

THE GOSPEL OF LUKE

I. Description of the Course and Course Objectives

An exegetical examination of the Gospel of Luke with concentration on exegetical method in narrative material, synoptic comparison, and preparation of narrative material for preaching and/or teaching.

Cognitively, as a result of the course, the student should be able to:

1. Exegete a piece of narrative material and isolate the key theological themes it teaches.
2. Trace the argument of a gospel through its units.
3. Determine with appropriate support elements the background of a narrative account that contribute to the setting and argument of a text.
4. Be prepared to communicate the message of a passage that is accurate with regard to the text and relevant to a contemporary audience.
5. Appreciate how the gospels function and what they can do for a teaching ministry in a way that complements teaching from the epistolary material.

Affectively, the student should:

1. Have an enhanced appreciation for the message of Jesus' ministry and the gospel of Luke, that should encourage his or her own walk.
2. Be challenged to walk more closely with God and be better prepared to lead in the church as a result of a deeper understanding of the teaching of Jesus.

II. Structure of the Course

In this course, emphasis will be given to exegetical method and resources to use for getting help in background and customs. The isolation of key theological themes in these passages will be a special concern, as will an examination of how Luke's presentation compares with the other synoptic gospels that share parallel accounts. Special attention is given to Luke's narrative progression, so that his message emerges as a developing account.

The course also will seek to have the student apply the various skills he or she has learned to a specific passage of his or her choice. The emphasis in this section will be on key theological themes, synthesis of the teaching of the gospel as a preparation for teaching and/or preaching the gospel, and issues of structure.

Much of the course will be set up for class discussion, so come prepared to discuss the passages assigned for the day.

III. Textbooks for the Course:

Required:

Bock, Darrell L., *Luke 1:1–24:53*. 2 vols. The Baker Exegetical Commentary on the New Testament. (Grand Rapids: Baker, 1994, 1996).

Suggested:

Bock, Darrell L., *NIV Application Commentary: Luke*. (Grand Rapids: Zondervan, 1996).

Evans, Craig A., *Luke*. New International Biblical Commentary (Peabody, MA: Hendrickson, 1990).

Marshall, I. Howard. *Commentary on Luke*. New International Greek Testament Commentary (Grand Rapids: Wm B. Eerdmans, 1978).

Tiede, David. *Luke*. Augsburg Commentary on the New Testament (Minneapolis: Augsburg, 1988)

IV. Assignments for the Course (All assignments should involve 12 point fonts)

Daily Preparation 10%

The student is required to translate the entire Gospel of Luke with the aid of a lexicon, Sakae Kubo or Mike Burer's lexical list. He or she may use other tools as needed if one gets stuck; but only after making a reasonable effort to work with the original text. In preparation for class, the student is to spend in addition to the translation, an hour and a quarter per class period in whatever way one wishes to prepare for the class discussion on the passages of the day. The student may pursue a particular issue in a passage, may read the commentary on that passage, or whatever else is of interest. As such, this part of the requirement has only a "time spent" element. You should come to class each day ready to discuss something in the passages in question for that day. Successful completion of this requirement receives A credit, that is 96. You are permitted three misses.

Background Study 30% or Problem/Theme Study 30% or Monograph Study 30%

The student is to select one of these three options for a short paper.

For the first option, the student is to isolate an element of background in a passage of his choice and trace its ancient roots from proper resources and first hand sources. **Please include citations of the key *ancient material*** and bibliography, but formal footnotes are not necessary. In a final paragraph relate your findings to a particular text in Luke and summarize what the study contributes to the understanding of that text by comparison or contrast. The topic must be approved by the professor and is due **October 16**. The assignment is to be no longer than 4 single spaced pages (12 point font) and can be shorter if that is all that is needed to cover the topic. When this assignment is chosen, it will count towards your daily preparation time for that class period, though translation is still required. An examination of the textbooks for the class will give some indication of sources that are appropriate for this study. The professor is also available to give aid and comfort. Be sure to quote actual ancient texts that apply.

OR

For the second option, the student may isolate a theme or exegetical-historical problem of his choice from Luke for special study. Topics may range from issues of an exegetical or theological nature, a historical Jesus issue to a study of a given theme in Luke or Luke-Acts. Approval must be given for the topic chosen and the student may take up to 5 single spaced pages to cover his topic, so the issue must be focused. The paper is due by **November 6**. When pursuing this assignment, all daily requirements for the week before the due date (2 class periods total) are waived, except for translation requirements. Again, you are expected to raise issues in greater detail than any notes you have received.

OR

For the third option, the student may select to read and review a major monograph on Luke's gospel. The work must be approved by the professor ahead of time. The student may take up to 5 single spaced pages to review the book. In the review, specific interaction with a key theme of the book with textual, historical and social contextual evaluation is expected. This paper is also due by **November 6.**

Any of these assignments can be turned in ahead of the final deadline.

