

WHEATON COLLEGE GRADUATE SCHOOL

Intercultural Studies 534: Mission in Acts (4 credits)

Course Instruction Plan

Robert L. Gallagher, Ph.D.

Course Description

The purpose of this course is to model a historio-critical exegesis of Acts. Together with an inductive and missiological approach to the text, the student will discover an understanding of the person and work of the Holy Spirit who empowers God's mission. Through an analysis of the discourse structure of Luke-Acts, we will seek to deepen our understanding of God's mission as it takes place through the apostles and the early church.

Outcomes:

Cognitive Learning:

1. An understanding of the background issues in the study of Acts such as author, audience, dating, genre, structure and purpose (A2).
2. An understanding of how to use the skills and tools of exegetical and hermeneutical interpretation (A2).
3. An understanding of the person and work of the Spirit of Jesus and mission in Acts (A1, A3).
4. An understanding of the geographical, historical and cultural aspects of the New Testament world as it relates to the early church's mission in Acts (A2).
5. An understanding of key missio-theological themes in the Book of Acts (A1).
6. An understanding of the person and work of Christ and mission in the student's spiritual pilgrimage (A3, A4, C4).
7. An understanding of selected themes addressed in Acts and to relate them to contemporary issues (B2, B5).

Affective Learning:

1. An appreciation for God's interceding compassion (A1).

2. An appreciation for God's guiding sovereignty (A1).
3. An appreciation for God's empowering presence (A1).
4. An appreciation for God's transforming dynamic (A1).
5. An appreciation for God's gifting manifestation (A1).
6. An appreciation for God's mission in the world (A1).

Functional Learning:

1. The ability to read rapidly with comprehension (A6).
2. The ability to write a concise book report (A6).
3. The ability to pray, listen, participate and learn in community (A6, B5).
4. The ability to write an exegetical paper on mission in Acts and integrate biblical findings with the student's present mission context (A6).
5. The ability to write a thematic paper on Lukan missiology and relate this to a contemporary ministry situation (A6).

Required Textbooks

1. Dollar, Harold. *St. Luke's Missiology: A Cross-Cultural Challenge*. Pasadena: William Carey Library, 1996.
2. Gallagher, Robert L. *Mission in Acts Course Notes*. Wheaton: Wheaton College, 2000, rev. ed., 2004.
3. Gallagher, Robert L. *Acts Text*. Wheaton: Wheaton College, 2000.
4. Gallagher, Robert L. and Paul Hertig, eds. *Mission in Acts: Ancient Narratives in Contemporary Context*. Maryknoll, NY.: Orbis Books, 2004.

Recommended Textbooks

1. Boer, Harry. *Pentecost and Mission*. Grand Rapids: Eerdmans, 1961.
2. Bruce, F. F. *The Acts of the Apostles: The Greek Text with Introduction and*

- Commentary*. Chicago and Toronto: The Inter-Varsity Christian Fellowship, 1952.
3. Bruce, F. F. *Commentary on the Book of Acts: The English Text with Introduction, Exposition and Notes*. (The New International Commentary on the New Testament). Grand Rapids: Eerdmans, 1980.
 4. Gallagher, Robert L. *Luke, the Holy Spirit and Mission: An Integrative Analysis of Selected Protestant "Writings" in Theology, Mission and Lukan Studies*. (Dissertation). Pasadena: Fuller Theological Seminary, 1998.
 5. Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. (The New International Greek Testament Commentary). Exeter: Paternoster, 1978.
 6. Marshall, I. Howard. *The Acts of the Apostles: An Introduction and Commentary*. (The Tyndale New Testament Commentaries). Leicester: Inter-Varsity and Grand Rapids: Eerdmans, 1980.
 7. Maynard-Reid, Pedrito U. *Complete Evangelism: The Luke-Acts Model*. Scottsdale: Herald Press, 1997.
 8. Stronstad, Roger. *The Charismatic Theology of St. Luke*. Peabody: Hendrickson, 1984.
 9. Tannehill, Robert. *The Narrative Unity of Luke-Acts*. (2-volume series). Philadelphia: Fortress, 1986.
 10. Taylor, John V. *The Go-Between God*. Philadelphia: Fortress, 1973.
 11. Wagner, C. Peter. *The Acts of the Holy Spirit*. (3-volume series). Ventura: Regal Books, 1994-95.

