



# NT002-512/812

## The Early New Testament Church

### Unit Outline

#### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Early New Testament Church**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 2 2022

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at [www.actheology.edu.au](http://www.actheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at [www.actheology.edu.au/documents/](http://www.actheology.edu.au/documents/) for full details.

## Information about this unit

### Unit description

One writer has said that all Christians have within them something of a "restoration" mentality when it comes to "fixing" the church. i.e., we tend to feel that if we could just restore the church to the way that it used to be in NT days, everything would be all right. Well, I hope this unit helps you to understand that there were lots of problems within the early church and persecutions from without. I trust that you will find it exciting and interesting that despite these challenges the word continued to grow and spread.

I pray this will encourage you to trust God as he continues to spread the word today, in the face of problems within the church and pressures from outside the church.

The first section of the unit focuses on the Acts of the Apostles and investigates the history, theology and features of the early church as it grew, expanded, and matured.

In the second section, students will examine in outline several other New Testament Writings (various Epistles and Revelation) not covered elsewhere in their course.

### ACT Census date

#### 19 August 2022

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 19 August 2022. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au).

### Learning Outcomes

#### NT002-512 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

##### A. Know and understand

1. Demonstrate foundational knowledge and understanding of the contents, themes and theology of the Book of Acts and of major New Testament Epistles

##### B. Be able to:

1. Outline: a) the history, themes and theology presented in the Book of Acts; and b) the contents, themes and theology of selected New Testament Epistles
2. Trace key developments and emerging patterns in the beginnings and expansion of the early church
3. Present organised evidence-based perspectives on the themes and theology of the Book of Acts and of the selected New Testament Epistles

C. Be in a position to:

1. Relate perspectives from 'The Early New Testament Church' to contemporary Christian living and ministry contexts

**NT002-812 Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

A. Know and understand

1. Demonstrate advanced knowledge and understanding of the contents, themes and theology of the Book of Acts and of major New Testament Epistles

B. Be able to:

1. Critically analyse: a) the history, themes, theology and narrative presented in the Book of Acts; and b) the contents, themes and theology of selected New Testament Epistles
2. Evaluate key developments and emerging patterns in the beginnings and expansion of the early church
3. Investigate evidence-based perspectives on the themes and theology of the Book of Acts and of the selected New Testament Epistles

C. Be in a position to:

1. Apply knowledge and critical thinking skills and perspectives from 'The Early New Testament Church' to contemporary Christian living and ministry contexts

## How this unit contributes to the course

The unit is a core unit in your degree. It is concerned not so much with critical issues as with enabling students to grasp a firm understanding of the development of the early church and of the contents, themes and theology of the various books of the New Testament.

This unit caters for students studying either of the following accredited units:

- NT002-512 The Early New Testament Church – a core module of the BTh/BMin/AssocDegTh/DipTh/DipMin
- NT002-812 The Early New Testament Church – a core module of the MDiv/MTS/GradDipDiv/GradCertDiv

## Pre-requisites and Co-requisites

This is a core unit and as such there are no pre-requisites or co-requisites associated with it.

It is not permitted to enrol in this unit concurrently with NT003.

## **How this unit is organised & what we expect of you**

The unit is taught over a 13-week semester. There are three lectures each week, each of 50 minutes duration.

This unit is worth 12 credit points towards your degree. A 12cp unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on NT002.

Students are expected to attend all lectures, complete any set pre reading and complete any assessment tasks by the relevant due date. Please do be in touch as soon as you can if you anticipate having any difficulties with your assessments or with meeting the due date, and if you require an extension for one of your assessments, please contact the QTC Registrar as early as possible.

## Teaching staff

LECTURER & UNIT CO-ORDINATOR

**Rev Dr Wesley Redgen**

P 07 3062 6939

E [wredgen@qtc.edu.au](mailto:wredgen@qtc.edu.au)

Please feel free to contact Wesley if you have any problems or concerns about the unit.

