



B266-CB Luke-Acts

3 credits. Pre-requisites: B119-CB; B115-CB

This course transfers to the University of Saskatchewan.

👤 Mississauga Campus 'A' Live-Stream 🎥 Video on Demand

Mar 10 – Apr 17

Term D 2024

Mon & Wed 10am-1pm (ET) (8am- 11am SK)

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Course 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 MCS-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. Trace key themes in Luke-Acts in order to gain a clearer understanding of Luke's unique literary artistry and emphasis.
 - *Assessment:* Kuhn Book Summary
 - *Assessment:* Gaventa Introduction Notes
3. Illustrate how the stories of Jesus and the early Church, when read in light of their literary, social, and political contexts, articulate a profoundly relevant message for the church today.
 - *Assessment:* Research Paper
 - *Assessment:* Final Competency Assessment
4. Reflect upon how Luke-Acts informs the way we think, live, and minister in our current cultural context.
 - *Assessment:* Research Paper
 - *Assessment:* Final Competency Assessment

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.

DTL: <https://thedtl.on.worldcat.org/oclc/7211459379>

Kuhn, Karl Allen. *Luke the Elite Evangelist*. Collegeville, MN: Liturgical Press, 2010. ISBN: 9780814653050.

DTL: <https://thedtl.on.worldcat.org/oclc/913790704>

Gaventa, Beverly Roberts. *The Acts of the Apostles*. Abingdon New Testament Commentaries. Nashville: TN, 2003. ISBN: 978068705821190000.

DTL: <https://thedtl.on.worldcat.org/oclc/52341545>

**While students have the benefit of accessing most of 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.

Course Assignments and Activities

1. *Reading Log and Outline of Luke-Acts* – 10%

Read the assigned portions of Luke-Acts before each class.

- To complete this assignment, students will
 - 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.
 - submit the outline with a completed record of reading duration and 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 10, 2025.

2. *Kuhn Book Summary* –20%

Write a three-page book summary of Kuhn's book, *Luke the Elite Evangelist*.

- To complete this assignment, students will
 - begin by providing the author's name and the full title of the book.
 - describe the book by including the following material:
 - What type of book is it? What subject matter does it cover?
 - What is the main purpose or 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 and indicate how each chapter contributes to the overall purpose or thesis of the book.
- Related learning outcome: #2
- Assignment length: 3 pages.
- **Due date:** March 24, 2025.

3. *Gaventa Introduction Notes* – 10%

Read pp. 25-59 of the Gaventa commentary and take point-form notes on this reading.

- To complete this assignment, students will
 - read and provide point-form notes for pp. 25-59 of the Gaventa commentary.
 - ensure that they include the main points of the Gaventa commentary introduction in their notes.
- Related learning outcome: #2
- Assignment length: 3 pages.
- Due date: March 29, 2025.

4. *Research Paper* – 30%

Write a research paper on a key theme in the book of Acts.

To complete this assignment, students will

- select a key theme in Acts and locate every passage that refers to this theme.

Examples of themes to study:

Discipleship	Healing	Politics	Salvation
Evangelism	Holy Spirit	Christology	Suffering

Exorcism	Church	Temple	Miracles
Church + Israel	Witness	Food laws	Fellowship
Mission	Leadership	Church Order	Holy Spirit
Generosity	Death of Jesus	Guidance	Persecution

- decide on a specific passage that addresses one of the key themes and email the professor to attain approval of the chosen key theme and passage.
 - listen to the recorded presentation that provides instructions for writing a thesis-driven paper.
 - write a research paper that includes the following components: 1) a clearly-articulated thesis, evidence, and conclusion; 2) a well-organized discussion of your chosen theme; and 3) at least five scholarly sources that support your findings. Note that one of the key sources should be the Gavena commentary.
 - 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: #3, 4.
 - Assignment length: 4-6 pages.
 - **Due date:** April 5, 2025.

5. *Final Competency Assessment 30%*– Prepare for an online assessment where you will discuss key interpretive issues in Luke-Acts. At the beginning of the final week in class, students will receive a list of possible questions to study in preparation for the competency assessment. Students will have two hours to complete the assessment on Populi.
- To complete this assignment, students will prepare for and write the timed 2-hour exam on Populi.
 - Related to learning outcome: #3, 4
 - Assignment length: 2 hours (to write).
 - **Due date:** April 11, 2025.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is being offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy. **The Late Assignments and Extensions policy applies to all VOD report submissions.**

- **For this course, VOD students have the same assignment due dates as in-class students.**
- Each week, VOD students are required to watch and engage with all lecture content and in-class activities from that week's classes.
- By Saturday at 11:59 pm each week, VOD students will submit written confirmation that 1) affirms they have watched the required recording for the last seven days, and 2) a one-two page reflection on two-three items from the weekly classes that were most meaningful to them and help them to reach the course learning outcomes.