Strategies

1. Engagement. Engage in the course by full attendance and active participation. A "Student Information Sheet" will be handed out in the first session and is to be filled out and returned by the second session (A6, B5, C2).
2. Prayer. Pray each week that we may know the person and work of the Trinity and their mission in a deeper way (C3, C4).
3. Relationship. Establish and maintain a supportive relationship with a colleague from your class small group. This may involve encouragement through discussion, prayer, writing and/or phone call. Groups will be allocated in the first session and assigned times for leading worship and bringing snacks (A6, B5, C2).

4. Reading Assignments. All reading assignments must be completed before class on the day they are assigned. To facilitate discussion on the readings, journal one important idea, thought, statement, or question you have concerning each of the reading assignments. That is, you will write two journal entries: one for *Mission in Acts* and one for the scriptural reading from the Book of Acts. Bring these to class and be ready to discuss. A *photocopy* of the “reading completion form” contained in the syllabus needs to be submitted on the last day of class. The grade for the reading assignments will be based on the chapters read and the date completed (A1, A3, B2).

5. Acts Reading. Read the Book of Acts (using Gallagher's *Acts Text*) out aloud in one sitting with your small group. Choose the place and time for your reading carefully. Each student is to submit a book review of 2.5-3 pages using the guidelines below (A1, A3, B2).

6. Marked Text. This exercise aims to help you learn more about the contents and stylistic features of Acts through direct engagement with the text. Using Gallagher's *Acts Text*, each student will form their own marked edition of Acts with colored highlighters following the guidelines below. Please attach an explanatory key to your work.
 - a. Identify every "speech" in Acts by drawing a *red* line around the text. This would include sermons, prayers, defenses, apologies and letters—anything in quotation marks longer than five verses. Omit dialogue (e.g. 8:26-36).

 - b. Using a *blue* highlighter, draw a line around the three missionary journeys of Paul and his trip to Rome. Only within the four journeys, mark every place name with an *orange* oval and a *green* oval around all contemporary (N.T. times) personal names. If there are too many for an individual in one location (e.g. Paul), then circle only the first few names.

 - c. Form your own *table* of concise chapter summaries for the Book of Acts. Two to three sentences for each chapter are sufficient for this task (A1, A3, B2).

7. Book Review. Write a 2.5-3-page book review for Dollar's textbook. A book review is not the same thing as a book report, which simply summarizes the content of a book. When writing a book review, you not only report on the content of the book, but also assess its strengths and weaknesses. In writing a review you do not just relate whether or not you liked the book; you also tell your readers why you liked or disliked it. You must explain your reaction. As a critical observer you are not passive; you should ask questions of the book and note your reactions. Your review then discusses those questions and reactions.

For your book reviews answer the following questions:

- a. What are the publication details concerning the book? (1 point)

b. What is the thesis and major message of the book? In other words, after clearly stating the thesis, demonstrate that you have read the book by showing how the author supported his/her thesis in each chapter. (4 points)

c. What did you learn from the book? (3 points)

d. How could you apply what you learned from the book to your mission context? (3 points)

Thesis Guidelines:

A thesis statement is a one-sentence claim made in the introduction of the paper (or the appropriate section of a book review). This claim is the underlying theme that you wish to support throughout a paper or see in a book. It is what you wish to demonstrate in the paper. You should be blunt and clearly state the thesis. For example—“*The thesis of this paper is that Western worldview assumptions have reduced Scripture to a book of propositional truths rather than relational redemption through the mission of God.*” Write out: “The thesis of this book/paper is . . . “ or credit will be lost.

Writing a thesis statement is a requirement for your paper and the book review. Do not use words like “understand, explore, investigate, examine, look into” in the thesis statement. Those generally deal with purpose. Therefore do not write: “The thesis of this paper is to investigate American culture.” This is not a thesis statement. This is the purpose of the paper. “The thesis of this paper is that American culture has caused increasing individualism and separatism in the U.S.A.” Ultimately, your thesis will make a claim that you will support throughout your paper (A6, B2).