LECTURER

**Rev Dave Pitt** (for the book of James)

From City Bible Forum

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle and Turnitin functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle or Turnitin.

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person.

Also contact the library for any queries about audio/video recordings of your class on Moodle.

P 07 3062 6939

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

WEEK	LECTURE TOPIC	AFTER LUNCH	READINGS
Week 1	Introduction to Acts Acts 1:1-6:7	Acts 1:1-6:7 (cont.)	Acts 1:1-6:7 Davidson, 11-50. Carson & Moo on Acts
Week 2	Acts 6:8-9:31	Background to Acts	Acts 6:8-9:31 Davidson, 50-75.
Week 3	Acts 9:32-12:24	Background to Acts	Acts 9:32-12:24 Davidson, 77-100.
Week 4	Acts 12:25-16:5	Background to Acts	Acts 12:25-16:5 Davidson, 101-130.
ESSAY WRITING WEEK: 8 August – 12 August			
Week 5	Acts 16:6-19:20	Themes in Acts	Acts 16:16-19:20 Davidson, 131-151.
Week 6	Acts 19:21-23:35	Themes in Acts	Acts 19:21-23:35 Davidson, 153-188.
Week 7	Acts 24:1 -28:31	Summary of Acts	Acts 24:1-28:31 Davidson, 189-205.
Week 8	James (Dave Pitt)	James (cont.)	Book of James + Carson & Moo on James
Week 9	Galatians	Galatians (cont.)	Book of Galatians + Carson & Moo on Galatians
MID-SEMESTER BREAK: 17 September – 3 October			
Week 10	Ephesians/ Colossians	Ephesians/Colossians (cont.)	Books of Ephesians & Colossians. + Carson Moo on Eph. & Col.
Week 11	1 Corinthians	1 Corinthians (cont.)	Book of 1 Corinthians + Carson & Moo on 1 Corinthians
Week 12	Pastoral Epistles	Pastoral Epistles (cont.)	The Pastoral Epistles + Carson & Moo on the Pastoral Epistles
Week 13	Revelation	Revelation (cont.)	Book of Revelation + Carson & Moo on Revelation
ASSESSMENT WEEKS: 31 October – 18 November			

**It is strongly advised that students read the set portions prior to the class, rather than after.** The unit timetable above indicates chapters in the textbooks for pre-reading. In addition to the requirement to read Davidson and Carson & Moo, it is recommended that you access Schnabel's commentary on Acts and have it as a reference book to consult for the tricky bits when reading Acts. The lectures are not designed to provide content that can be found in the textbook. The lectures will assume that the student has completed the pre-reading chapter(s). During the lecture, certain aspects will be emphasized and explained, and discussion will be encouraged in order to seek to apply what has been learned to life and understanding.

## NT002-512 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>2200 word Essay</b>  <b>50% of final grade</b>            (ULOs A1, B1, B2, B3, C1)</p>	<p><b>A 2200 word essay</b>, which will cover the topics of weeks 1-7 of the unit – The Book of Acts. (It also requires approximately 200 words on how the answer to the question is relevant to contemporary Christian living and/or ministry contexts.)</p> <p>Write a 2200 word essay on <b>ONE</b> of the following topics.</p> <ol style="list-style-type: none"> <li>1. Why did Luke give such prominence to Stephen’s speech?</li> <li>2. Explore the similarities and differences in Paul’s presentation of the gospel to Jewish hearers in Acts 13 and to Gentile hearers in Acts 17.</li> <li>3. Discuss the message and the importance of Luke’s editorial summaries in Acts. (E.g. “The Word of the Lord grew” Acts 19:20).</li> <li>4. Discuss the role of Paul’s speech to the Ephesian elders in the development of the book of Acts.</li> </ol>

*See over for next assessment item.*

**90 minute Exam**  
**(approx. 2250 words)**  
**50% of final grade**  
(ULOs A1, B1, B2, B3)

A **90 minute exam** which will assess the contents, context, themes and theology of Acts, James, Galatians, Ephesians, Colossians, The Pastoral Epistles and Revelation.