Due dates for Padlet Video Submissions:

- Week 1 Report due by 11:59pm on March 15, 2025
- Week 2 Report due by 11:59pm on March 22, 2025

- Week 3 Report due by 11:59pm on March 29, 2025
- Week 4 Report due by 11:59pm on April 5, 2025
- Week 5 Report due by 11:59pm on April 11*, 2025
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.

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 10, 2025	10%
2. <i>Kuhn Book Summary</i>	15 hrs	March 24, 2025	20%
3. <i>Gaventa Introduction Notes</i>	5 hrs	March 29, 2025	10%
4. <i>Research Paper</i>	30 hrs	April 5, 2025	30%
5. <i>Final Competency Assessment</i>	5 hrs	April 11, 2025	30%
Total =	~100 hrs		

- All assignments are due at 11:59pm ET unless otherwise indicated.
- First submissions of assignments will not be accepted after Friday April 11, 2025.
- Revision week is April 14-17, 2025. Your instructor may also request revisions on some assignments before revision week.
- No resubmission of assignments will be accepted after Thursday April 17, 2025
- Note: Good Friday April 18, 2025

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 Mar 10 – Apr 17, 2025

Text	Class Topic	Supporting Assignments
Luke 1:1-4	Introduction: Authorship, Date, Purpose and Genre	
Luke 1-2	Methods for Studying Luke-Acts	
Luke 1-3	Methods for Studying Luke-Acts	
Luke 3-4	Luke’s Apocalyptic Perspective	
Luke 4-7	Mission and Identity of Jesus	
Luke 5-8	Mission and Identity of the Disciples	
Luke 5-8	Jesus Mobilizes His Mission	
Luke 9-19	Economics, Justice, and the Kingdom	
Luke 9-19	Transformation of Social Order in the Kingdom	Kuhn Book Summary
Luke 9-19	Travel Narrative	

Luke 20-23	Death of Jesus and the Plan of God	
Luke 24; Acts 1	Resurrection and Mission	
		Gaventa Introduction Notes
Acts 2-3	Descent of Spirit: Restoration of God's People	
Acts 4-5	External and Internal Conflict=	
Acts 6-8	Expansion of the Mission	
Acts 9, 13, 28	Saul's Transformation and Mission	
		Research Paper
Acts 10-11	Peter and Cornelius	
Acts 15	A Turning Point: Israel and the Nations	
Acts 14, 16	Cultural Collision in Luke-Acts	
Acts 17-19	Luke-Acts and Empire	Reading Log and Outline
		Final Competency Assessment

Academic Policies

General Assignment Guidelines

Please see the [MCS-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* on Populi 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 unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late submissions will be tracked across each student's program. If a student incurs multiple instances of 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. If one assignment is submitted more than five days late, the student will fail the course.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

MCS-Horizon College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Likewise, a final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

MCS-Horizon CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
			A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at MCS-Horizon. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original

work and 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.

Accessible Learning Services Information

MCS-Horizon aims to provide an accessible learning environment for all our students. If you would benefit from learning accommodations due to temporary or ongoing physical or mental health conditions or learning disabilities, please contact us as soon as possible to schedule a conversation. In all cases we ask that you provide current documentation of the disability or condition you wish to disclose. MCS-Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Wendy Holmes, MCS's Director of Academic Success (wendy.holmes@mcs.edu), or Richelle Bekkattla, Horizon's Library Technician and Academic Accommodations Coordinator (library@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 livestreaming 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming 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 livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of 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

