



**MASTER'S PENTECOSTAL SEMINARY  
@ TYNDALE SEMINARY**

**Course Syllabus**

**PENT 0507 LUKE NEWT 0725  
FALL 2009**

**@TYNDALE, SEP 16—DEC 9  
WEDNESDAYS, 1 – 4 PM**

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**I. COURSE DESCRIPTION**

The purpose of this section-by-section analysis of the third gospel is to determine what Luke wanted his audience to hear. Our approach to his gospel proceeds from the premise that the author was both an historian and a theologian, who chose to communicate through narrative his account of Jesus Christ. Although the introductory matters will be dealt with and some comparisons with the writings of Mark and Matthew will be drawn, the focus will be on Luke's narrative. Having done our work, the question will be asked: "What is the Spirit saying through Luke to us?"

**II. LEARNING OUTCOMES**

At the end of the course, the student will be:

- Able to interpret the gospel through awareness of its narrative form.
- Able to recount the theological emphases of the gospel, and describe how Luke develops them.
- Impacted in mind and spirit by the story of Jesus such that the process of sanctification will be furthered in each student's life.
- Able to teach from this gospel with confidence and skill.

### III. COURSE REQUIREMENTS

#### A. REQUIRED TEXTS

Green, Joel B. *The Theology of the Gospel of Luke*. Cambridge: Cambridge University Press, 1995. ISBN: 0521469325

Neyrey, J., ed. *The Social World of Luke-Acts*. Peabody, MA: Hendrickson, 1991. ISBN: 1565635124

Tannehill, R. *The Narrative Unity of Luke-Acts, A Literary Interpretation*. Vol. 1: *The Gospel According to Luke*. Minneapolis, MN: Fortress, 1986. ISBN: 0800625579

#### B. ASSIGNMENTS AND GRADING

##### 1. Reading and Analyzing: Due dates vary (see below); 30% of final grade.

For each assigned text (including the Gospel of Luke) a 3-4 page (double-spaced) response paper is to be written. Each report is worth 7.5 marks, and it is **due** at the beginning of class on which it is to be discussed (see course outline above). The reason for the reading, and the type of response that would be appropriate, is explained for each selection. If the report is late, the *maximum* that the student may receive is 4 for the assignment. Although primacy is given to the biblical text, these readings will supply context for your study of an ancient piece of Spirit-inspired literature.

##### 1.1 Analysis of Gospel of Luke Readings. Due on September 30, 2009; 7.5% of final grade.

**It is important that this reading be done before any other readings.**

The student is to read the gospel through in one sitting (any version other than a paraphrase, e.g., the Message). The idea is to approach Luke as one would a story, and to let it impact you as a whole. The **second time** through, the student should take notes on the development of the plot and the characterizations given of the major figures: Jesus, the disciples, the Pharisees, and the crowds. When you write your report, describe the plot of Luke and the way that the major figures are characterized. Do you see any development of the characters?

##### 1.2 Analysis of *The Social World of Luke-Acts*: Due on October 14, 2009; 7.5% of final grade.

This text will introduce you to some of the insights that recent social scientific research has contributed to our understanding of the gospels. In

your report, summarize the work as a whole, then identify 3 main ideas that increase your comprehension of the gospels.

**1.3 Analysis of *The Narrative Unity of Luke-Acts, A Literary Interpretation. Vol 1. The Gospel According to Luke*:** Due on October 28, 2009; 7.5% of final grade.

Tannehill employs some of the insights of narrative criticism in his commentary on Luke. (1) After reading the Introduction, summarize his approach to explaining Luke's message and the advantages he sees in this type of literary analysis. (2) Tannehill focuses on four different groups that Jesus interacted with in ch. 4-7. Choose one of these groups (one of the chapters), and record what insights you gained into Luke's gospel from studying this particular group.