The exam will include two sections:

**Section A:** Section A will consist of ten short answer questions in two sub-sections. Sub-section **i** will contain four questions on Acts; sub-section **ii** will consist of six questions on the remaining books listed above.

Of these ten questions, students must answer six, **three** from section **i** and **three** from section **ii**, with all questions weighted equally. This section will count for two-thirds of the total examination marks. Students are advised to spend about one hour answering Section A.

**Section B:** Students must answer **one** essay question out of three questions. All questions in this section are weighted equally. This section will count for one-third of the total examination marks. Students are advised to spend about half an hour answering Section B.

## NT002-812 Assessments

**Assessments are submitted online via Moodle by 11.55pm on the due date** (with the exception of timed online quizzes and onsite exams). If you experience difficulty submitting due to internet issues close to 11.55pm, please email [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au) explaining the issue. Attach a copy of your assessment and a screen shot of the folder in which your document is saved to show that you have not made changes after the due time.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **5%** of the total possible marks for the assessment item **per calendar day**, up to 10 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **See the QTC Handbook for full details on what is included within your total word count.** Please also note that **footnotes** in their entirety **should not exceed 25% of the prescribed essay length.** A **10%** penalty of the final grade applies if footnotes are more than 25% of the prescribed essay length. QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

ASSESSMENT TASK	DESCRIPTION
<p><b>3500 word Essay</b>  <b>50% of final grade</b>            (ULOs A1, B1, B2, B3, C1)</p>	<p><b>A 3500 word essay</b>, which will assess the historical, political and religious background to the New Testament church and will cover the topics for Weeks 1-7 of the unit – The Book of Acts. (It also requires approximately 200 words on how the answer to the question is relevant to contemporary Christian living and/or ministry contexts.)</p> <p>Write a 3500 word essay on <b>ONE</b> of the following topics.</p> <ol style="list-style-type: none"> <li>1. Explain the importance of the Jerusalem Council in Acts. In your essay include comments on both a) the evidences which help resolve the debate and b) the nature of the apostolic letter which issues from it.</li> <li>2. Explain the similarities and differences in Paul's gospel presentations in Pisidian Antioch and Athens.</li> <li>3. Explain how Luke's record of Gamaliel's words in Acts 5:34-39 is intended to serve as a paradigm for interpreting events in the book of Acts far beyond their context in Acts 5.</li> <li>4. Explain the role of Acts 19:21 for the development of the plot of the book of Acts.</li> </ol>

*See over for next assessment item.*

<p><b>2 hour exam</b>  <b>(approx. 3000 words)</b>  <b>50% of final grade</b>          (ULOs A1, B1, B2, B3)</p>	<p>A <b>two hour exam</b> which will assess the contents, context, themes and theology of Acts, James, Galatians, Ephesians, Colossians, The Pastoral Epistles and Revelation.</p> <p>The exam will include two sections:</p> <p><b>Section A:</b> Section A will comprise two sub-sections. Sub-section <b>i</b> will contain three questions on the book of <b>Acts</b>, of which students must answer <b>one</b>. Sub-section <b>ii</b> will contain four questions on the <b>other books</b>, of which students must answer <b>two</b>.</p> <p>All questions will be weighted equally. This section will count for one-third of the total examination marks. Students are advised to spend about 40 minutes answering Section A.</p> <p><b>Section B:</b> Students must answer two essay questions out of five questions set. The student must select <b>one</b> question from those set which relate to <b>Acts</b> and <b>one</b> question which relates to the <b>other books</b> covered in the unit.</p> <p>All questions in this section are weighted equally. This section will count for two-thirds of the total examination marks. Students are advised to spend about one hour and twenty minutes answering Section B.</p>
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# Guide to Assessments

## *What are we looking for?*

### **General remarks**

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

All assessments should be in Word Doc format, double-spaced. The essay must use the provided QTC coversheet as its first page and be submitted via Moodle.

