



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry



B266-CB Luke-Acts 3 credits

March 9 – April 16, 2019

Mon.-Thurs.: 9:00-10:30 am
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Course Content and Goals

Course Description

In recognition of Luke's unique contribution as a literary artist, historian, and theologian, this course studies his account of the story of Jesus and the emergence of the nascent Christ-believing community. Besides exploring the genre and socio-cultural context of Luke-Acts, the course will invite students to respond positively to Luke's aim to inform and deepen the faith of Christ-followers.

Relationship to Horizon's Mission

This course prepares students for Spirit-empowered life and ministry by equipping them to understand and apply biblical truth with greater proficiency.

Core Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Outline the elements and structure of the narrative of Luke-Acts.
 - *Assessment:* Reading Log and Outline of Luke-Acts
2. Summarize and analyze Wright's attempt to explain how the story of Jesus in the Gospels, when read in light of their literary, social, and political contexts, articulates a profoundly relevant message for the church today.
 - *Assessment:* Wright Book Review

3. Trace a key theme (or themes) in Luke-Acts in order to gain a clearer understanding of Luke's unique literary artistry and distinct emphasis.
 - *Assessment:* Research Paper (stage one)
4. Interpret Luke-Acts in light of its purpose, literary genre, socio-historical context, and distinct theological perspective with the assistance of relevant secondary literature.
 - *Assessment:* Research Paper (submitted in two stages; see below)
 - *Assessment:* Take-Home Final Exam
5. Reflect upon how the message of Luke-Acts informs the way we think, live, and minister in our current cultural context.
 - *Assessment:* Research Paper (submitted in two stages; see below)

Course Work

Required Readings

NRSV or NIV version of Luke and Acts

Aland, Kurt. *Synopsis of the Four Gospels: Revised Standard Version*. 2nd edition. American Bible Society, 2010. ISBN: 9781585169429.

Wright, N. T. *How God Became King: The Forgotten Story of the Gospels*. New York: Harper Collins, 2012. ISBN: 9780061730573.

**Students are responsible to purchase textbooks from a third-party retailer. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

Portfolio Components. *Research Paper.* This assignment must be edited and submitted to the Biblical and Theological Literacy *e-Project* in your Portfolio on *Portfolium*. See the [Portfolio Guide](#): "What Goes in My Portfolio" for further information.

1. *Reading Log and Outline of Luke-Acts* – Read the assigned portions of Luke-Acts before each class. As you do so, follow the outline of Luke-Acts provided on Populi and keep a record of the date and time it took to read the assigned chapters. When you have completed the readings, submit the outline, record of reading duration, along with a statement of confirmation that you have completed the readings (at the bottom of the outline provided on Populi).
 - Related learning outcome: #1
 - **Due date:** April 9, 2019
2. *Wright Book Review* – Write a four-page book review that includes two parts: 1) Wright's description of the different problems with how the church has interpreted the Gospels and his

suggested solution to these problems (1.5-2 pages); and 2) an evaluation of the extent to which Wright provides a compelling solution to these problems (1.5-2 pages). A more detailed description of this assignment will be provided during the first week of class.

- Related learning outcome: #2
- Assignment length: 3-4 pages
- **Due date:** March 16, 2019

3. *Research Paper* – Write a research paper, which will be submitted in two stages:

- *Stage One:* Discussion of key theme in Luke *or* Acts:
 - i. Select a key theme in Luke *or* Acts. Locate every passage that refers to this theme. Where relevant, compare passages with the other synoptic Gospels and take notes on what you learn about this topic from Luke *or* Acts. Examples of themes to study:

Deity of Jesus	Harmony	Atonement	Resurrection
Discipleship	Healing	Baptism	Salvation
Evangelism	Holy Spirit	Christology	Suffering
Exorcism	Leadership	Church	Temple
Food	Miracles	Church + Israel	Witness
Food laws	Fellowship	Mission	Idolatry
Church leadership	Church Order	Women	Holy Spirit
Generosity	Money	Prayer	Guidance
Gospel	Persecution	Death of Jesus	Politics

- ii. After assembling notes on your chosen theme, write a 2-page (500-600 word) summary of the significance of this theme in Luke *or* Acts. Submit a copy of your notes along with the 2-page summary of the significance of your chosen theme.