MCS-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 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.
- _____. *Luke 18:35-24:53*. Word Biblical Commentary 35c. Nashville: Thomas Nelson Press, 1989.
- 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
- *Bruce, F. F. *The Book of the Acts*. NICNT. Rev ed. Grand Rapids: Eerdmans, 1990.
- *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: Inter-Varsity 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.
- Bovon, François. *Luke the Theologian: Fifty Years of Research (1950-2005)*. 2nd ed. Waco: Baylor University Press, 2006.
- Cadbury, Henry J. *The Making of Luke-Acts*. New York: MacMillan, 1927.
- Dahl, Nils A. *Jesus in the Memory of the Early Church*. Minneapolis: Augsburg, 1976.
- Dillon, Richard J. *From Eye-Witnesses to Ministers of the Word: Tradition and Composition in Luke 24*. *Analecta Biblica* 82. Rome: Biblical Institute Press, 1978.
- _____. "Previewing Luke's Project from His Prologue." *Catholic Biblical Quarterly* 43 (1981): 205-227.
- Green, Joel B. *The Theology of the Gospel of Luke*. Cambridge: Cambridge University Press, 1995.
- Green, Joel B., and Michael C. McKeever. *Luke-Acts and New Testament Historiography*. Institute for Biblical Research Bibliographies 8. Grand Rapids: Baker, 1994.
- Karris, Robert. *What Are They Saying about Luke and Acts?* New York: Paulist Press, 1979.
- Kealy, Sean P. *The Interpretation of the Gospel of Luke*. 2 volumes. *Studies in the Bible and Early Christianity* 63 & 64. Edwin Mellen Press, 2005.
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- Kuhn, Karl Allen. *Luke: The Elite Evangelist*. Collegeville, MN: Liturgical Press, 2010.
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- Marshall, I. Howard. *Luke: Historian and Theologian*. Grand Rapids: Zondervan, 1970.
- _____. "Luke and his 'Gospel'." Pages 289-308 in *Evangelium und die Evangelien: Vorträge vom Tübinger Symposium 1982 / hrsg. von Peter Stuhlmacher*. *Wissenschaftliche Untersuchungen zum Neuen Testament* 28. Tübingen: Mohr Siebeck, 1983.

- Rotschild, C.K. *Luke-Acts and the Rhetoric of History: An Investigation of Early Christian Historiography*. Tübingen: Mohr-Siebeck 2004.
- Schubert, P. "The Structure and Significance of Luke 24." Pages 165-186 in *Neutestamentliche Studien für Rudolf Bultmann zu seinem siebzigsten Geburtstag am 20. August 1954*. Beihefte zur Zeitschrift für die neutestamentliche Wissenschaft 21. Edited by W. Eltester. Berlin: Alfred Töpelmann, 1954.
- 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.
- Denova, Rebecca I. *The Things Accomplished Among Us: Prophetic Tradition in the Structural Pattern of Luke-Acts*. Sheffield: Sheffield Academic Press, 1997.
- Dupont, Jacques. "Apologetic Use of the Old Testament in the Speeches of Acts." Pages 129-159 in *The Salvation of the Gentiles: Essays on the Acts of the Apostles*. New York: Paulist, 1979.
- Ellis, Earle. E. "The End of the Earth (Acts 1:8)." *Bulletin for Biblical Research* 1 (1991): 123-132.
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- Goulder, Michael D. *Type and History in Acts*. London: SPCK, 1964.
- Kimball, Charles A. *Jesus' Exposition of the Old Testament in Luke's Gospel*. Journal for the Study of the New Testament: Supplement Series 94. Sheffield, Sheffield Academic Press, 1994.
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- _____. "Isaiah in Luke-Acts." Pages 79-100 in *Isaiah in the New Testament*. Edited by Steve Moyise and Maarten J. J. Menken. London: T&T Clark International, 2005.
- Moessner, David P. "The Script of the Scriptures in Acts: Suffering as God's 'Plan' (boulh,) for the World for the 'release of sins'." Pages 218-250 in *History, Literature, and Society in the*
- Moore, Thomas. "The Lucan Great Commission and the Isaianic Servant." *Bibliotheca Sacra* (1997): 47-60.
- _____. "'To the End of the Earth': The Geographical and Ethnic Universalism of Acts 1:8 in Light of Isaianic Influence on Luke." *Journal of the Evangelical Theological Society* 40 (1997): 389-399.
- Litwak, Kenneth Duncan. *Echoes of Scripture in Luke-Acts: Telling the History of God's People Intertextually*. T&T Clark International, 2005.
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- Richard, Earl. "The Old Testament in Acts." *Catholic Biblical Quarterly* 42 (1980): 330-41.
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- Sanders, J. A. "Isaiah in Luke." *Interpretation* 36 (1982): 144-155.

- Strauss, Mark L. *The Davidic Messiah in Luke-Acts: The Promise and Its Fulfillment in Lukan Christology*. JSNT Supp 110. Sheffield: Sheffield Academic Press, 1995.
- Talbert, Charles H. "Promise and Fulfillment in Lucan Theology." Pages 91-103 in *Luke-Acts: New Perspectives from the Society of Biblical Literature Seminar*. Edited by Charles Talbert. New York: Crossroad Publishing Company, 1984.
- 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.
- Moessner, David P. "The Ironic Fulfillment of Israel's Glory." Pages 35-50 in *Luke-Acts and the Jewish People: Eight Critical Perspectives*. Edited by Joseph B. Tyson. Minneapolis: Augsburg Publishing House, 1988.
- Sanders, Jack T. *The Jews in Luke-Acts*. London: SCM Press, 1987.
- _____. "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.
- Tyson, Joseph B. *Images of Judaism in Luke-Acts*. Columbia: University of South Carolina Press, 1992.
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