8. Exegetical Paper. Write an 8-10-page exegetical paper on a pericope from Acts focusing on the missiological implications of the passage using 5-8 of the better commentaries and 3-5 theological/missiological journal articles. This does not include your use of the internet. A typed 0.5-1 page outline of your approach to the paper will be submitted beforehand (see the Course Procedure). In doing this assignment, imagine that you are responding to the following invitation:

Dear colleague,

We would like to invite you to contribute to an exciting new project in the field of missiology. You are among a carefully selected group of scholars whom we are asking to write a chapter in a proposed book with the working title, *Mission in Acts: Ancient Narratives for a Postmodern Context*.

The purpose of this project is to draw out the missionary nature of the Book of Acts and demonstrate its relevance today for Christian life and missional practice. While it is common knowledge that the Book of Acts must be exegeted according to the socio-historical context of the narratives, a greater difficulty is the hermeneutical task of finding its relevance today for missiological practice in our post-modern world. It is the goal of

this project to find genuine connections between the narratives of Acts, our own personal narratives, and the narratives of our post-modern context in missiological perspective. We believe that Acts is the most missional book in the Bible, and that more scholarly missional attention should be given it.

Therefore, we have carefully chosen to include you in this project because we believe that you can make a key contribution to this important and pioneer project in the field of biblical missiology. We hope you will give careful thought and attention to the following specifications. The book will have as the integrating theme the contextualized message from the Book of Acts as set out in the narrative of the text. The proposed outline for each chapter linking the narrative approach of the Scripture with a common format is set out below:

- a. Personal story (narrative) of the author establishing the contextual topic from his/her mission context.
- b. Story of Acts regarding the relevant contextualized mission topic observed in the early church.
- c. Contemporary mission stories of the church from the author's mission context. This could include both negative and positive models of contextualization.
- d. Personal story is brought back to the reader to round off the discussion.

Should you decide to contribute to the project, please contact either one of us by _____ since we would like the chapters submitted by June 1. We will then respond to you and give you fuller information on direction, contributors, contract possibilities with publishers with whom we are in dialogue, and other logistics. Then we can make final decisions together on whether or not we might be partners in this project. Enclosed are suggested exegetical guidelines that may be used in exegeting the passage.

Sincerely in Christ,

The Editors.

Exegetical Guidelines:

- a. Select a passage from Acts according to the syllabus. Identify the passage. Why do you begin and end here?
- b. Discover the context (what comes before and after the passage in the story).
- c. Define the literary genre (parable, song, prayer, creed, narrative, prophecy, OT quotation, command etc.).

d. Observe grammar and structure (comparison, contrast, cause/effect, parallelism, statement/response, series, chiasmus, etc.).

e. Summarize the passage in a sentence (thesis statement).

f. Discover the historical and cultural background (it is helpful to consult commentaries and/or Bible dictionaries at this point—but only briefly). Allow what you learn to give you a reinterpretation of the text if necessary.

g. Describe the function of the passage in its wider context (in the whole book of Acts and the whole Bible).

h. Interpret the content of the passage (what does it mean; don't "skip over" puzzling things that you don't understand—do your best to deal with it. This should be the main section of your paper).

i. Application (how can this text be internalized and applied in personal and community life?) (A2, B2).

9. Thematic Presentation & Paper. Write an 8-10-page thematic paper describing a missiological motif in Acts. The paper will develop a theme associated with Luke's mission theology that is important for the student's ministry context. In other words, the paper will seek to understand the way in which Luke would approach a particular contextual issue. In your research of this missiological theme please use an updated bibliography: 5-8 of the better commentaries and 3-5 theological/missiological journal articles. This does not include your use of the internet. A typed 1-1.5 page paper setting out your thesis statement, research questions & outline will be submitted beforehand (see the Course Procedure). Also, a 20 minute creative presentation will be given by each student during the last week of classes.

Examples of possible themes are:

a. The evangelistic strategies of the Christian missionaries in Acts and the significance of these strategies for evangelism today.

b. The way the early Christians made decisions and discerned the will of God for mission in Acts and the lessons that can be drawn from this for seeking God's will today.

c. The types of leadership that emerged in the early church in Acts and the significance of these developments for mission leadership in the church today.

