corinthians: Garland, David E. *1 Corinthians*. Baker Exegetical Commentary on the New Testament. Baker Academic, 2003.

2 Corinthians: Guthrie, George H. *2 Corinthians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker Academic, 2015.

Galatians: Moo, Douglas J. *Galatians*. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 2013.

Colossians: Moo, Douglas J. *The Letters to the Colossians and to Philemon*. The Pillar New Testament Commentary. William B. Eerdmans Pub. Co., 2008.

1–2 Thessalonians: Shogren, Gary S. *1 and 2 Thessalonians*. Exegetical Commentary on the New Testament. Grand Rapids: Zondervan, 2012.

1–2 Timothy, Titus: Yarbrough, Robert W. *The Letters to Timothy and Titus*. Pillar New Testament Commentary. Grand Rapids: Eerdmans, 2018.

Philemon: Moo, Douglas J. *The Letters to the Colossians and to Philemon*. The Pillar New Testament Commentary. William B. Eerdmans Pub. Co., 2008.

## IV. COURSE REQUIREMENTS

**Note:** Students in the **MABC program** may take this course for 2 hours, unless they request differently. Because the credit hours are reduced, the tasks will also be reduced. It is expected that the MABC students will attend *all* lecture periods along with other students; the lecture attendance is regarded as a part of the requirements for the course. Research assignments are reduced for MABC students and the reading requirement is somewhat reduced. **All** students in the class need to read **all** the Bible books that are a part of the course.

### A. Reading Assignments (25% of final grade)

1. All students must read each of the biblical books covered in this course in their entirety. This reading is worth 15% of the final course grade. It is all or nothing **No partial credit will be given.**
2. Read all of *Handbook on Acts and Paul's Letters*. You may skip the sections on Romans, Ephesians, and Philippians. Those taking the class for 3-hour credit must also read *Interpreting the Gospels and Acts*. But you may skim the parts that focus specifically on the Gospels. This is worth 10% of the final grade. **Partial credit will be given.**

### B. Research Assignments (50% of final grade)

Those taking the class for 3-hour credit must do an argument and **either** the social/cultural/ethical paper **or** a PowerPoint on a book covered in this course. Two-hour credit students only need to do the argument. Note there are separate grading rubrics for each of the assignments.

1. Argument Paper: Write a 10–15 page argument of Colossians. Please see the BE Department instructions, my additional clarifications, and the grading rubric in sections VIII and IX.
2. Social/Cultural/Ethical Paper: Write a 7–10 pages seeking to apply a biblical text to a current social or cultural or ethical issue. The body of this paper should consist of three sections. Section one should carefully but concisely describe a current social, cultural, or ethical issue and why it matters for the church. Section two will be a careful examination of a biblical text covered in this course that relates to the social/cultural/ethical issue. Section three will describe how the biblical text chosen relates to and informs the social, cultural, or ethical issue under discussion.
3. PowerPoint Presentation: Create an original PowerPoint presentation introducing one book covered in this course. This presentation should consist of at least 15–20 slides which are accurate in content and visually effective. You may email your presentation or submit via Blackboard for evaluation.

**C. Viewing Assignment (15% of final grade).**

Each student will view each of the online lectures noted on the course schedule. Your viewing should be intentional and be with your focused attention and be note your completion on Canvas.

**B. Exam (10% of final grade)**

This will be the standard BE department exam and taken online. See section X for a study guide. **Note:** at the time you take the final examination, you will be asked to sign a form stating that you have not discussed the content of the examination with other students, past or present. Please keep this stipulation in mind during the course of the semester. See the exam study guide in the course files for insight into what information you will need to know.

“For those students graduating in a given semester or participating in the commencement ceremony, arrangements must be made with the professor to complete the final examination early. In addition to the final exam, all course work must be completed by graduates and commencement participants by the date specified for the semester of graduation” (DTS *Student Handbook*, 1.19.1).

