

## 2-YEAR BA PREPARATORY WORK

Welcome to the 2-year BA Course at All Nations! We look forward to meeting you.

Because of your prior learning and cross-cultural experience, you will be entering the Undergraduate Programme at Level 5, the second year of the 3-year degree course. This document is to give some information to help you prepare.

To help you to get the most out of your studies, we provide a Foundation Course which covers some of the key content from Level 4, which we build on at Level 5 and Level 6. This course is intended to strengthen the foundations for the rest of your studies, and also to help you to develop your own self-awareness and understanding as a learner in a cross-cultural community.

The Foundation Course is mandatory for those entering at Level 5 or Level 6. It will include some dedicated sessions before term begins (Monday and Tuesday of orientation week, 23<sup>rd</sup> & 24<sup>th</sup> September), and some additional classes during term 1 and term 2. For some of these sessions you will be joining with students on other programmes. A detailed timetable will be provided shortly before the start of term.

We recommend that you read through this document carefully, and use some of your time over the summer to prepare for study, and to start thinking about your Foundation Course assignments. Set out below are

- Details of Foundation Course assignments
- Additional recommended pre-reading

## ASSIGNMENTS

As part of the Foundation Course you are **required to submit two assignments** in the first term.

1. An **Old Testament** assignment, which must be submitted by **5pm on Friday of Week 3**
2. A **New Testament** assignment, which must be submitted by **5pm on Friday of Week 5**.

As both assignments are related to the biblical studies modules, you may find this book a helpful aid to reading the Bible:

Fee, Gordon D., & Douglas Stuart. 2014 *How to Read the Bible for all it's Worth*. 4<sup>th</sup> edn (Zondervan).

Below are instructions on what is expected for these assignments. To enable you to start thinking about them before you arrive, we have scanned some chapters of the recommended reading. There will also be some additional reading which you will need to do, and this will be available when you arrive at college.

<b>1. Old Testament: Timeline</b>	<b>Due: Friday, 5pm, Week 3</b>
-----------------------------------	---------------------------------

### Part One: Preparation

In preparation, please read the following selections from the Old Testament in the New International Version (updated edition, 2011; not the 1984 edition) [available online on Bible Gateway <https://www.biblegateway.com>, select the New International Version – UK (NIVUK)]:

1. Genesis 1:1–25:18 *or* 25:19–50:26
2. Joshua 1–11 *and* 23–24
3. Judges 1–8; 1 Samuel 1–7
4. 1 Samuel 8–31; 2 Samuel 5–7
5. 1 Kings 1–19
6. 2 Kings 17–25
7. Ezra 1–7; Nehemiah 1–8
8. Psalms 1; 8; 19; 47; 51; 67; 73; 96; 100
9. Job 1–7; 19; Proverbs 1–3; 9–10; Ecclesiastes 1–3
10. Isaiah 1–2; 6; 19; 25; 40–42; 60–61
11. Hosea 1–3; Amos 1–5; Malachi 1–4

Make *brief* notes, including a summary of the main points and your reflections about the relevance of these books for mission. **You do not need to submit these notes for marking** but please bring them to the Foundation Course class with Tim Davy.

## Part Two: Assignment

**Prepare an outline history of Israel in chart form, covering the period from Abraham to Jesus. It should make clear the major events, with dates so far as they are known, and major persons involved, including the prophets in their proper historical (and geopolitical) location.**

The aim of this assignment is to grasp the sweep of Old Testament history, as the context for the laws, history, poetry, and prophecy which make up the Old Testament.

Please note the following points:

- The information needed is available in Old Testament introductions and dictionaries. Many Bible dictionaries have articles on ‘Chronology’ which will be especially useful.
- Consult at least THREE different books, preferably more, because scholars sometimes disagree with each other about dating and other issues. Where there are such differences, consider the arguments and draw your own provisional conclusion about which is correct.
- The *chart* should fit on ONE A4 page and may be either produced electronically (using text and graphical elements), or drawn or handwritten. If drawn or handwritten, it should be scanned, so that it can be submitted electronically.
- Aim for visual clarity and appeal: creativity is encouraged, but should not be at the expense of accuracy or legibility.
- Most dates before 1000BC are approximate, so do not be more precise than the evidence warrants. For example, 1450 BC may be better than 1447.
- Include a *bibliography* on a separate page, listing the books you consulted, and observing the formatting requirements described in the **All Nations Style and Citation guide** (downloadable from the VLE, on the Library page).