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for NT002-512 or NT002-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

The Learning Resources listed in this outline provide a beginning point for research for assessments for this unit; students are expected to engage with the works listed there but are not limited to these resources. The literature on Acts and the epistles is massive, and you are encouraged to consult widely.

Please make sure you attend the workshops provided on essay writing and consult the material available on Moodle labelled "Assessment docs and form."

### **Assessment 1: Essay**

#### *Skills assessed and pastoral relevance*

These questions are not just setting you work to do to keep you busy and to give us something to mark. They are designed to develop and assess important pastoral skills. To understand the skills that you are being asked to use, and that are being assessed, look at the ULOs (Unit Learning Outcomes) listed in this Unit Outline. The ULOs relevant for this essay are A1, B1, B2, B3, C1. (More on C below.)

More specifically, this essay is designed to assess your ability to use these skills to research one aspect of Acts and then use that research to answer to a specific question. Although the question focuses on just one part of Acts, your essay should demonstrate skills that you could then use to answer questions about any part of Acts when required.

#### *Answer the question*

Your primary task is answering the question from the scripture. As in NT001-512/812, the crucial element in the essay is demonstrating that you have an excellent grasp of the primary texts in question. Of course, we do want you to augment your arguments and answers by demonstrating an awareness of the key issues in current and historic interpretation of these texts, but the bedrock of this unit is a careful and nuanced reading of the texts themselves. The largest part of your answers then should be based on the text of the biblical book you are

discussing and its interpretation, and also articulating the overall concerns and strategies (the 'message') of the book itself.

It may be helpful to remember what the essay is NOT asking you to do. It is NOT asking you to recount the story of Acts. It is NOT asking you to dump all the information you know about the topic. It is NOT asking you to exegete the passage. It is asking you to answer a specific question.

This is an important pastoral skill. If someone asks you a question about part of Acts (or any part of the Bible), you need to be able to give a clear concise answer. If you cannot give a clear concise answer to their question; if you start rabbiting on all you know about Acts without a short clear answer, you will soon see their eyes glaze over. They may never ask you another question about the Bible. (Alternatively, imagine your marker reading and wondering when you will get around to answering the question.)

In the process you will need to weigh up the differing views of the scholars in the light of scripture. Scripture is the authority that contains the answer; scholars only have opinions to consider. (They may or may not be right.) Therefore, the essay should be clearly your answer from scripture, not just a list of what other people think. However, the essay should contain evidence of the scholarship you have considered (even if it is only in the footnotes). The list of 'Works Cited' will include 10-20 entries (Level 8 essays should include close to 20) and will include a variety of viewpoints and recent scholarship where possible. You may also choose to include a list of 'Works Consulted' – those resources you read but didn't footnote.

### *The question behind all the NT002 questions*

All of the questions ask about one or two parts of Acts. However, they require you to understand how that part fits into the context of the message of the whole of Acts and the historical context. Even where the question appears at first glance to be asking only about one specific part of Acts (E.g., Question 1 in both Level 5 and Level 8), it is best if your answer considers that part of Acts in its historical context.

These questions are requiring skills that are building blocks towards exegesis. Good exegesis understands the passage in its context in the whole book, and in its historical context. These are skills that you will use for the rest of your ministry life, as you do the prep work to explain a passage.

### *A word on addressing the ULO on pastoral relevance (ULO C1)*

ULO C1 articulates the objective that by the time you have done the main part of the essay you are now in a position to "Relate perspectives from 'The Early New Testament Church' to contemporary Christian living and ministry contexts." This only requires a few hundred words (or less) at the end of the essay about how the ideas in your answer are relevant to your ministry as a Christian. (The pastoral relevance of passages will be regularly addressed in lectures. Take this as a model.)

