



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

**NT5306**  
**Gospel of Luke:**  
**The Mission of**  
**Jesus and His**  
**Followers**  
3 credits.



👤 On Campus 'A' Live-Stream

Dates: Sept. 16-17, Oct. 14-15, Nov. 4-5, 2022  
Friday 6:00pm-9:00pm, Saturday, 9:00am-4:00pm

Susan Wendel, PhD  
swendel@horizon.edu

## **Course Goals**

### **Course Description**

This course aims to explore the literary, historical, and theological dimensions of the Gospel of Luke with particular focus on Luke's distinct treatment of the story of Jesus and his followers. The study will include engagement with the biblical text, a critical evaluation of the methods and views of leading scholars of Luke-Acts, and a consideration of how Luke challenges us to become faithful disciples of Jesus.

### **Relationship to Horizon's Mission**

The study will equip students to read the Gospel of Luke with a fresh perspective informed by Luke's own unique point of view. In so doing, they will discern more fully how the message and mission of Jesus and his followers has relevance for our current cultural context.

## Course Competencies and Learning Outcomes

To demonstrate competency in biblical and theological literacy, students will

1. Recognize the literary artistry, theology, and historical context of the Gospel of Luke as well as its unique purpose, content, and structure.
  - *Assessment:* Book Review, Commentary Notes, Final Paper
2. Analyze key Lukan themes through a careful study of major events in each chapter of the Gospel and through discussion of scholarly contributions to Lukan studies.
  - *Assessment:* Gospel of Luke Reading, Book Review, Panel Article Assignments
3. Identify the key characteristics of Luke's portrayal of the identity and mission of Jesus and his disciples, and grapple with their relevance for our contemporary context.
  - *Assessment:* Final Paper, Book Review
4. Evaluate how Lukan descriptions of the plan of God and the identity of his people ought to challenge us to reshape our own perspectives.
  - *Assessment:* Final Paper

## Course Work

### Required Readings

Aland, Kurt, ed. *Synopsis of the Four Gospels*. New York: United Bible Societies, 1985. ISBN: 978-1585169429. **\*\*Note: Newer and older editions are acceptable, but please be sure to purchase the English Edition (not the Greek Edition or the Greek-English Edition).**

Green, Joel B. *The Gospel of Luke*. New International Commentary on the New Testament. Grand Rapids: Eerdmans, 1997. ISBN: 978-0802823151.

Perrin, Nicholas. *Luke: An Introduction and Commentary*. TNTC, 3. Downer's Grove, IL: Intervarsity, 2022. ISBN: 978-1514005354.

Wright, N. T. *How God Became King: The Forgotten Story of the Gospels*. New York: HarperCollins, 2016. ISBN: 9780061730603.

Select articles – available on Populi.

\*\*While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

### Course Assignments and Activities

1. *Commentary Notes:* Read the introductions to both commentaries (Perrin and Green) and provide brief point-form summaries of the introductions. (10%)
  - Related learning outcome(s): # 1
  - **Assignment length:** 4-5 pages (2-3 pages per commentary)
  - **Due date:** Sept. 16, 2022

2. *Gospel of Luke Reading*: Read the Gospel of Luke twice in its entirety and indicate in an email to the professor that you have completed this assignment. (5%)
- Related learning outcome(s): # 2
  - **Due date**: Sept. 16, 2022
3. *Book Review*: Read and prepare a review of N. T. Wright's book, entitled, *How God Became King*. (25%)  
The book review should have two main parts: 1) Description of the book and 2) evaluation of the author's purpose. **See Appendix A for detailed instructions for the book review.**
- Related learning outcome(s): # 1-3
  - **Assignment length**: 4-5 pages (1200-1500 words)
  - **Due date**: Oct. 1, 2022
4. *Panel Article Assignments* (30%)  
In the second and third weekends of the course, there will be discussion panels that address important secondary literature on select topics from the Gospel of Luke. **See panel article information and instructions in Appendix B below.**  
**The articles are listed in Appendix B and will be posted in a file in the Lessons section of Populi.**
- Related learning outcome(s): # 2
  - **Assignment length**: Oral participants – one-page point-form summary; non-participants – 3-page summary of 3 articles
  - **Due date**: Panel 1 – Oct. 15, 2022; Panel 2 – Nov. 5, 2022
5. *Final Paper* (30%)  
Write a research paper on a key theme or passage from the Gospel of Luke. The paper will demonstrate thorough, careful study of the biblical texts in thoughtful interaction with important secondary sources (at least 10 sources). Further instructions will be provided on the first day of class.
- Related learning outcome(s): # 1, 3, 4
  - **Assignment length**: 10 pages (3000 words)
  - **Due date**: Dec. 3, 2022