Short Exegetical Paper and Sermon Outline 50%

The student is to choose a pericope (paragraph) from Luke and write up a short exegetical paper on this text that reflects careful use of the Greek text, consideration of synoptic parallels where applicable, the noting of any points of background that apply, and the isolation of key theological themes. Pick a text that is a paragraph long. The burden of the paper is to explain the passage's argument, teaching points, and set it clearly in its Lucan context. The paper need only have a phrase outline and a discussion of the text laid out in a verse by verse or unit by unit format that presents the teaching of the text effectively. Footnotes should be supplied in parenthesis as in other exegeticals. Any T.C. problems or word study results should be supplied in the body of the paper very briefly, but sufficiently to establish the point. The paper should be no longer than **10 pages double spaced (12 point font).**

In addition, each student will take the passage that he wrote his exegetical on and work up a sermon outline from which one could preach or teach the passage. The outline is to have a homiletical idea, a fully written out introduction that orients us to the theme of your passage, and a homiletically oriented outline proceeding through the passage as you would in the sermon. The development of your message should appear within the outline with short notes showing illustrative material to be used and their connection to the sermonic argument given in parenthesis at appropriate points. One should conclude with a fully written out conclusion, tying everything together. The evaluation of the outline will center on its accuracy, clarity, and relevance. In other words, I am looking for how you take your exegesis and present it relevantly and interestingly to a contemporary audience. Any technical points of exegesis do not need to be validated since you will have done this in your exegetical. Your outline should focus on how to bridge the gap of communicating to a contemporary audience and should end with a brief list of points in your passage that you would regard as particularly difficult to explain or as problematic to make relevant for your audience (one page only). Also explain briefly what issues you might not raise in a sermon and why (one page maximum). Two pages of your work should involve these "behind the scenes" issues. You should also highlight the applications you will make *within* your outline and the flow of the sermon. As part of the extra "Behind the scenes" pages, highlight other applications that could be made from the passage but do not fit into the emphasis you gave to the passage in the body of your sermon outline. The sermonic outline should be no longer than **6 double spaced pages in length, plus your two single spaced pages of background "behind the scenes" comments (so 8 total, 12 point font). This assignment is 18 pages max total.** You may drop two daily preparation periods excepting the translation as credit for this assignment. This assignment is due by **November 29.**

You will note that there are two turned in assignments for the course. I recommend that you do translation daily and perhaps give thought to incorporating it into your devotional time because in the latter part of the course we will be moving pretty quickly. Translation reports are due the last day of class. There are 1149 verses in Luke making it the longest gospel. If you translate about 12-15 verses a day, you will be in good shape.

Late papers will lose 5 points per day that the seminary is open, Tuesday through Friday except holidays. Excuses for lateness must be obtained from the professor, who has final say on such matters.

Professor Travel: I will be traveling during the semester and this will cause me to miss classes during the semester. These dates will be announced. Keep to the schedule, we will adjust and keep up. Assignment due dates will be kept. If I am absent during a due date, turn in the paper to the NT office. Blank class dates are catch up days.

V. Bibliography

A full bibliography can be obtained in either of my commentaries. The only major addition to make is the fine commentary on Luke's narrative by Joel Green, *The Gospel of Luke*. The New International Commentary on the New Testament (Grand Rapids; Eerdmans, 1997) and my *A Biblical Theology of Luke-Acts* (Grand Rapids: Zondervan 2012). Green will not help you with historical issues, but matters of narrative flow and some issues of cultural background are nicely treated. This is a good commentary to have in your library.

VI. Schedule of Classes

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| 1. August 28 | Introduction to Class, Introduction to Luke, Where Luke Fits among the Gospels |
| 2. August 30 | Luke 1:1-25 |
| 3. September 4 | Luke 1:26-45 |
| 4. September 6 | Luke 1:46-80 |
| 5. September 11 | |
| 6. September 13 | Luke 2:1--3:20 |
| 7. September 18 | Luke 3:21--4:14 |
| 8. September 20 | Luke 4:15-44 |
| 9. September 25 | Luke 5 |
| 10. September 27 | Luke 6 |
| 11. October 2 | Luke 7-8 |
| 12. October 4 | No class |
| 13. October 9 | Luke 9 |
| 14. October 11 | No class |
| 15. October 16 | Luke 10 (Background Paper due) * |
| 16. October 18 | |
| 17. October 23 | Luke 11-13 |
| 18. October 25 | Luke 14 |
| 19. October 30 | No class |
| 20. November 1 | No class |
| 21. November 6 | Luke 15-17 (Theme Paper or Monograph Review Paper due) * |

22. November 8 Luke 18

No Class: Reading and Thanksgiving Weeks (November 12-23)

23. November 27 Luke 19

24. November 29 Luke 20 (Exegetical-Sermon Papers due) *

25. December 4 **No class**

26. December 6 Luke 21-22

27. December 11 Luke 23-24 (Translation Report) *

28. December 13 Theme and Monograph Paper Discussion

VII. Supplemental Information

A. Students with Disabilities

DTS does not discriminate on the basis of disability in the operation of any of its programs and activities. To avoid discrimination the student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications.

B. Emergency Texting Service

DTS wants you to be aware of our emergency texting service. We strongly urge you to go to <https://www.dts.edu/account/alerts/> and sign up to receive emergency communication related to weather or disaster-related school closing or other emergency information.

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