**Time guideline:** 10 hours.

**This assignment will be marked by Tim Davy and must be submitted electronically via the Level 5 Foundation Course page on the VLE**

**Please save your assignment with the following title: FC\_OT Timeline\_Student Number**

<b>2. New Testament: Acts Assignment</b>	<b>Due: Friday 5pm, Week 5</b>
--	--------------------------------

**Assignment Title:**

**Describe the spread of the Gospel in the Book of Acts. Are Paul's missionary methods still valid today? (Word Limit: 2,500 words)**

As this may be the first essay you have written for a long time / ever / on this sort of subject / in English, we want to set your mind at rest. The purpose of this assignment is to help you gauge your ability to write to a Level 5 standard and receive some useful feedback for areas of improvement, in preparation for future written assignments. This is an 'essay in 3 parts.'

**Tasks:**

Read and study the book of the Acts, and complete the following tasks:

1. From your readings of Acts write a brief (one side of A4) summary of the main stages in the spread of the gospel.
2. Choose either Peter or Paul, and contrast two of his sermons and explore how he contextualised the gospel to different audiences.
  - a. Peter: Acts 2:14-41, Acts 10:34-48.
  - b. Paul: Acts 13:16-42, Acts 17:22-31.
3. Read and critically assess Eckhard J. Schnabel's article on [Paul's Missionary Strategy: Goals, Methods and Realities](#) drawing upon your understanding of the NT data (principally the book of Acts), and any cross-cultural mission experience of your own.

**Further Guidance:**

**Part 1: Summarise of the main stages in the spread of the gospel in the book of Acts**

The aim of this part is to help you see the book of Acts as a whole. You will need to read Acts through at least once, focusing on the spread of the gospel across the Roman Empire, and identifying the stages through which the Early Church grew. There is a risk of getting too absorbed in all the detail, but the intention is that you should have an overview of the book as a whole and of the key of developments in the spread of the gospel.

It may help you to have a Bible atlas to hand, and to note down main characters, changes of place and people, key texts and points where one section ends and another begins. You should not summarise the whole book chapter by chapter.

When you think that you have identified the main stages in the spread of the gospel, write your **one-page** summary (c. 450-500 words), using headings for each stage and giving verse references to indicate the extent of each section, and a short paragraph under each heading to describe each new stage in the story.

## **Part 2: Comparing and contrasting two sermons in different contexts in Acts**

There are several 'speeches' or 'sermons' recorded in Acts, which give an insight into the preaching of the Early Church in different settings. On your reading of Acts, you'll begin to notice how the content and style of these sermons change depending on the audience. Select either the sermons of Peter or Paul, and study the way in which the preacher presented the gospel message to his listeners in their particular cultural setting. (The technical word for this process is 'contextualisation' – please read the two articles on contextualisation provided below). You may want to use some commentaries or other bible study tools to discover the background of the audiences addressed.

From your own reading of the two sermons, note the similarities and differences in their audiences' cultural backgrounds and how the preacher adapted the message of the gospel. Having done that, **read at least two of the commentaries suggested below** for further insights on those sermons.

This section should be about **900-1,000 words in length**.

## **Part 3. Critically assess Eckhard J. Schnabel's article, [Paul's Missionary Strategy: Goals, Methods and Realities](#)**

This section of the assignment is to give you practice in 'Critical Analysis', a key skill for essay writing. It aims to gauge your ability to analyse, synthesise and evaluate an academic piece of writing.

As you are only expected to write about **900-1,000** words in this section, you will not be able to offer a critique of all the points mentioned in the article. One of the skills in reading for an assignment is learning to discern what is important for your task and to select those sections.

We suggest that you skim read through the whole of Schnabel's article to get an overview, taking note of the sub-headings. You should give an overview of all the missionary goals and methods but then pick **one** missionary goal and **one** missionary method to focus your critique on. You should give reasons for choosing the goal and method (perhaps for its relevance to your context/ministry) before proceeding with the critique. When doing a critique, remember to present both the strengths and weaknesses of the author's idea and your final evaluation. You will need to demonstrate the ability to make and substantiate your opinion, by using other written sources (the list below is a suggestion, but you are encouraged to look for others), and your own experience.

### **Reminder**

If you quote Scriptural references, or reproduce words or sentences from a book, you should always put them in quotation marks and correctly reference the resources you have used (i.e. cite using footnotes and bibliography) according to the ***All Nations Style and Citation guide***.