**Estimate of Time Investment** (individual time investments may vary)

Classroom time	30 hrs		Assignment Weighting
1. Commentary Notes	10 hrs	Sept. 16	10%
2. Gospel of Luke Reading	5 hrs	Sept. 16	5%
3. Book Review	25 hrs	Oct. 1	25%
4. Panel Article Assignments	20 hrs	Oct. 15, Nov. 5	30%
5. Final Paper	30 hrs	Dec. 3	30%
Total =	~120 hrs		

## Course Outline

Date	Text	Class Topic	Secondary Reading	Supporting Assignments
Sept. 16 Evening	Luke 1:1-4	Introduction: Authorship, Date, Purpose and Genre		Gospel of Luke Reading; Commentary Notes
Sept. 17 Morning	Luke 1-2	Methods for Studying Luke Mission and Identity of Jesus: Part 1	Green and Perrin Commentaries	
Sept. 17 Afternoon	Luke 3-4	Luke's Apocalyptic Perspective Mission and Identity of Jesus: Part 2	Green and Perrin Commentaries	
Oct. 1				Book Review
Oct. 14 Evening	Luke 5-10	Mission of Jesus and His Disciples	Green and Perrin Commentaries	
Oct. 15 Morning	Luke 11-18	Reversals + Transformation of Social Order	Green and Perrin Commentaries	
Oct. 15 Afternoon		Economics, Justice, and the Kingdom	Green and Perrin Commentaries	
		Panel: Wealth and Social Status	Green, "Good News to the Poor"; Hays, "Hating Wealth and Wives"; Heen, "Radical Patronage"; Miller, "Bridge Work and Seating Charts"	Panel Article Assignments #1
Nov. 4	Luke 19-22	Travel Narrative Eschatology in Luke	Green and Perrin Commentaries	
Nov. 5 Morning	Luke 23	The Death of Jesus in Luke		
		Panel: Luke's Portrayal of the Death of Jesus	Van Henten, "Jewish Martyrs"; Sterling, " <i>Mors philosophi</i> "; Tiede, "Contending with God"; Garrett, "The Meaning"	Panel Article Assignments #2
Nov. 5 Afternoon	Luke 24 (cf. Acts 1-2; Acts 8:26-40; 10:34-43; 13:46-47; 26:12-23)	Scripture and the Plan of God  Post-Resurrection Mission and Identity of the Disciples	Green and Perrin Commentaries	
		Concluding Reflections		Final Paper (due Dec. 3, 2022)

## Academic Policies

### General Guidelines for the Submission of Written Work

#### *Formatting Papers*

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

### *Submitting Your Assignments*

Assignments should be submitted via [Populi](#). The resource at this link <https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for-assignments> explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

### **Late Assignments and Extensions**

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

### **Grading**

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### **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 Seminary [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](mailto:bwilliamson@horizon.edu); Jessie Lysholm, Associate Dean of Students, at [jlysholm@horizon.edu](mailto:jlysholm@horizon.edu); or Leanne Bellamy, Academic Coach, at [lbellamy@horizon.edu](mailto:lbellamy@horizon.edu).

### **Class Attendance**

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. 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. 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.

### **Live-Streaming Etiquette**

Students taking the course through live-streaming are required to indicate this during their course registration. While live-streaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via live-stream, in order to be marked present for the class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

### **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.

## Bibliography

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### Luke 4:16-30

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## Appendix A: Book Review

**Definition of a critical book review:** *A paper that describes the nature and scope of a book and evaluates how well the author succeeded in his or her purpose for writing. The assessment component of the review requires evidence to support its conclusions.*

### *Book Review Instructions*

Write a 4-5 page (1200-1500 words) review that includes two parts:

1. Part One: description of the book
2. Part Two: evaluation of the author's purpose

### *Part I – Describe the Book and Summarize its Content (2 - 2 ½ pages of book review)*

- Begin by providing the author's name and the full title of the book.
- Describe the book by answering the following questions:
  - What type of book is it? What subject matter does it cover?
  - What is the main purpose and thesis of the author?
  - Who is the main intended audience of the book? How does this have an impact on its overall presentation?
  - What is the particular perspective of the author and what role does this play in his presentation?
- Briefly outline the content of each chapter:
  - Indicate how each chapter contributes to the overall purpose or thesis of the book.
  - Describe how the author organizes and presents his information.

