Course Syllabus
FALL 2013

LUKE
PENT 0507/NEWT 0725
SECTION 01

SEPT. 14 – DEC. 7, 2013
WEDNESDAYS 8:30 – 11:20 AM

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Email: vjohnson@tyndale.ca

TA: Ben Wright: sendmeyourpaper@gmail.com

Office Hours: Available for appointments before and after class; please email to arrange a meeting.

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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?”

Recommended: NEWT 0522.
II. LEARNING OUTCOMES

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

1. Interpret the gospel through narrative analysis that accounts for its ancient genre and social setting;
2. Identify the theological motifs of the gospel and how they are developed in the narrative sequence of Luke’s story of Jesus;
3. Model a Christian life consistent with the Kingdom worldview of the Lukan text, a vision that challenges one’s thoughts, actions and affections;
4. Prepare sermons/lesson plans from Luke appropriate to its narrative form and ancient genre.

III. COURSE REQUIREMENTS

A. REQUIRED TEXTS


B. ASSIGNMENTS AND GRADING

1. Reading Luke

1.1 **Read the Gospel of Luke twice before the 3rd class** (Sep. 25; 10% of Final Grade).

*It is important that this reading be done before any other reading.* 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 (summarize the story) and the way that the major figures are characterized. Do you see any development of the characters as the narrative progresses? **[toward learning objectives #1,2,3]**
1.2 **Read the Gospel of Luke once at the end of the course** (Dec. 4; 20% of Final Grade)

Write a 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.

Length: 8-10 double-spaced pages.

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?

**[toward learning objectives #1,2,3]**

2. **Reading about Luke** (3 x 10% = 30% of Final Grade)

Three textbooks are to be read. Although primacy is given to the biblical text, these readings will supply context for your study of an ancient piece of Spirit-inspired literature.

For each assigned reading write a 4-5 page (double-spaced) response paper with two sections. Section 1: To demonstrate that you have read thoughtfully, summarize the content in 1.5-2 pages (including a short bio on the author), describing what the author(s) has attempted to do and how he/she went about it. Please write in such a way that your explanation would be clear to someone unfamiliar with the book. Section 2: follow the instructions (as given below) for the appropriate interaction with each reading.

Each report is worth **10 marks**, and it is due at the beginning of class on the day it is to be discussed (see course outline below). If the report is late, the maximum that the student may receive for the assignment is **6/10**.

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.

**[toward learning objective #1]**

Tannehill employs some of the insights of narrative criticism in his commentary on Luke. After reading the entire book, write a report in 2 sections:
(1) From his 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.
[toward learning objectives #1,2]

2.3 Read *The Theology of the Gospel of Luke*. 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 and how the theme informs your lifestyle and approach to ministry.
[toward learning objectives #1,2,3]

3. Writing about Luke (40% of Final Grade)

One research paper will be written to **Due Nov 20**
Choose between--

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 found in Luke’s gospel and b) analyze 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]).
[toward learning objective #2]

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 (Lk. 10:38-42) on Oct 10. Two or three quality commentaries should be consulted and cited in your work.
[toward learning objectives #1,4]
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 tyndale.ca/registrar/calendar/2013-2014.

D. SUMMARY OF ASSIGNMENTS AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Reading Luke the first 2 times [1.1]</td>
<td>10%</td>
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<tr>
<td>Reading Luke the last time [1.2]</td>
<td>20%</td>
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<tr>
<td>Reading About Luke (3x10)</td>
<td>30%</td>
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<tr>
<td>Writing About Luke</td>
<td>40%</td>
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<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100%</strong></td>
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IV. COURSE SCHEDULE, CONTENT and REQUIRED READINGS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Sep 11</td>
<td>Prologue (Luke 1:1-4); Reading Luke as Narrative; Syllabus review.</td>
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<tr>
<td>Sep 18</td>
<td>Other Critical Issues; Infancy Narratives (ch. 1-2:40)</td>
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<td>Sep 25</td>
<td>Preparation for Ministry (2:41-4:13)</td>
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<td><strong>Response to 2 readings of Luke</strong></td>
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<td>Oct 02</td>
<td>Programmatic Beginnings (4:14-30)</td>
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<td>Oct 09</td>
<td>Galilean Ministry 1</td>
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<td>Oct 16</td>
<td>Galilean Ministry 2</td>
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<td></td>
<td>Discussion of exegetical assignment 2.2</td>
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<tr>
<td>Oct 23</td>
<td>Galilean Ministry 3</td>
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<td>[Oct 30]</td>
<td>no class -- Seminary Reading Week</td>
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<td>Nov 06</td>
<td>Galilean Ministry 4</td>
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<td>Nov 13</td>
<td>Journey to Jerusalem 1</td>
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<tr>
<td>Nov 20</td>
<td>Journey to Jerusalem 2</td>
</tr>
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<td></td>
<td><strong>Writing assignment due</strong></td>
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<tr>
<td>Nov 27</td>
<td>Journey to Jerusalem 3</td>
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<td>Dec 04</td>
<td>Jerusalem</td>
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<tr>
<td></td>
<td><strong>Last reading of Luke due</strong></td>
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V. SELECTED BIBLIOGRAPHY

Surveys of Luke-Acts Scholarship:


Commentaries:


Malina, B. and Rohrbaugh, R. *Social Science Commentary on the Synoptic


Articles and Monographs on Select Topics in Lukan Studies:


Appendix 1

On doing the EXEGETICAL ASSIGNMENT
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 the 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