**V. COURSE POLICIES**

**A. Weighting of Course Requirements for Grading for the 3-hour course.**

2–Hour Credit		3–Hour Credit	
Bible Reading	15%	Bible Reading	15%
Textbook Reading	10%	Textbook Reading	10%
Colossians Argument	50%	Colossians Argument	25%
Online Lectures	15%	Social/Cultural/Ethical Paper OR PowerPoint	25%
Exam	10%	Online Lectures	15%
		Exam	10%

**B. Letter/Numerical Grade Scale**

A+	99-100	B+	91-93	C+	83-85	D+	75-77	F	0-69
A	96-98	B	88-90	C	80-82	D	72-74		
A-	94-95	B-	86-87	C-	78-79	D-	70-71		

**C. Class Participation**

This is principally a lecture course. It is expected that the student will be present and attentive throughout the sessions either in person or on line. Questions and interactions are welcome and expected. “Students should refrain from using cell phones, laptop computers, or other devices in a manner that distracts others in the class. Playing games, browsing the Internet, using email, instant messaging, or text messaging, etc., are considered unacceptable when class is in session. Unless permitted by the professor, students should turn off all electronic devices during tests and quizzes” (DTS *Student Handbook*, 1.15.1).

**D. Late Assignments**

Late assignments will be accepted but with 10% reduction in grade. But no assignment will be accepted if it is submitted more than two weeks late during the semester or by the official last day of scheduled class (whichever comes first).

**E. Absences**

Consult the current *Student Handbook* concerning the policies on absences.

## F. Amending the syllabus

The professor reserves the right to amend this syllabus in order to fulfill the requirements of the course.

## G. Plagiarism

“The website, Turnitin.com, defines plagiarism as ‘the use of another’s original words or ideas as though they were your own. Any time you borrow [copy] from an original source and do not give proper credit, you have committed plagiarism. . .’ ([http://turnitin.com/research\\_site/e\\_faqs\\_text](http://turnitin.com/research_site/e_faqs_text)). Plagiarism is academically dishonest and contrary to biblical standards of integrity. Any course work involving dishonest academic practices will be graded as zero without any resubmission permitted. In each case the Office of the Dean of Students will be notified” (DTS *Student Handbook*, 1.16.3).

## VI. COURSE SUPPLEMENTAL INFORMATION

### A. Students with disabilities

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

### B. Weather Alerts

DTS also wants you to be aware of our emergency texting service. We strongly urge to go to <http://dts.ssalert.com> and sign up to receive emergency texts related to weather or disaster school closing.

## VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE

Class	Date and Time	Lecture Topic	Assignments Due
	August 24	Start of the semester	Watch video The Story of Scripture by Sept 19
1	September 19 8:00 AM–5:00 PM	Syllabus, Acts, Intro to Pauline Epistles	Reading of Acts
2	October 10 8:00 AM–5:00 PM	Galatians, 1 Thessalonians, 1 Corinthians (part 1)	<ul style="list-style-type: none"> <li>• Reading of Galatians, 1 Thessalonians, 2 Thessalonians, and 1 Corinthians, 2 Corinthians</li> <li>• Watch videos on 2 Thessalonians, 2 Corinthians, Colossians</li> </ul>
3	October 31 8:00 AM–5:00 PM	1 Corinthians (part 2), Titus	<ul style="list-style-type: none"> <li>• Reading of Philemon, 1 Timothy, 2 Timothy, Titus</li> <li>• Watch videos on Philemon, 1 Timothy, and 2 Timothy by December 4</li> </ul>
	November 20		<b>Argument paper due</b>
	December 4		<ul style="list-style-type: none"> <li>• Complete all textbook reading.</li> <li>• Complete all Bible Reading</li> <li>• Social/Cultural/Ethical Paper OR PowerPoint (for 3-hour students)</li> </ul>
<b>FINAL EXAM MUST BE TAKEN ONLINE BETWEEN December 14 – 17(by 4:30 PM)</b>			

## VIII. ARGUMENT PAPER INSTRUCTIONS

### A. BE Department statement (with some modification)

A Statement regarding Writing an Argument of a Bible Book for Inclusion in all BE106 Syllabi

The Bible Exposition department has set as a goal that students in BE106 will be able to write an argument of a Bible book. You need to develop the book’s message and an outline that reflects the book’s overall

message. The length of the book will determine the amount of detail that you should include in the outline. The longer the book, the less detail is required. It is not necessary to present the outline separately from the argument; the argument must incorporate the outline, as illustrated below.