- Related learning outcomes: #3
- Assignment length: 2 pages
- **Due date:** March 23, 2020
- *Stage Two:* Using your findings in stage one, together with the instructions provided in the paper-writing tutorial, write a research paper that includes the following components: 1) a clearly-articulated thesis and conclusion; 2) a well-organized discussion of your chosen theme; and 3) at least five scholarly sources that support your findings. At the conclusion of the paper, reflect upon how your chosen topic and thesis help us to think, live and minister in present-day contexts (~1 page).
- Related learning outcomes: #4, 5
- Assignment length: 4-6 pages
- **Due date:** April 6, 2020

4. *Take-Home Final Exam* – Prepare for and write a take-home exam that requires students to discuss key interpretive issues in Luke-Acts. At the beginning of the final week in class, students will receive a list of possible exam questions to study in preparation for the final exam.

- Related to learning outcome: #4, 5
- Assignment length: 2 hours
- **Due date:** April 10, 2020

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	
1. <i>Reading Log and Outline of Luke-Acts</i>	15 hrs	April 9, 2020
2. <i>Wright Book Review</i>	20 hrs	March 16, 2020
3. <i>Research Paper – Stage 1</i>	10 hrs	March 23, 2020
<i>Research Paper – Stage 2</i>	15 hrs	April 6, 2020
4. <i>Take-Home Final Exam</i>	5 hrs	April 10, 2020
Total =	90-100 hrs	

Assessment Rubrics

Rubrics for each assignment will be posted on Populi under “B266 Assessment Rubrics” prior to the first day of class.

Course Outline/Class Schedule

Date	Text	Class Topic	Supporting Assignments
March 9	Luke 1:1-4	Introduction: Authorship, Date, Purpose and Genre	
March 10	Luke 1-2	Methods for Studying Luke-Acts	
March 11	Luke 1-3	Methods for Studying Luke-Acts	
March 12	Luke 3-4	Luke’s Apocalyptic Perspective	
March 16	Luke 4-8	Mission and Identity of Jesus	Wright Book Review
March 17	Luke 6	Mission and Teachings of Jesus	
March 18	Luke 5, 8	Mission and Identity of the Disciples	
March 19	Luke 9-19	Journey to Jerusalem	
March 23	Luke 9-19	Economics, Justice, and the Kingdom	Research Paper: Stage 1
March 24	Luke 9-19	Transformation of Social Order in the Kingdom	
March 25	Luke 20-23	Death of Jesus and the Plan of God	
March 26	Luke 24; Acts 1	Resurrection and Mission	Revisions for Research Paper: Stage 1
March 27		Paper-Writing Tutorial	
March 30	Acts 2-3	Descent of Spirit: Restoration of God’s People	
March 31	Acts 4-5	External and Internal Conflict	
April 1	Acts 6-8	Expansion of the Mission	
April 2	Acts 9, 13, 28	Saul’s Transformation and Mission	

April 6	Acts 10-11	Peter and Cornelius	Research Paper: Part 2
April 7	Acts 15	A Turning Point: Israel and the Nations	
April 8	Acts 14, 16	Cultural Collision in Luke-Acts	
April 9	Acts 17-19	Luke-Acts and Empire	Reading Log and Outline
April 10			Take-home exam

- No first submissions of assignments will be accepted after Friday, April 10, 2020.

Due Dates for Revisions:

Thursday, March 26		Research Paper: Stage 1
Monday, April 13		Research Paper: Stage 2
Tuesday, April 14		Reading Log and Outline of Luke-Acts
Wednesday, April 15		Take-Home Final Exam
Thursday, April 16		Secondary Resubmissions (as necessary)

- No resubmission of assignments will be accepted after **Thursday**, April 16, 2020.

Academic Policies

General Assignment Guidelines

Please see the Horizon [Format Guide](#) for assignment submission, grammar, and formatting guidelines.

Late Assignments and Extensions

Students are expected to submit work by the assigned due dates, as part of their development of the Leadership and Administration competency. To submit extension requests, students must submit the [Assignment Extension Request Form online](#) and *before the due date*. Professors may grant extensions in the case of extenuating circumstances, such as significant illness or a family emergency. Furthermore, no extensions will be granted beyond the final day of a term or semester.

A late assignment will not be assessed until the student first meets with the professor or the Faculty Assistant to discuss whether the student's reasons for the late submission are acceptable. Unexcused late submissions will be tracked across each student's program. If one assignment is submitted more than five days late or if a student incurs multiple instances of unexcused late submissions, it will result in academic discipline, such as required tutoring, academic probation, failure of the course, or failure to qualify for graduation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

Resubmission of Assignments

Students have until the last day of revision week to submit revisions, and students can only submit up to two revisions for each assignment. Students should follow the revision schedule outlined above.

