



# On-Campus Course Syllabus

## CPR 410 L1

### EVANGELISM IN THE BOOK OF ACTS

#### SPRING 2020

#### Class Information

**Day and Time:** R 8-10:30

**Room Number:** E206

#### Contact Information

**Instructor Name:** J. Scott Bridger, PhD

**Instructor Email:** sbridger@criswell.edu

**Instructor Phone:** 214-818-1323

**Instructor Office Hours:** M 8:30-10:30 AM; 1:15-2:15 PM and TR 10:30-11:00 AM

#### Course Description and Prerequisites

The main thrust of the Book of Acts is the expansion of the church by the spreading of the good news throughout the ancient world. This verse-by-verse study, focusing on evangelism, rekindles in the student the excitement, enthusiasm, and boldness exemplified by the first Christians. It also reveals principles that can be utilized in the twenty-first century church. (May be taken concurrently: EMS 205)

#### Course Objectives

- Examine key biblical and theological themes from Luke-Acts.
- Examine factors which influenced the means and methods of gospel-proclamation in the book of Acts, particularly the testimonies/sermons found in the various “speeches.”
- Demonstrate knowledge of the socio-cultural and pluralistic context within which the early church was born and flourished.
- Apply what you learn from the in-depth study of Acts to your personal context and exercise of the spiritual discipline of evangelism.

#### Required Textbooks

Green, Michael. *Evangelism in the Early Church*. Grand Rapids, Mich.: W.B. Eerdmans, 2003.

Bock, Darrell L. *A Theology of Luke and Acts: Biblical Theology of the New Testament*. Grand Rapids, Michigan: Zondervan, 2012.

#### Course Requirements and Assignments

- CLASS PARTICIPATION (10%):** Active participation in class readings and discussions is expected. All absences, even if “excused,” will negatively impact your grade since you aren’t present to participate.
- READING REPORTS (20%):** Each week, students will report on the amount of the assigned reading they completed in Canvas (see the reading schedule below).

- C. **JOURNAL (50%)**: In addition to the reading reports, students are to summarize each week’s assigned reading and personal reflections on the various chapters of Acts we in a journal. Each week’s entry should be labeled according to the assigned reading/chapters and include three main parts: (1) a brief content summary of the Green book no longer than half a page; (2) a brief content summary of the Bock reading no longer half a page; (3) your personal reflections, observations, and commentary on your reading of the Book of Acts no longer than half a page. All of this will aide our in-class coverage of Acts. No cover page is necessary for this assignment; however, it needs to be divided according to each week’s assigned reading. The assignment should be combined into **one PDF document** and submitted by the due date in the schedule below.
- D. **RESEARCH PAPER (20%)**: Students are to select **one** of the **speeches (or evangelistic encounters)** found in the Book of Acts on which they will write a research paper of **10-12 pages**. The paper should include but isn’t limited to the following aspects: the background of the speech (speaker, audience, context, etc.), the gospel-content conveyed there (message, response, role of the Holy Spirit, etc.), the speech’s connection to other themes and/or texts found in Scripture (NT/OT, etc.), and what applications can be drawn from examining this text in our modern practice of evangelism. The paper is to be written in accordance with the College’s standards and uploaded in **PDF format** by the due date in the schedule below.

## Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

## Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

## **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## Intellectual Property Rights

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data.

Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at [studenttechsupport@criswell.edu](mailto:studenttechsupport@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at [deanofstudents@criswell.edu](mailto:deanofstudents@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

WEEK	CLASS DATE	TOPICS & ASSIGNMENTS B = Bock; G = Green	READING REPORT DUE DATE
WEEK 1	1/23	Introduction to the Course	
WEEK 2	1/30	G Preface, Intro, Ch. 1 B 1 Luke 24 Acts 1-3	Midnight 1/29
WEEK 3	2/6	G 2 B 4.2, 5 Acts 4-5	Midnight 2/5

<b>WEEK 4</b>	2/13	G 3 B6.1 – 6.4 Acts 6-8	Midnight 2/12
<b>WEEK 5</b>	2/20	G 4 B 6.5-6.6 Acts 9-10	Midnight 2/19
<b>WEEK 6</b>	2/27	<b>NO CLASS – Work your journal and research paper</b>	
<b>WEEK 7</b>	3/5	G 5 B 7.2 Acts 11-12	Midnight 3/4
<b>WEEK 8</b>	3/12	G 6 B 7.3 – 7.4 Acts 13-14	Midnight 3/11
<b>WEEK 9</b>	3/19	<b>SPRING BREAK</b>	
<b>WEEK 10</b>	3/26	G 7 B 8.1 Acts 15-16	Midnight 3/25
<b>WEEK 11</b>	4/2	G 8 B 8.3 – 8.4 Acts 17-18	Midnight 4/1
<b>WEEK 12</b>	4/9	G 9 B 9.3 – 9.5 Acts 19-20	Midnight 4/8
<b>WEEK 13</b>	4/16	G 10 B 10.3 – 10.4 Acts 21-22	Midnight 4/15
<b>WEEK 14</b>	4/23	Acts 23-24 B 11.1, 11.4 – 11.8	Midnight 4/22
<b>WEEK 15</b>	4/30	Acts 25-26 B 12.3, 13.2, 14.2	Midnight 4/29
<b>WEEK 16</b>	5/7	Acts 27-28 B 16.2.2, 17.2, 18.2	Midnight 5/6
<b>WEEK 17</b>		<b>Journal Due Research Papers Due</b>	<b>Midnight 5/15</b>