**1.4 Analysis of *The Theology of the Gospel of Luke*:** Due on November 11, 2009; 7.5% of final grade.

This reading will give the student a clear and concise overview of the theology in Luke. After reading the entire book, choose a chapter that contains a theological theme of particular interest to you. Then write a summary about that theme in Luke.

**2. Writing (Research Paper):** Due on November 25, 2009; 40% of final grade.

Choose either:

**2.1** An examination of one theme in Luke's gospel. Your reading of Green will assist you in choosing an appropriate area of interest, and it will also give you an introduction to the theme. The student is to a) describe what aspects of the theme are described in Luke's gospel and b) how he develops that theme over the course of the narrative. 10-15 pages, double-spaced, 10 sources cited in the text (a combination of commentaries and thematic treatments [articles, monographs]).

OR

**2.2** The development of a sermon or lesson plan based on one pericope in Luke's gospel (choose any text after Lk 9:51). Part 1 is a brief exegesis of the passage; part 2 is a sermon or lesson plan. Evaluation will be based on the quality of parts 1 and 2, as well as the correspondence between them (i.e., does the lesson plan or sermon flow out of the exegetical work?). See the attachment, Appendix 1, *Exegetical Assignment*, for details. An example of how this assignment should be done will be given in class (Mary and Martha pericope, Lk. 10:38-42) on

Oct 21. Two or three quality commentaries should be consulted and cited in your work.

**3. Integrating:** Due on December 9, 2009; 30% of final grade.

Write a final response paper after a final reading of Luke. The purpose of the assignment is to test how the student's evaluation of Luke's narrative has changed over the duration of the course. Similar to a final exam, the student will do the assignment without the use of aids-- notes, commentaries, etc. In other words, the student may do preparatory work beforehand (review of notes, Tannehill report, etc.), but once the final reading of Luke begins no other sources are to be used.

Here is the process to follow:

1. Reread your earlier report
2. Read Luke
3. As you read, take notes about what you see in the narrative
4. Write a final response about your reading of Luke that includes:
  - a) any insights that you did not notice during your first two readings;
  - b) how you see the plot develop;
  - c) how the major characters are depicted: Jesus, the disciples, the Pharisees, and the crowds--do these characters change over the course of the narrative?

Length: no more than 8 double-spaced pages.

**C. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

Students should consult the current *Academic Calendar* for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments and Grading System. The Academic Calendar is posted at [www.tyndale.ca/seminary/calender](http://www.tyndale.ca/seminary/calender). An excerpt is attached to this syllabus for easy reference.

**D. SUMMARY OF ASSIGNMENTS AND GRADING**

Evaluation is based on completion of the following assignments:

Reading and Analysis (4 x 7.5%)	30%
Writing (Research Paper)	40%
Integrating	30%
Total Grade	100%

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

- Sep16 Prologue (Luke 1:1-4);  
*Reading Luke as Narrative;*  
*Syllabus review.*
- Sep23 *Other Critical Issues;*  
Infancy Narratives (ch. 1-2:40)
- Sep30 Preparation for Ministry (2:41-4:13)  
**Response to 2 readings of Luke due**
- Oct7 Programmatic Beginnings (4:14-30)
- Oct14 Galilean Ministry 1  
***The Social World of Luke-Acts analysis due***
- Oct21 Galilean Ministry 2
- Oct28 Galilean Ministry 3  
Discussion of exegetical assignment 2.2  
***The Narrative Unity of Luke-Acts analysis due***
- Nov4 Galilean Ministry 4
- No11 Galilean Ministry 5  
***The Theology of the Gospel of Luke analysis due***
- Nov18 Galilean Ministry 6
- Nov25 Journey to Jerusalem 1  
**Writing assignment due**
- Dec2 Journey to Jerusalem 2
- Dec9 Jerusalem and beyond  
**Last reading of Luke due**

#### V. SELECTED BIBLIOGRAPHY

##### **Commentaries:**

Arrington, F, and Stronstad, R. *Full Life Bible Commentary to the New Testament*. Grand Rapids: Zondervan, 1999.