Writing the argument itself is the crux of this assignment. Under each point of the outline you need to explain what the writer has said and how it contributes, supports, or illustrates the book's message. (A synthesis, in contrast, only summarizes content, but an argument also explains why it is there.) An argument, therefore, is not a commentary of the contents of a book, nor a detailed outline, nor a sermon, nor a list of assorted applications, but an explanation of how the contents of the book relate to the book's overall message. You will seek to trace the development of the author's thought through the book.

Therefore, you will also need to determine the message of the book. Ask yourself, "What is this book about (subject) and what does the book say about it (the complement)?" You can determine a book's message by noting such clues as the structure, themes, repeated words/phrases, historical context, the occasion, purpose, etc. of the book, its emphases, the peculiarities of the book, etc.

Here is an illustration of how to incorporate your outline of the book into your argument.

#### **Example: First Laodiceans 4:1-5**

**Example message statement:** Forgiveness is the responsibility of every Christian, essential for unity, and a reflection of Christ's forgiveness of us.

**Example outline (note the content and form):**

- I. Forgiveness is the responsibility of every Christian (1:1–15)
  - A. The responsibility described (1:1–2)
  - B. The responsibility declared (1:3–15)
    - 1. The first declaration (1:3–7)
    - 2. The second declaration (1:8–15)
- II. Forgiveness is essential for unity (2:1–22)
- III. Forgiveness is a reflection of our own forgiveness in Christ. (3:1–6)

**Example Argument:**

#### **An Argument of First Laodiceans**

Forgiveness is the responsibility of every Christian (1:1–15)

In this section, **the author introduces the main subject of the book** as forgiveness and argues in the first chapter that forgiveness is the responsibility of every Christian by describing and declaring it.

**The responsibility described (1:1–2)**

**These verses underscore the message of the book** by asserting that forgiveness is the responsibility of every Christian by describing forgiveness and the responsibility (vv. 1–2) and in the declaration to the Laodicean believers (vv. 3–15). The description of forgiveness is highlighted by the use of four forgiveness-related terms. . . .

Highlighted sections show where links to the book's overall message are made. This is only for the purpose of illustration. You should not turn in a highlighted paper but you should be explicit in your linkages.

You should also include at the beginning of your paper a brief statement or discussion of such introductory matters as authorship, date, recipients, occasion, etc., especially as these relate to the setting and purpose of the book.

Include also a statement of the message of the book. The message is a summary statement (usually one sentence) that should contain the main subject with which the book deals, and a complement (what the author said about the main subject). For example, one might conclude that the subject of John's Gospel is Jesus. The complement might be that (He) is the Son of God.

Also please include a summary paragraph to review the contents of your paper. Be sure to include footnotes and a bibliography. Outside reading does not stifle originality but encourages it.

An argument is much more difficult than a synthesis and therefore takes more thought and time. Please plan ahead, study the book section by section, and meditate on it. Constantly ask, "Why is this section of the text here?"

The book assigned for this class is Colossians. The length is expected not to be longer than 15 pages.

#### B. Additional remarks on the argument

1. You must begin your paper with two sentences: (1) a statement of issue and (2) a preview. Your statement of issue should be something like, "This paper is an argument of the book of Colossians." Your preview should be something like, "As an argument, it will include a brief discussion of introductory matters, an outline, a message statement, and an examination of the text that involves explaining the content and showing how it relates to the book's overall message.
2. Remember that A message statement is a one sentence summary of the book consisting of two main parts: (1) the main subject of the passage and (2) the complement(s), what the passage states about the subject. A message statement should strive for brevity but also captures the entirety of the book. A message statement will *typically* consist one subject and two or more complements. Note that message and purpose are different. Messages answer the question, "What is the book about?" and purpose answers the question, "Why was the book written?" Messages are timeless (to whoever reads the book) whereas purpose is timebound (the book addressing a particular audience at a particular time).

#### One way to create a message statement:

- Identify the main subject of the book.
- Write the main subject (e.g., False teaching).
- Follow the main subject by the helping verb "is" (e.g., False teaching is . . .).
- Then answer what the "is" is (e.g., False teaching is dangerous, deceptive, and damnable).

So, we are left with the following message statement. False teaching (subject) is dangerous (complement 1), deceptive (complement 2), and damnable (complement 3). Of course, the parenthetical labels are illustrative and should not be included in your final message statement.

3. Your outline should reflect the message statement. These should be organically related. In your paper, please show your outline in its entirety at the introductory issues section of the book **and** then use the outline as headings for the argument proper.