### *Part II – Evaluate the Book (2 - 2 ½ pages of book review)*

- Discuss the extent to which the author succeeds in fulfilling his purpose or thesis:
  - Evaluate the quality of the sources the author uses and his treatment of this evidence to support his thesis.
  - Evaluate the overall strength and logic of his argument.
  - Note both weaknesses and strengths in his argument.
  - Be sure to use specific examples to illustrate your critique.
- Comment on the effectiveness of the overall organization of the book.
- Indicate how the author's perspective and approach influences his purpose, argument, and conclusions.
- Explain how the author's intended audience influences his purpose and choice of topic.

## Appendix B: Panel Article Assignments

### 1. Instructions for oral panel presentations:

Each student will present orally in ONE of the panel discussions (Wealth OR Death of Jesus). During these discussions, there will be four panelists who each give a 5-6 minute presentation of one of the four articles for the panel. The presentation will involve a 2-3 minute summary and a 2-3 minute critical evaluation of the article.

- 2-3 minute summary of the article:
  - o In this part of the presentation, each panelist should include the following information: a) the thesis of the article; b) the logic and primary evidence that the author uses to prove his or her thesis.
- 2-3 minute evaluation of the article:
  - o In this section, each panelist needs to discuss the extent to which she thinks the author successfully supported his or her thesis. This will involve an evaluation of the logic of the overall argument and the evidence used to support the argument.
- After each panelist has presented her article, the four panelists will engage in a 10-minute discussion of the panel articles:
  - o This part of the presentation need not follow a rigid structure. Panelists may want to compare the different articles and explain why they prefer some over others.
  - o Alternatively, they may wish to provide further critique of a specific article(s) and express their own interpretation of a biblical text.
  - o Panelists may discuss as a group how they will interact together during the group part of the presentation, but this is not a requirement.
- Class participation:
  - o After the panel discussion, the rest of the class will have an opportunity to ask the panel questions or to offer further comments.
- After the panel presentation, oral participants will submit a one-page (point form) summary of their notes for the presentation.

### 2. Instructions for the panel when a student is not presenting orally:

For the panel in which a student does not present orally, she will need to provide written evaluation and summary of three of the articles in the panel in which she does not participate:

- Choose three articles from the panel in which you are not participating orally.
  - o Write a one-page response to each article that includes the following information: a) the thesis of the article; b) the logic and primary evidence that the author uses to prove the thesis; c) an evaluation of the extent to which you think the author successfully supported the thesis. This will involve an evaluation of the logic of the overall argument and the evidence that the author uses to support the argument.
  - o At the conclusion, identify which article you preferred and explain why this article was superior to, or more convincing than, the other articles in that panel.
  - o **Note that you do not need to write a full introduction and conclusion for this exercise.**

**Appendix B: Panel Presentation Sign-up Sheet:**

Date and Topic:	Readings:	Presenter:
Oct. 15, 2022 Wealth and Social Status in Luke	Green, "Good News to the Poor"	
	Hays, "Hating Wealth and Wives"	
	Miller, "Bridge Work and Seating Charts"	
	Heen, "Radical Patronage"	
Nov. 5, 2022 Luke's Portrayal of the Death of Jesus	Van Henten, "Jewish Martyrs"	
	Sterling, " <i>Mors philosophi</i> "	
	Tiede, "Contending with God"	
	Garrett, "The Meaning of Jesus' Death in Luke"	

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- Green, Joel B. "Good News to the Poor: A Lukan Leitmotif." *Review and Expositor* 111 (2014): 173-179.
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- Heen, Erik M. "Radical Patronage in Luke-Acts." *Currents in Theology and Mission* 33 (2006): 445-458.
- Miller, Amanda C. "Bridge Work and Seating Charts: A Study of Luke's Ethics of Wealth, Poverty, and Reversal." *Interpretation* 68 (2014): 416-427.

**Panel 2:**

- Garrett, Susan R. "The Meaning of Jesus' Death in Luke." *Word & World* 12 (1992) 11-16.
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