Bock, D.L. *Luke*. 2 vols. Baker Exegetical Commentary. Grand Rapids: Baker, 1994, 96.

Craddock, F. *Luke*. Interpretation. Louisville, KY: John Knox Press, 1990.

Ellis, E. *The Gospel of Luke*. NCBC. Marshall, Morgan & Scott, 1974 (revised edition).

Evans, Craig. *Luke*. New International Biblical Commentary Series. Peabody, MA: Hendrickson, 1990.

Fitzmyer, J. *The Gospel According to Luke*. Anchor Bible. 2 vols. Doubleday & Co., 1981, 1985.

Green, Joel. *The Gospel of Luke*. NICNT. Grand Rapids, MI: Eerdmans, 1997.

Marshall, I.H. *The Gospel of Luke*. NIGTC. Grand Rapids, MI: Eerdmans, 1978.

Malina, B. and Rohrbaugh, R. *Social Science Commentary on the Synoptic Gospels*. Minneapolis, MN: Fortress, 1992.

Nolland, J. *Luke*. 3 vols. Word Biblical Commentary 35. Word, 1989-93.

Talbert, C.H. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. New York: Crossroad, 1982.

Tiede, D. *Luke*. Augsburg Commentary. Minneapolis, MN: Augsburg, 1988.

### **Articles and Monographs on Select Topics in Lukan Studies:**

Alexander, L.C. *The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1.1-4 and Acts 1.1*. SNTS Monograph Series 78. Cambridge: Cambridge University Press, 1993.

Bauckham, R., ed. *The Gospels for all Christians: Rethinking the Gospel Audiences*. Grand Rapids, MI: Eerdmans, 1998.

Conzelmann, H. *The Theology of St. Luke*. London: SCM, 1982.

Darr, J. *On Character Building: The Reader and the Rhetoric of Characterization in Luke-Acts*. Louisville, KY: Westminster John Knox Press, 1992.

\_\_\_\_\_. " 'Watch how you listen' (Luke 8:18): Jesus and the Rhetoric of Perception in Luke-Acts." In *The New Literary Criticism and the New Testament*, ed. E. McKnight and E. Malbon, 87-107. Valley Forge, PA: Trinity Press International, 1994.

Green, Joel. "Good News to whom? Jesus and the 'Poor' in the Gospel of Luke." In *Jesus of Nazareth: Lord and Christ*, ed. J. Green and M. Turner, 59-74. Grand Rapids, MI: Eerdmans, 1994.

\_\_\_\_\_, McKnight, S., and Marshall, I.H., eds. *Dictionary of Jesus and the Gospels*. Downers Grove, IL: InterVarsity, 1992.

\_\_\_\_\_, ed. *Hearing the New Testament. Strategies for Interpretation*. Grand Rapids: Eerdmans, 1995.

\_\_\_\_\_, McKeever, M. *Luke-Acts & New Testament Historiography*. Grand Rapids: Baker, 1994.

Greene, G. *The Portrayal of Jesus as Prophet in Luke-Acts*. Louisville, KY: Southern Baptist Theological Seminary, 1975.

Hamm, D. "Sight to the Blind: Vision as Metaphor in Luke." *Biblica* 67, no. 4 (1986): 457-77.

Houlden, J.L. "The Purpose of Luke." *Journal for the Study of the New Testament* 21 (1984): 53-65 (available as pdf from EBSCO / ATLA [e-journal](#) database).

Jervell, J. *Luke and the People of God: A New Look at Luke-Acts*. Minneapolis: Augsburg, 1972.

Malina, B. *The Social World of Jesus and the Gospels*. New York: Routledge, 1996.

Marshall, I.H. *Luke: Historian and Theologian*. 3<sup>rd</sup> ed. Downers Grove, IL: InterVarsity, 1998.

Martin, R.P. "Salvation and Discipleship in Luke's Gospel." *Interpretation* 30 (1976): 366-80 (available as pdf from EBSCO / ATLA [e-journal](#) database).