#### Note the following concerning outlines:

- Note the correct outline form.
- Remember that when you have a subpoint you have to have at least two. So, you cannot have an "A" unless you have at least a "B" or "1" unless you have a "2."
- The sum of the subpoints should equal the point. For example, if you divide a cherry pie into three parts, the three parts put back together should reproduce the original pie.
- I encourage you to outline in complete sentences (at least initially). Complete sentences represent complete thoughts and complete thoughts are normally better than incomplete thoughts.

4. You must conclude your paper with two sentences: (1) a restatement of the statement of issue (e.g., This paper has been an argument of the book of Colossians) and (2) a review (summarize and highlight the content). These two sentences both writer and reader as to the task at hand.
5. Make sure to use at least four sources other than your Bible. Your sources should include at least one commentary and one journal article.
6. Make sure to follow Turabian format throughout

## IX. GRADING RUBRICS

Please familiarize yourself with the grading rubric(s) that relate to your particular assignment. I would strongly encourage you to print out a copy and evaluate your own paper prior to submission.

<b>GRADING RUBRIC FOR POWERPOINT PRESENTATIONS</b>						
Students Name:		Excellent	Good	Acceptable	Poor	Unacceptable
15%	Presentation contains required number of slides	15	12	9	6	3
15%	Aesthetically pleasing	15	12	9	6	3
15%	Communicatively effective	15	12	9	6	3
<b>Content (55%)</b>						
20%	Accurate content	20	16	12	8	4
20%	Appropriate content	20	16	12	8	4
5%	Use of at least four sources	5	4	3	2	1
5%	Bibliography in the last slide	5	4	3	2	1
5%	Correct DTS formatting and proofreading	5	4	3	2	1
<b>Total Score and Comments</b>						

<b>GRADING RUBRIC FOR ARGUMENT PAPERS</b>						
MODIFIED FROM DR. STEPHEN BRAMER						
Students Name:		Excellent	Good	Acceptable	Poor	Unacceptable
<b>CONTENT (85% of Grade)</b>						
5%	Introduction	5	4	3	2	1
	Statement of issue					
	<b>Preview</b>					
10%	Use of Sources	10	8	6	4	2
	<b>Sufficient/Relevant sources (at least four)</b>					
	Appropriate use and interaction					
10%	Logical Structure/Organization	10	8	6	4	2
	<b>Discussion develops logically</b>					
	Discussion is coherent and clear					
20%	Coverage of subject matter	20	16	12	8	4
	<b>Includes introductory issues, message, outline, and argument</b>					
	Contains minimum number of pages					
20%	Handling of Biblical Text	20	16	12	8	4
	Demonstrates sound Interpretive methodology					
	Good explanation of the text					
15%	Argumentation	15	12	9	6	3
	<b>Demonstration of critical thinking</b>					
	<b>Awareness of differing views (if applicable)</b>					
	<b>Presentation and defense of student's own position</b>					
5%	Conclusion/Summary	5	4	3	2	1
	Restatement of statement of issue					
	Review of major points, arguments, and conclusions					
<b>FORMAT (15% of Grade)</b>						
5%	Adherence to DTS Turabian style and form	5	4	3	2	1
	<b>Correct title page, margins, indentation, and pagination</b>					
	Correct footnotes, citation form, and bibliography					
5%	Spelling/Proofreading	5	4	3	2	1
5%	Appropriate use of English grammar	5	4	3	2	1
<b>Total Score and Comments:</b>						