Horizon College Assessment of Student Work

The goal of courses is to help students develop the stated competencies, not earn letter grades. Assignments are the means by which instructors evaluate development of those competencies. Consequently, students do not earn overall “grades” on individual assignments. Instead, assessment focuses on measuring students’ competency as outlined in the syllabus and assignment rubric. For purposes of transferability to other institutions, the final competency designations will be translated to a comparable letter grade on a traditional transcript. The tables below explain Horizon’s approach:

Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding	Student exceeded competency requirements for some learning outcomes and met requirements for all remaining learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting	Student met competency requirements for all learning outcomes and may have exceeded in one.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

Students pass a course only after they have demonstrated that they have *met or exceeded all* competency requirements for a course. If the student chooses not to meet all course competency requirements, the course will not be sufficient to fulfill their program requirements at Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below on a traditional transcript.

BTM	Beginning to meet	Student was beginning to meet competency requirements for any one or more learning outcomes, and met or exceeded competency requirements for all other outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting	Student was not yet meeting competency requirements for one or more learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that

another person have no doubt which words or research results are the student's and which are drawn from other sources" (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at bwilliamson@horizon.edu; or Heather Wood, Associate Dean of Students, at hwood@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. A student must be present for the full duration of a class period in order to be registered as present for the class. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Select Bibliography

Select Commentaries:

Gospel of Luke

- *Bock, Darrell L. *Luke*. 2 vols. Baker Exegetical Commentary on the New Testament. Grand Rapids: Baker, 1994-1996.
- *Bovon, François. *A Commentary on the Gospel of Luke 1:1-9:50*. Hermeneia. Translated by Christine M. Thomas. Minneapolis: Fortress Press, 2002.
- *Carroll, John T. *Luke: A Commentary*. NTL. Westminster John Knox, 2012.
- Ellis, Earle. E. *The Gospel of Luke*. London: Marshall, Morgan & Scott, 1981.
- *_____. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1997.
- *Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 vols. Anchor Bible Commentary Series 28-28A. Garden City: Doubleday & Company, 1981-1985.
- *Green, Joel B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Wm. B. Eerdmans Publishing Company, 1997.
- *Johnson, Luke Timothy. *The Gospel of Luke*. Sacra Pagina 3. Collegeville: Liturgical Press, 1991.
- *Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. New International Greek Commentary. repr., Grand Rapids: Wm. B. Eerdmans Publishing Company, 1992.
- *Nolland, John. *Luke 1-9:20*. Word Biblical Commentary 35a. Nashville: Thomas Nelson Press, 1989.
- _____. *Luke 9:21-18:34*. Word Biblical Commentary 35b. Nashville: Thomas Nelson Press, 1989.
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- “Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation*. 2 vols. Philadelphia: Fortress Press, 1986-1990.

Book of Acts

- *Barrett, C. K. *A Critical and Exegetical Commentary on the Acts of the Apostles*. ICC. 2 vols. Edinburgh: T&T Clark International, 1994, 1998.
- *Bock, Darrell. *Acts*. BECNT. Grand Rapids: Baker Academic, 2007
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- *Chance, J. Bradley. *Acts*. Smyth & Helwys Bible Commentary. Smyth & Helwys, 2007.
- *Conzelmann, Hans. *Acts of the Apostles*. Hermeneia. Translated by James Limburg, A. Thomas Kraabel, and Donald H. Juel. Philadelphia: Fortress Press, 1987.
- *Dunn, James D. G. *The Acts of the Apostles*. Valley Forge, PA: Trinity Press International, 1996.
- *Fitzmyer, Joseph A. *The Acts of the Apostles: A New Translation with Introduction and Commentary*. AB. New York: Doubleday, 1998.
- *Gaventa, Beverly Roberts. *The Acts of the Apostles*. Abingdon Press, 2003.
- Haenchen, Ernst. *The Acts of the Apostles: A Commentary*. Translated by Bernard Noble, Gerald Shinn, and R. McL. Wilson. Philadelphia: Westminster, 1971.
- *Johnson, Luke Timothy. *The Acts of the Apostles*. Collegeville, MN: Liturgical Press, 1992.
- Kistemaker, Simon J. *Exposition of the Acts of the Apostles*. Grand Rapids: Baker, 1990.
- *Larkin, William J. *Acts*. Downers, Ill., USA: InterVarsity Press, 1995.
- *Marshall, I. Howard. *The Acts of the Apostles*. TNTC. Grand Rapids: Eerdmans, 1980.
- *Parsons, Mikeal C. *Acts*. Paideia. Grand Rapids: BakerAcademic, 2008.
- *Pelikan, Jaroslav. *Acts*. Grand Rapids: Brazos, 2005.
- *Peterson, David G. *The Acts of the Apostles*. PNTC. Grand Rapids: Eerdmans, 2009.
- Stott, John R. W. *The Message of Acts: The Spirit, the Church and the World*. Downers Grove, IL: InterVarsity Press, 1994.