Neyrey, J., ed. *The Social World of Luke-Acts*. Peabody, MA: Hendrickson, 1991.

Osiek, C. *What Are They Saying About the Social Setting of the New Testament?* Rev'd ed. Mahwah, NJ: Paulist Press, 2002.

Powell, M.A. "The Religious Leaders in Luke: A Literary-Critical Study." *Journal Biblical Literature* 109 (1990): 93-110 (available as pdf from EBSCO / ATLA [e-journal](#) database)

- Sanders, J.T. "The Prophetic Use of the Scriptures in Luke-Acts." In *Early Jewish and Christian Exegesis: Studies in Memory of William Hugh Brownlee*, ed. C.A. Evans and W. F. Stinespring, 191-98. Atlanta, GA: Scholars Press, 1987.
- Shelton, J.B. *Mighty in Word and Deed: The Role of the Holy Spirit in Luke-Acts*. Peabody, MA: Hendrickson, 1991.
- Siker, J. "'First to the Gentiles': A Literary Analysis of Luke 4.16-30." *Journal of Biblical Literature* 111 (1992): 73-90 (available as pdf from EBSCO / ATLA e-journal database)
- Stronstad, R. *The Charismatic Theology of St. Luke*. Peabody, MA: Hendrickson, 1984.
- Tyson, J. *The Death of Jesus in Luke-Acts*. Columbia, SC: University of South Carolina Press, 1986.
- van Unnik, W.C. "Once More St. Luke's Prologue." *Neotestamentica* 7 (1973): 7-26.
- Wall, R.W. "Mary and Martha (Luke 10.38-42) in the Context of a Christian Deuteronomy." *Journal for the Study of New Testament* 35 (1989): 19-35 (available as pdf from EBSCO / ATLA e-journal database)
- Wilson, S.G. "Lukan Eschatology." *New Testament Studies* 16, no. 4 (1970): 330-47.

Follow this link to the "New Testament Reading Room" for other online resources. <http://www.tyndale.ca/seminary/mtsm modular/viewpage.php?pid=67>.



## On doing the EXEGETICAL ASSIGNMENT

Luke [PENT 0507, NEWT 0725]

Dr. Van Johnson

**Aim:** *to exegete a Lucan passage, within its narrative context, in order to preach or teach it effectively.*

**Format:** exegetical sections: essay style

Sermon/teaching outline: point form

**Pericope:** choose a passage from one of the final two sections of Luke, either the *Journey to Jerusalem* 9:51-19:44 or *Jerusalem: Ministry, Death and Resurrection* 19:45-24:53;

> 8-15 verses, a self-contained unit (e.g., parable, miracle story, section of teaching)

**Length:** 8-14 pages

**Sources:** Bible (literal translation); notes from class; your analyses of Luke's plot and character development; class texts, 2-3 good commentaries, and any other relevant sources.

Section 1: Broad context—the narrative of Luke as a whole

What themes do you see in your pericope that are seen in the larger narrative?

Comment on the development of these themes elsewhere in Luke, noting in particular their development in Luke before your selected text. Here you are attempting to locate your text within the story as a whole. (1-1.5 pages)

Section 2: Narrow context—the pericopes that immediately precede and follow

What do you find in the surrounding passages that inform your passage?

What do the surrounding passages bring to the interpretation of your text? (1-1.5 pages)

Section 3: Exegesis of your pericope

With the help of commentaries, write a verse-by-verse commentary on your passage (style: similar to the Tyndale commentaries). (4-6 pages)

Section 4: Summary and application

In one paragraph, summarize your exegesis; in another paragraph, what it means for us today

Section 5: Sermon/teaching outline

Based on your work above, create an outline for presentation of the text to an adult audience

- Write out your first sentence (or paragraph)
- Write out your last sentence (or paragraph)
- Take the main points from the main points in the text
- Cite any illustrations you would use