<b>GRADING RUBRIC FOR SOCIAL/CULTURAL/ETHICAL PAPERS</b>						
MODIFIED FROM DR. STEPHEN BRAMER						
Students Name:		Excellent	Good	Acceptable	Poor	Unacceptable
<b>CONTENT (85% of Grade)</b>						
5%	Introduction	5	4	3	2	1
	Statement of issue					
	<b>Preview</b>					
10%	Use of Sources	10	8	6	4	2
	<b>Sufficient/Relevant sources (at least four)</b>					
	Appropriate use and interaction					
10%	Logical Structure/Organization	10	8	6	4	2
	<b>Discussion develops logically</b>					
	Discussion is coherent and clear					
20%	Coverage of subject matter	20	16	12	8	4
	<b>Careful but concise description of a current social/cultural/ethical issue and why it matters for the church</b>					
	Examination of a biblical text that relates to the social/cultural/ethical issue					
	Discussion of how the biblical text relates to and informs the social, cultural, or ethical issue					
	Contains minimum number of pages					
20%	Handling of Biblical Texts	20	16	12	8	4
	Demonstrates sound Interpretive methodology					
	Good explanation of the text					
15%	Argumentation	15	12	9	6	3
	<b>Demonstration of critical thinking</b>					
	<b>Awareness of differing views (if applicable)</b>					
	<b>Presentation and defense of student's own position</b>					
5%	Conclusion/Summary	5	4	3	2	1
	Restatement of statement of issue					
	Review of major points, arguments, and conclusions					
<b>FORMAT (15% of Grade)</b>						
5%	Adherence to DTS Turabian style and form	5	4	3	2	1
	<b>Correct title page, margins, indentation, and pagination</b>					
	Correct footnotes, citation form, and bibliography					
5%	Spelling/Proofreading	5	4	3	2	1
5%	Appropriate use of English grammar	5	4	3	2	1
<b>Total Score and Comments:</b>						

## **X. FINAL EXAM STUDY GUIDE**

### **BE106 ACTS & PAULINE EPISTLES Final Exam Study Guide**

#### **1. PEOPLE**

Theophilus, Luke, Peter, Matthias, Ananias and Sapphira, Herod Agrippa I, Gamaliel, Stephen, Saul, Philip, Simon the Sorcerer, Ethiopian eunuch, Ananias of Damascus, Aeneas, Dorcas, Cornelius, Barnabas, John Mark, Bar-Jesus, Sergius Paulus, Silas, Lydia, Fortune-telling slave girl, Philippian jailer, Jason, Aquila, Priscilla, Crispus, Gallio, Sosthenes, Apollos, Eutychus, Philip the Evangelist, Agabus, Felix, Festus, Herod Agrippa II, Publius, Timothy, Titus, Philemon, Onesimus

#### **2. EVENTS/IDEAS IN ACTS**

Purpose/Message of Acts, Ascension of Jesus, Selection of Matthias, Coming of the Holy Spirit on Pentecost, Peter's sermon in Acts 2, Healing of the lame man, Peter's sermon in Acts 3, Death of James, Stephen's speech to the Sanhedrin, Stoning of Stephen, Saul's conversion, Peter's vision of a sheet, Church in Antioch, Peter's escape from prison, Death of Herod Agrippa I, Itineraries of Paul's missionary journeys, First Missionary Journey (events on Cyprus, desertion of John Mark at Perga in Pamphylia, stoning at Lystra), Council at Jerusalem, Second Missionary Journey (feud between Barnabas and Paul, Paul's vision of the Macedonian man, events at Philippi, riot in Thessalonica, events at Athens, events at Corinth), Third Missionary Journey (events at Ephesus, events at Miletus, events at Caesarea), Paul's arrest in Jerusalem, Paul's trials, Paul's speech to Agrippa in Acts 26, Paul's journey to Rome (storm, shipwreck, events at Malta), Paul in Rome

#### **3. KEY IDEAS/CHAPTERS IN PAUL'S EPISTLES**

Purpose/Message of each book, Date of each book, Paul's communications with the Corinthians, 1 Corinthians 5 (immoral brother), 7 (instruction concerning marriage), 8-10 (food sacrificed to idols), 11 (proper worship), 12-14 (spiritual gifts), 15 (resurrection), 2 Corinthians 8-9 (principles of giving), Galatians 1-2 (defense of Paul's authority), 3 (believer's relationship to the law), 4 (the "allegory" about Abraham), 5:22-23 (fruit of the Spirit), Colossians 1:15-23 (supremacy of Christ), 2:8-23 (Colossian heresies), 3:18-4:1 (Christian relationships), 1 Thessalonians 4:13-5:11 (coming of Christ), 2 Thessalonians 2:1-12 (events connected with the Day of the Lord), 1 Timothy 2 (proper worship in the church), 3 (church leadership), 5 (treatment of widows and elders), 2 Timothy 2 (instructions for Timothy), 3:1-9 (godlessness in the last days), 3:16-17 (value of Scripture), 4:1-8 (Paul's final charge to Timothy), Titus 1:5-9 (qualifications of elders), Philemon, basic outline of each book

Adapted by the B.E. department  
November 11, 2003