- Talbert, Charles H. *Reading Acts: A Literary and Theological Commentary on the Acts of the Apostles*. New York: Crossroad, 1997.
- *Tannehill, Robert C. *The Narrative Unity of Luke-Acts: A Literary Interpretation Volume Two: The Acts of the Apostles*. Philadelphia: Fortress, 1990.
- *Witherington III, Ben. *The Acts of the Apostles: A Socio-Rhetorical Commentary*. Grand Rapids: Eerdmans, 1998.

General:

- Allison, Dale C. "Who Will Come from East and West? Observations on Matt. 8:11-12 - Luke 13:28-29." *Irish Biblical Studies* 11 (1989): 158-170.
- Barrett, C. K. *Luke the Historian in Recent Study*. London: Epworth Press, 1961.
- Bartholomew, C., A. C. Thiselton, and Joel B. Green. *Reading Luke: Interpretation, Reflection, Formation*. Grand Rapids: Zondervan, 2005.
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- Dahl, Nils A. *Jesus in the Memory of the Early Church*. Minneapolis: Augsburg, 1976.
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- Tannehill, Robert C. *The Shape of Luke's Story: Essays in Luke-Acts*. Eugene: Cascade, 2005.
- Wilson, Stephen G. *The Gentiles and the Gentile Mission in Luke-Acts*. Society for the New Testament Studies Monograph Series 23. Cambridge: Cambridge University Press, 1973.

Luke's Use of the Old Testament

- Barrett, C. K. "Luke/Acts." Pages 231-244 in *It is Written: Scripture Citing Scripture: Essays in Honour of Barnabas Lindars, SSF*. Edited by D. A. Carson and H. G. M. Williamson. Cambridge: Cambridge University Press, 1988.
- Bock, Darrell L. *Proclamation from Prophecy and Pattern: Lucan Old Testament Christology*. Sheffield: Sheffield Academic Press, 1987.
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- _____. *The Crucial Bridge: Elijah-Elisha Narrative as an Interpretive Synthesis of Genesis-Kings and a Literary Model for the Gospels*. Collegeville: Liturgical Press, 2000.
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- Moore, Thomas. "The Lucan Great Commission and the Isaianic Servant." *Bibliotheca Sacra* (1997): 47-60.
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- Wendel, Susan. *Scriptural Interpretation and Community Self-Definition in Luke-Acts and the Writings of Justin Martyr*. NovT Supp 139. Leiden: Brill, 2011.

Luke and the Jewish People:

- Brawley, Robert L. *Luke-Acts and the Jews: Conflict, Apology, and Conciliation*. Society of Biblical Literature Monograph Series 33. Atlanta: Scholars Press, 1987.
- Jervell, Jacob. "The Divided People of God: The Restoration of Israel and Salvation for the Gentiles." Pages 41-74 in *Luke and the People of God*. Minneapolis: Augsburg, 1972.
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- _____. "The Jewish People in Luke-Acts." Pages 51-75 in *Luke-Acts and the Jewish People: Eight Critical Perspectives*. Edited by Joseph B. Tyson. Minneapolis: Augsburg Publishing House, 1988.
- Tannehill, Robert C. "Israel in Luke-Acts: A Tragic Story." *Journal of Biblical Literature* 104 (1985): 69-85.
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- Bock, Darrell L. *Proclamation from Prophecy and Pattern: Lucan Old Testament Christology*. JSNTSup 12. JSOT Press, 1987.
- Croatto, J. Severino. "Jesus, Prophet like Elijah, and Prophet-Teacher like Moses in Luke-Acts." *Journal of Biblical Literature* 124 (2005): 451-65.
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Travel Narrative in Luke's Gospel:

- Dawsey, James M. "Jesus' Pilgrimage to Jerusalem." *Perspectives in Religious Studies* 14 (1987): 217-232.
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