## **Assessment 2: Exam**

While the essay is designed to assess your ability to dig deeply into one topic, the exam is designed to assess your broad knowledge of the subject. Therefore, the questions will reflect this and your approach to study for the exam should reflect this. The best preparation is to know the lecture material, required reading, and the relevant scriptures. Previous exam papers are available in the library and on Moodle for you to see the type of questions asked.

The best exam preparation is to consult the past exam questions and attempt to answer them.

## Learning Resources

The unit timetable in this unit outline indicates chapters in the textbooks for reading each week. The lectures are not designed to provide content that can be found in the textbooks. The lectures will assume that the student has completed the reading chapter(s). During the lecture, certain aspects will be emphasised and explained and discussion will be encouraged in order to seek to apply what has been learned to life and understanding.

### TEXTBOOK

**Students must buy their own copies and can be purchased through QTC – see the QTC Textbook List on Moodle.**

Carson, D. A. and Douglas J. Moo. *Introduction to the New Testament*. 2<sup>nd</sup> ed. Grand Rapids, MI: Zondervan, 2005.

Plus one of:

Peterson, David. *The Acts of the Apostles*. Pillar. Grand Rapids, MI: Eerdmans, 2009.

Schnabel, Eckhard. *Acts*. ZECNT. Zondervan Grand Rapids, MI: Zondervan, 2012.

### Students need access to:

A good Bible dictionary that contains articles on each of the New Testament Epistles.

**Davidson, Ivor J. *The Birth of the Church: From Jesus to Constantine AD 30-312, Vol.1. Grand Rapids, MI: Baker, 2005.*** Pages 11-205. (This book is also the set text for CH005. So you may wish to purchase it. It can be obtained quite cheaply, or the library has multiple copies.)

### If you have extra money to buy another book, it would be best to buy:

Hawthorne, Gerald F. Ralph P. Martin, and Daniel G. Reid, eds. *Dictionary of Paul and his Letters*. Downers Grove, IL: Intervarsity, 1993. (Be aware that a new edition is due for release sometime in 2022.)

OR

Marshall, I. H. and David Peterson, eds. *Witness to the Gospel: a Theology of Acts*. Grand Rapids, MI: Eerdmans, 1998.

### OTHER REFERENCES

\* See especially

\* Bauckham, Richard, ed. *The Book of Acts in its Palestinian Setting*. Vol. 4 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1995.

Beale, G. K. and Carson, D. A. eds. *Commentary on the New Testament Use of the Old Testament*. Grand Rapids, MI: Baker, 2007.

Beale, G. K. *A New Testament Biblical Theology: The Unfolding of the Old Testament in the New*. Grand Rapids, MI: Baker, 2011.

Capes, David, Rodney Reeves and E. Randolph Richards. *Rediscovering Paul*. Downers Grove, IL: IVP, 2011.

Crowe, Brandon. *The Message of the General Epistles in the History of Redemption: Wisdom from James, Peter, John and Jude*. Philadelphia, PA: P&R, 2015.

\*Cunningham, S. *Through Many Tribulations': The theology of persecution in Luke Acts* Sheffield: Sheffield Academic, 1997.

Fitzmyer, J. A. *The Acts of the Apostles*. New Haven, CT: Yale University Press, 1998.

Gill, David W. J. and Conrad H. Gempf, eds. *The Book of Acts in its Graeco-Roman Setting*. Vol. 2 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1994.

Griffiths, John D. *The Spirit as Gift in Acts: The Spirit's Empowerment of the Early Jesus Community*. JPTS 47. Leiden; Boston: Brill, 2022.

\*Hengel, M. *Acts and the History of Earliest Christianity*. Minneapolis, MN: Fortress, 1979, Repr., Eugene, OR: Wipf & Stock, 2003.

Jobes, Karen H. *Letters to the Church: A Survey of Hebrews and the General Epistles*. Grand Rapids, MI: Zondervan, 2011.