## Conclusion

We hope that this assignment will further strengthen your understanding of the book of Acts and its missiological significance, as well as give you some tools for writing to a Level 5 standard.

## Suggested Time Frame

A written assignment may take about 30 hours of study time. Enjoy your work!

## Readings on Contextualisation

Beattie, W.R. (ed.). 2016. *Ministry Across Cultures: Sharing the Christian Faith in Asia* (Regnum). (Chapters 1 & 2): ["Culture and Contextualisation" by Les Taylor](#) and ["Worldview and Contextualisation" by Phil Nicholson](#).

[Migliore, Daniel L. 2014. \*Faith Seeking Understanding: An Introduction to Christian Theology\*, 3rd edn. \(Eerdmans\). \(Chapter 9 – Confessing Jesus Christ in Context\)](#)

## Some resources on Acts

[Achte-meier, Paul J, Joel B Green, and Marianne M Thompson. 2009. \*Introducing the New Testament: Its Literature & Theology\* \(Eerdmans\). Chapter 9, pp.245-270.](#)

[Carson, D A. and Douglas J. Moo. 2005. \*An Introduction to the New Testament\* \(Apollos\). Chapter 7, pp.285-330.](#)

Gaventa, Beverly Roberts. 2003. *Acts* (Abingdon Press).

[Goldsmith, Martin. 2002. \*Good News for All Nations: Mission at the Heart of the New Testament\*. \(Hodder & Stoughton\). Chapter 4, pp.62-83.](#)

Jennings, Willie James. 2017. *Acts* (Westminster John Knox).

[Johnson, Luke Timothy. 2010. \*The Writings of the New Testament\*, 3<sup>rd</sup> edn \(SCM Press\). Chapter 9, pp.209-225.](#)

[Köstenberger, Andreas J. and T. Desmond Alexander. 2020. \*Salvation to the Ends of the Earth: A Biblical Theology of Mission\*, 2<sup>nd</sup> edn \(Apollos\). Chapter 5, pp.101-198.](#)

[Larkin, William J. 1998. 'Mission in Acts', in \*Mission in the New Testament: An Evangelical Approach\* ed. by William J. Larkin and Joel F. Williams \(Orbis\): pp.170-188.](#)

[Nissen, Johannes. 2010. \*New Testament and Mission: Historical and Hermeneutical Perspectives\* \(Peter Lang\). Chapter 4, pp. 60-74.](#)

[Porter, Stanley E. and Cynthia Long Westfall. 2011. 'A Cord of Three Strands: Mission in Acts', in \*Christian Mission: Old Testament Foundations and New Testament Developments\* ed. by Stanley E. Porter and Cynthia Long Westfall \(Wipf & Stock\): pp.108-134.](#)

[Senior, C P, Donald, and C P Carroll Stuhlmüller. 1989. \*The Biblical Foundations of Mission\* \(Orbis\). pp.269-279.](#)

You could also look at the entries for 'Acts' in Langham/Zondervan's one-volume Bible commentaries: Africa Bible Commentary (2010); South Asian Bible Commentary (2015); and Central and Eastern European Bible Commentary (2023).

**This assignment will be marked by Tim Davy and must be submitted electronically via the Level 5 Foundation Course page on the VLE.**

**Please save your assignment with the following title: FC\_Acts\_student number**

## USEFUL PRE-READING

Some of the following books are either required or strongly recommended during the Level 4 course, and any reading you can do before coming to college will be helpful. **Where copyright permits we have included a link to an extract for some of these books.** There is no requirement to purchase any books during your studies as you will have access to a large section of material from the College Library.

### Integral Mission

[Micah Global. 2001. 'Micah Network Declaration on Integral Mission.'](#)

[Ramachandra, Vinoth. "What is Integral Mission?"](#)

The Third Lausanne Congress. 2011. [The Cape Town Commitment](#) (Lausanne Movement).

[Yamamori, Tetsunao and Rene Padilla \(eds\). 2004. \*The Local Church: Agent of Transformation\* \(Kairos\). Read the Introduction and Chapter 1.](#)

[Corbett, Steve, and Brian Fikkert. 2012. \*When Helping Hurts: How to Alleviate Poverty Without Hurting the Poor and Yourself\* \(Moody\). Read Chapter 2.](#)

[Myers, Bryant L. 2011. \*Walking with the Poor: Principles and Practices of Transformational Development\*, Revised and expanded edn \(Orbis\). Read the Introduction and Chapter 1.](#)

### Cross-Cultural Mission (various topics)

[Elmer, Duane. 2002. \*Cross-cultural Connection: Stepping Out and Fitting In Around the World\*. \(InterVarsity Press\). Read Chapter 8.](#)

[Gardner, Laura Mae. 2015. \*Healthy, Resilient and Effective in Cross-Cultural Ministry: A Comprehensive Member Care Plan\*. \(Komunitas Katalis\). Read chapters 2 & 3.](#)

Hiebert, Paul G. 1986. *Anthropological Insights for Missionaries* (Baker).