Thematic Guidelines:

One of the requirements for this course is an analysis of a theme that is developed in the Book of Acts. The topic for this analysis is to be your choice in consultation with the

instructor. The purpose of this type of study is to explore a theme developed throughout an entire biblical book—in this case, the Acts of the Apostles.

a. Once you have selected the topic for your paper, the first thing you will need to do is to establish a *database of biblical texts* that relate to your topic. A Bible concordance may be helpful at this stage in surveying the whole book and obtaining an idea on how the theme is developed.

b. The next step is to *analyze* the biblical texts you have recorded, trying to discover how the author develops the theme you have chosen. As you carefully observe and interpret the scriptures for yourself, try to be aware of the literary, cultural and contextual elements of the text.

c. After analyzing the biblical texts for yourself, you may then consult the scholars to gain further insights that may not be readily apparent at this stage of your understanding. This may involve gathering information from Bible dictionaries, commentaries, and books on relevant biblical topics and journal articles. As you use these resources and examine their *arguments* based on *evidence* from ancient sources and the biblical text, you may cite these references to support your work. In all that you read, use your own critical judgment.

d. The presentation of the results of your research is to be in the form of an *argumentative essay* that develops a clearly articulated *thesis*. This means that your essay will focus around an assertion (the thesis or main point of your essay) that will demonstrate through exegetical argument, the complexity of the issue and consideration of opposing views. In other words, the writer takes a point of view and attempts to convince the reader that this way of looking at things is correct. Focusing the material around a thesis develops the argument of the writer—the results of the research are gathered and presented to support an assertion about its significance (A1, A2, A3, B2).

10. Evaluation. Towards the end of the course, each member of the class will have an opportunity to complete a course evaluation through the college's intranet.

Academic Workload

The unwritten guideline for any course's academic workload is at least two hours of outside work for every one-hour in the classroom. Thus, for each four units of credit, the instructor expects 100 to 120 hours of academic work by the student. Campus semester courses average 46 contact hours. An additional number of hours should be spent in other structured learning experiences such as reading, writing or case studies to make up the 100-120 hours expected.

The instructor has adopted guidelines for measuring the amount of work that various kinds of assignments may be expected to represent. One hour is represented by

one hour of class or other required meeting(s), 20 pages of reading, or 2/3 double-space typed page of a research paper.

Thus, a 10-page paper represents 15 hours of the 100-120 hours that may be expected in a 4-unit class; 500 pages of reading represents another 25 hours. These guidelines have been adapted for this course.

Academic Workload:

Engagement	50 hours
Reading Assignments	15-20
Acts Reading	4-6
Marked Text	3-5
Book Review	10-12
Exegetical Paper	12-15
Thematic Presentation & Paper	12-15
Total	106-123

Grading

The grade will be assigned according to the relative weight distribution as indicated below:

Grading Scale:

1.	100-96	A
2.	95-92	A-
3.	91-88	B+
4.	87-84	B
5.	83-80	B-
6.	79-76	C+
7.	75 or below	C or below

Composition of Semester Grade:

Engagement	5%
Reading Assignments	20
Acts Reading	10
Marked Text	10
Book Review	15
Exegetical Paper	20
Thematic Presentation & Paper	20
Total	100

End-of-Semester Grades/Papers

Grades will not be posted nor will a secretary quote them over the phone or in person to a student. Students may obtain their grade in one of the following ways:

1. Students may give the instructor a stamped, self-addressed envelope on the last day of class so that the grade may be mailed to them, or
2. Students may wait for their grade report that is mailed by the Registrar's office.

At the end of the semester, any papers or projects that need to be returned to the student will be put in a cardboard file (marked with the instructor's name), and placed inside the MICS cupboard for faculty mailboxes for pick-up by the student. They will remain there until the *third* week of the next semester. Also, a student may furnish the instructor with a large self-addressed envelope with sufficient postage affixed (please check the size and weight with the post office) so that their papers may be mailed to them.

Class Format

3:15 p.m. Worship
3:30 Session I
4:20 *Break & Snacks*
4:30 Session II
5:20 *Break*
5:30 Announcements
5:35 Session III
6:25 Closure

Instructions

All written assignments need to have your student identification number and not your name as well as follow the typing and style requirements of the APA (see the instructor's web site). This includes any bibliography or references cited. In addition, your papers should be typed and double-spaced in Times New Roman using a 12-point font with one-inch margins. Your title page must have your CPO mailbox number together with the department and instructor's name as the return address. It is helpful if you can submit two copies of your exegetical and thematic papers. That way, the instructor can keep a copy and return the original to you.