\*Keener, C.S. *Acts*. 4 vols. Grand Rapids, MI: Baker, 2012-2015.

\*Levinskaya, Irene. *The Book of Acts in its Diaspora Setting*. Vol. 5 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1996.

Martin, Ralph P. and Peter H. Davids, eds. *Dictionary of the Later New Testament and its Developments*. Downers Grove, IL: InterVarsity, 1997.

Rapske, Brian. *The Book of Acts and Paul in Roman Custody*. Vol. 3 of *The Book of Acts in its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1994.

\*Schnabel, E. J. *Early Christian Mission*. Vol 2: of *Paul and the Early Church*. Downers Grove, IL: InterVarsity, 2004.

Soards, Marion L. *The speeches in Acts: their content, context, and concerns*. Louisville, KY: Westminster John Knox, 1994.

\*Witherington, B. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Carlisle: Paternoster, 1998.

Winter, B. W. ed. *The Book of Acts in its First Century Setting*. 6 vols. Grand Rapids, MI: Eerdmans; Carlisle: Paternoster, 1993-1999.

\*Winter, Bruce W. and Andrew D. Clarke, eds. *The Book of Acts in its Ancient Literary Setting*. Vol 1 of *The Book of Acts in Its First Century Setting*. Edited by Bruce W. Winter. Grand Rapids, MI: Eerdmans, 1993.

Woods, E. J. *The 'Finger of God' and Pneumatology in Luke-Acts*. Sheffield: Sheffield Academic, 2001.

### **Classics**

Goulder, M. *St Peter Verses St Paul: A Tale of Two Missions*. Louisville, KY: Westminster John Knox, 1995.

\*Hemer, C. J. *The Book of Acts in the Setting of Hellenistic History*. Edited by C.H. Gempf. Winona Lake, IN: Eisenbrauns, 1990.

Spencer, F. S. *The Portrait of Philip in Acts: A Study of Roles and Relations*. JSOTSup 67. Sheffield: JSOT, 1992.

## JOURNAL ARTICLES

In most of the units you study at QTC, you will be asked to demonstrate your understanding of the subject matter by writing a research paper, essay, take-home exam or the like. Your lecturers and the Moderators of the Australian College of Theology will expect to see that you have consulted current academic research in the form of journal articles.

Q: So how do you find good journal articles?

A: Search the online Journal Databases

### **QTC makes available the following Journal Databases which will be useful for finding information for your assessments:**

- ATLASerials Plus – available via EBSCO

ATLASerials Plus is the full text version of the ATLA Religion Database (ATLA). This database is a collection of major religion and theology journals selected by some of the major religion scholars in the United States. Coverage of this database dates back to 1949.

- Religion and Philosophy Collection

This database provides extensive full-text coverage of such topics as world religions, major denominations, biblical studies, religious history, epistemology, political philosophy, and philosophy of language, moral philosophy and the history of philosophy.

- JSTOR

JSTOR provides full-text access to journal articles as well as eBooks. It includes theological journal titles such as the Harvard Theological Review and other titles not found in ATLASerials Plus or the Religion and Philosophy Collection.

Most journal articles will be available as a PDF which you can read, print or save.

Access the databases via the QTC Library Webpage

<https://www.qtc.edu.au/students/resources/library/databases/>

and login with the username and password provided on Moodle under the QTC Library unit.

## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

<b>Grade</b>	<b>Mark</b>	<b>Descriptor</b>
Fail (F)	0-49%	Does not satisfy learning outcomes
Pass (P)	50-57%	Satisfies learning outcomes at a minimal level
Pass+ (P+)	58-64%	Satisfies learning outcomes at an adequate level
Credit (C)	65-74%	Satisfies learning outcomes at a high level
Distinction (D)	75-84%	Satisfies learning outcomes at a very high level
High Distinction (HD)	85+%	Satisfies learning outcomes at an exceptional level