[Kraft, Charles H. 1996. \*Anthropology for Christian Witness\* \(Orbis\). Read Chapter 1.](#)

[Teague, David. 2012. \*Godly Servants: Discipleship and Spiritual Formation for Missionaries\*. \(Mission Imprints\). Read the Introduction and Chapter 1.](#)

[Wright, Christopher J.H. 2006. \*The Mission of God: Unlocking the Bible's Grand Narrative\*. \(InterVarsity Press\). Read the Introduction and Chapter 1.](#)



## Biblical Studies

In preparation for your New Testament studies, you should read through all four gospels and the book of Acts, with the aid of a good textbook listed below. If you are able to read more of the New Testament than this, or read a whole introduction to the New Testament, then this will help you, but the focus of your New Testament classes at Level 5 will be on the gospels and Acts.

Carson, D. A., and Douglas J. Moo. 2005. *An Introduction to the New Testament*, 2nd edn (Apollos).

Wenham, David, and Steve Walton. 2021. *Exploring the New Testament, Volume 1: A Guide to the Gospels and Acts*, 3<sup>rd</sup> edition (SPCK).

Marshall, Howard, Stephen Travis, and Ian Paul. 2021. *Exploring the New Testament, Volume 2: The Letters and Revelation*, 3<sup>rd</sup> edition (SPCK).

Below are two self-evaluations on the Old Testament and New Testament, which you may find helpful to see if you can give simple (not necessarily detailed!) answers to most of these questions. Please note that this is **not** an assignment which you have to fill in and send back.

### Old Testament Self-Evaluation

- What are the main types of literature found in the Hebrew Bible?
- What are their distinguishing features?
- What are the main periods of Israelite history, with approximate dates?
- Can you place the following in their chronological order: David, Abraham, Nehemiah, Moses, Noah, Solomon, Isaiah, Elijah, Samuel, Malachi, Joshua, Josiah etc.
- What were the major covenants recorded in the Old Testament?
- When and why did Israel divide into two kingdoms?
- What was the Exile; when did it happen; and what explanation does the Hebrew Bible give?
- Who were the prophets and what was the nature of their ministry?
- Can you summarise the message of a prophet – e.g. Amos, or Hosea?
- Arrange the external international powers in chronological order according to their period of dominance: Assyria, Persia, Egypt, Babylon.
- What is Wisdom literature? Can you name the Old Testament books that represent it?
- What are the main types of Psalms?
- How does the Old Testament prepare for the coming of the Messiah?

## **New Testament Self-evaluation**

### ***For each gospel:***

- Can I state its major ideas?
- Can I explain what makes it different from the other gospels?
- Do I have some idea of when it was written? Or why it was written?
- Do I know whether it focuses more on parables, miracles or teaching (or all of these)?

### ***About the gospels in general:***

- Do I know what a Pharisee or Sadducee was?
- Could I say what language Jesus taught in?
- Do I know how many of the twelve disciples were Jews?
- Do I know what we mean by the 'the Great Commission' and could I find it in all four gospels?

### ***For the book of Acts:***

- Do I know who wrote Acts and how he knew the story?
- Do I know what the 'Council of Jerusalem' was?
- Could I say which chapters focus most on Peter and which on Paul?
- Can I draw an approximate map of where Paul travelled to on his main journeys?

### ***Other general NT questions:***

- Can I state what Paul thought the gospel was?
- Do I know whether the gospels were written before or after Paul's letters?
- Do I know how many other people wrote NT letters?
- Can I give a good estimate of when the latest NT books were written, and which ones they were?

## **COMING BACK TO STUDY AFTER A BREAK?**

These two books may be of interest if you would like to prepare yourself for study generally. The second book will be particularly helpful for those who are returning to study after many years:

Northedge, Andy. 2005. *The Good Study Guide*. (Open University).

Becker, L. 2009. *Mature Students' Handbook*. Palgrave Study Skills (Palgrave Macmillan).