When writing your papers, the use of non-discriminatory language is advised. This attitude is consistent with the commitment of the Missions and Intercultural Studies department to the full equality of women and men, and to the joint training of women as equal partners with men in all areas of Christian ministry. Further, the instructor recommends the use of the Writing Center on the lower level of Buswell Library to work on writing assignments for the course. The Center provides support for generating ideas and essay structure.

Except for illness and emergencies, any late paper received within the first week after the due date will automatically receive a grade reduction. That is, if your late paper deserves an A- grade, then you will be given a B+ for the assignment. Thereafter, a grade will be deducted each week your paper is late. No extra-credit work will be given.

The student is responsible and accountable for the class work and information. That is, class notes and work collected or assigned, and any announcements that may alter the course syllabus or schedule, even in any missed session. Missed handouts will be available at the end of the next class session.

Academic dishonesty will not be tolerated, including plagiarism. Plagiarism is the use of ideas and information from a specific source without giving credit in some manner to the source. Such an unacknowledged use of another person's intellectual property involves both stealing and lying, and will result in a failure for this course.

All assignments *must* be completed to pass the course otherwise a failure will be recorded with the Registrar's Office. The instructor reserves the right to modify this syllabus.

Class Attendance

Attendance is expected in all classes. No more than one week of classes can be missed for a quad course, and no more than two weeks for a semester course. If a student needs to miss a class they should inform the instructor beforehand.

Auditing

The course is closed to auditors because of the communal nature of the class.

Disability Statement

Any student in this course who has a learning disability that might prevent them from fully demonstrating their abilities should meet with the Disabilities Coordinator in the Counseling Center as soon as possible. The Coordinator will then initiate disability verification and discuss accommodations that might be necessary to ensure full participation in the successful completion of course requirements.

Access to Instructor

The instructor's office hours are posted on his office door (BGC M210). If these times are not suitable, then please make an appointment by contacting the instructor in class and arranging a suitable time. The instructor is eager to become personally acquainted with all his students. Thus, all students in this course are encouraged to talk with him early in the semester about any matter related to the course—or anything else. Those who find the class sessions or readings unclear are especially urged to come by as soon as possible.

“Dine with a Mind” is a great way for students to take their instructor to lunch. Each student is allowed to take one professor per semester with tickets covering the instructor only. See the Graduate Student Services for tickets and further information.

The instructor may be contacted by e-mail: Robert.L.Gallagher@wheaton.edu, or by telephone at the office: 630/752-5192, or at home: 630/784-0805, or by fax: 630/752-7125, or by web site: www.wheaton.edu/intr/faculty/gallagher.

Course Procedure

Week 1: Introductions

Introduction to the Class

Introduction to the Course

Reading: Syllabus

Introduction to Biblical Exegesis

Introduction to Discourse Analysis

Reading: Course Notes

Week 2: Interpretation of Acts

Background to Acts

Reading: Luke 1:1-4; 24:33-53; Acts 1:1-5

Hermeneutics in Acts

Reading: Chapter 1, Mission in Acts (MiA)

Student Information Sheet due

Week 3: Beginnings in Mission

Messianic Hope

Reading: Luke 1:32-33, 55, 68, 71; 2:11, 38; 17:20-21; 19:11; 23:2; 24:21; Acts 1:1-10

Coming of the Holy Spirit

Reading: Acts 1:1-2:13; Chapter 2, MiA

Week 4: Mission in Jerusalem

Peter's Speech at Pentecost

Reading: Acts 2:14-47; Chapter 3, MiA

Peter's Speech in the Temple

Reading: Acts 3:1-26; Chapter 4, MiA

Acts Reading Book Review due

Week 5: The Good, the Bad & the Ugly

First Persecution

Reading: Acts 4:1-31; Chapter 5, MiA

Community Sharing cf. Ananias & Sapphira

Reading: Acts 4:32-5:11

Week 6: Worldview Conflicts

Second Persecution

Reading: Acts 5:12-42

Christian Conflicts

Reading: Acts 6:1-7; Chapter 6, MiA

Marked Text Project due

Week 7: Mission Outside the Walls

Martyrdom of Stephen

Reading: Acts 6:8-7:60; Chapters 7 & 8, MiA

Great Persecution and Mission to Samaria

Reading: Acts 8:1-13

Week 8: Mission to the Margins

Holy Spirit and the Samaritans

Reading: Acts 8:14-25; Chapter 9, MiA

Philip and the Ethiopian Eunuch

Reading: Acts 8:26-40; Chapter 10, MiA

Dollar Book Review due

Spring Break

Week 9: New Beginnings for Mission

Saul's Conversion

Reading: Acts 9:1-19a

Saul's Calling

Reading: Acts 9:19b-31; Chapter 11, MiA

Week 10: Mission in Motion

Peter's Conversion

Reading: Acts 9:32-11:18; Chapter 12, MiA

Hope in the Midst of Suffering

Reading: Acts 11:19-12:24; Chapter 14, MiA

Exegetical Paper Outline due

Week 11: Move Over Jerusalem

Paul's First Mission Journey: The Contextualized Gospel

Reading: Acts 12:25-14:28; Chapters 13, 15 & 16, MiA

Council of Jerusalem

Reading: Acts 15:1-35; Chapter 17, MiA

Week 12: Mission to Europe

Paul's Second Mission Journey: The Guidance of God

Reading: Acts 15:36-16:15; Chapter 18, MiA

Proclamation at Philippi & Beyond

Reading: Acts 16:16-18:22, Chapters 19 & 20, MiA

Exegetical Paper due

Week 13: Paul in Power

Paul's Third Mission Journey: The Magic of Ephesus

Reading: Acts 18:23-21:16; Chapters 21 & 22, MiA

Paul's Persecution

Reading: Acts 21:17-22:29; Chapter 23, MiA

Thematic Paper Thesis Statement, Research Questions & Outline due

Week 14: To Rome or Bust

Trials & Tribulations

Reading: Acts 22:30-26:32; Chapters 24 & 25, MiA

Paul's Fourth Mission Journey: The Voyage to Rome

Reading: Acts 27:1-28:31; Chapter 26, MiA

Reading Completion Form due

Week 15: Presentations

Thematic Paper Presentations (I)

Thematic Presentation due

Thematic Paper Presentations (II)

Student Evaluations

Thematic Presentation due

Week 16: Presentations & Conclusions

Finals Week

4:00-6:00 p.m.

At 655 W. Hawthorne Blvd., Wheaton

Closure

Thematic Presentation due

Thematic Paper due

Intranet Course Evaluation due

Reading Completion Form

Week Paper/Chapter in Luke-Acts Lines in Acts Text Date and % Completed

- 1 Syllabus & Course Notes
- 2 Luke 1:1-4; 24:33-53; Acts 1:1-5 1-9a; 2237c-2269; 2270-2280
Chapter 1, *MiA*
- 3 Luke 1:32-33, 55, 68, 71; 2:11, 38
Luke 17:20-21; 19:11; 23:2; 24:21
Acts 1:1-2:13 2270-2353b
Chapter 2, *MiA*
- 4 Acts 2:14-47 2353c-2426b
Acts 3:1-26 2426c-2481
Chapters 3 & 4, *MiA*
- 5 Acts 4:1-31 2482-2550a
Acts 4:32-5:11 2550b-2587
Chapter 5, *MiA*
- 6 Acts 5:12-42 2588-2655b
Acts 6:1-7 2655c-2673b
Chapter 6, *MiA*
- 7 Acts 6:8-8:1a 2673c-2821a
Acts 8:1b-13 2821b-2848a
Chapters 7 & 8, *MiA*
- 8 Acts 8:14-25 2848b-2870b
Acts 8:26-40 2870c-2901b

- Chapters 9 & 10, *MiA*
- 9 Acts 9:1-19a 2901c-2940a
Acts 9:19b-31 2940b-2967b
- Chapter 11, *MiA*
- 10 Acts 9:32-11:18 2967c-3123a
Acts 11:19-12:24 3123b-3205b
- Chapters 12 & 14, *MiA*
- 11 Acts 12:25-14:28 3205c-3384a
Acts 15:1-35 3384b-3462a
- Chapters 13, 15, 16 & 17, *MiA*
- 12 Acts 15:36-16:15 3462b-3500b
Acts 16:16-18:22 3500c-3693b
- Chapters 18, 19 & 20, *MiA*
- 13 Acts 18:23-21:16 3693c-3919
Acts 21:17-22:29 3919-4054
- Chapters 21, 22 & 23, *MiA*
- 14 Acts 22:30-26:32 4054-4331
Acts 27:1-28:31 4331-4502
- Chapters 24, 25 & 26, *MiA*

Name: Total % Completed: