

NT5306 Gospel of Luke: The Mission of Jesus and His Followers

3 credits.

 On Campus, Saskatoon  Livestream  Video on Demand



January 12-16, 2026

Module

9:00am-4:00pm SK (10:00am-5:00pm ET)

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Please note: This course includes substantial reading and assignments before and during the module.

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. Articulate the theology, literary artistry, 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

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

DTL: <https://thedtl.on.worldcat.org/oclc/36915764>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/1319225763>.

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

DTL: <https://thedtl.on.worldcat.org/oclc/785872795>.

Select articles – available on Populi.

**While students have the benefit of accessing many 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

Pre-Module Assignments

1. *Commentary Notes*- 10%.

Read the introductions to both commentaries (Perrin and Green) and provide brief point-form summaries of the introductions.

- Related learning outcome(s): #1.
- **Assignment length:** 4-5 pages (2-3 pages per commentary).
- **Due date:** January 10, 2026.

2. *Gospel of Luke Reading*- 5%.

Read the Gospel of Luke twice in its entirety and write a note on Populi under the assignment “Gospel of Luke Reading” to the professor that you have completed this assignment.

- Related learning outcome(s): #2.
- **Due date:** January 10, 2026.

Before & During the Module

3. *Panel Article Assignments* – 30%.

In the last two days of the module, there will be discussion panels that address important secondary literature on select topics from the Gospel of Luke.

For one panel, students will participate in an oral panel presentation, as described in Appendix B. For the other panel, students will do a written assignment, as described in Appendix B. To claim your article of choice for the oral panel presentation, please email your professor (first come, first served). If there are not enough spaces for all students to do an oral presentation, students who sign up first will be given an oral presentation, and remaining students will complete a written assignment for both panels. **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.

VOD Students, see instructions below.

- Related learning outcome(s): # 2
- **Assignment length:**
 - Oral participants – one-page point-form summary & participation on the panel.
 - Non-participants – 3-page summary of 3 articles (approximately 300 words per article).
- **Due dates:**
 - Written assignment(s): January 10, 2026.
 - Oral panel presentations: January 15 or 16, 2026.

After the Module

4. *Book Review* – 25%.

Read and prepare a review of N. T. Wright's book, entitled, *How God Became King*.

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:** February 7, 2026.

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:** March 2, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is 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.

- For this course, VOD students have *the same and different* assignment due dates than in-class students:
 - Commentary Notes: due January 10 (unchanged).
 - Gospel of Luke Reading: due January 10 (unchanged)
 - Panel Article Assignments: due January 10, 2026 (*changed*)
 - *VOD students must complete the 'non-oral' (i.e., written) version of the assignments for both Panels #1 and #2. Both are due January 10, 2026.*
 - Book Review due: February 7, 2026 (unchanged)
 - Final Paper: due March 2, 2026 (unchanged)
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due January 17, 2026
 - Day 2 Lectures and Report due January 24, 2026
 - Day 3 Lectures and Report due January 31, 2026
 - Day 4 Lectures and Report due February 7, 2026
 - Day 5 Lectures and Report due February 14, 2026
- By Saturday at 11:59pm each week (according to the schedule approve) VOD students will submit a 2-3 minute video report on Padlet that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked are pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs		Assignment Weighting
1. Commentary Notes	10 hrs	Jan. 10	10%
2. Gospel of Luke Reading	5 hrs	Jan. 10	5%
3. Panel Article Assignments	20 hrs	Jan 10; Jan. 15, 16	25%
4. Book Review	25 hrs	Feb. 7	30%
5. Final Paper	30 hrs	Mar. 2	30%
Total =	~120 hrs		

All assignments are due at 11:59pm **SK time unless otherwise indicated.

Course Outline

Date	Text	Class Topic	ASSIGNMENT DUE
Before Jan. 10		COMPLETE PRE-COURSE ASSIGNMENTS	Commentary Notes; Gospel of Luke Reading; Panel Article Assignments (Written) (Due Jan. 10 th)
Jan. 12 Morning 1	Luke 1:1-4	Introduction: Luke's World Authorship, Date, Purpose and Genre	
Jan. 12 Morning 2	Luke 1	Methods for Studying Luke Identity and Mission of Jesus: Part 1	
Jan. 12 Afternoon 1	Luke 2	Methods for Studying Luke Identity and Mission of Jesus: Part 2	
Jan 12. Afternoon 2	Luke 3-4	Identity and Mission of Jesus: Part 3	
Jan 13. Morning 1	Luke 4-9	Jesus's Galilean Ministry	
Jan 13. Morning 2	Luke 9-10	Climax of the Galilean Ministry and Introduction to Luke's Travel-Narrative	
Jan 13. Afternoon 1	Luke 10 (5:1– 11; 8:1–21; 9:1– 6; 11:14–36) Luke 10:17–20; 11:14–26	Travel Narrative: The Identity and Mission of Jesus's disciples Luke's Cosmological Perspective	
Jan. 13. Afternoon 2	Luke 10:25–37; 11:37–53 (6:27– 36; 16:14–18)	Travel Narrative: The Law of Moses in the Luke	
Jan. 14 Morning 1	Luke 12–13 (11:14–23; 19:11–27)	Travel Narrative: The Arrival of the Kingdom and Readiness for the final Kingdom	
Jan. 14 Morning 2	Luke 14	Reversal, Economics, and the Kingdom	
Jan. 14 Afternoon 1	Luke 14:25–35 (5:11, 27; 9:23– 27, 57–62; 12:49–53; 18:28–30)	Travel Narrative: The Cost of Discipleship	
Jan. 14. Afternoon 2	Luke 15 (13:1– 9)	Travel Narrative: Reversal and Repentance	
Jan. 15. Morning 1	Luke 16:1– 19:27	Travel Narrative: Reoccurring Themes	
Jan 15. Morning 2	Luke 19:28– 20:–47	Jesus's Arrival In Jerusalem	
Jan. 15. Afternoon 1		Panel: Wealth and Social Status	Panel #1 Article Assignments (Oral) (due before class)
Jan. 15. Afternoon 2	Luke 21 (9:27; 13:31–35; 17:20–37; 19:41–44)	Temple and Eschatology in Luke	
Jan. 16 Morning 1	Luke 22	Luke's Passion Narrative	
Jan. 16. Morning 2	Luke 23	The Death of Jesus in Luke	
January 16, Afternoon 1		Panel: Luke's Portrayal of the Death of Jesus	Panel #2 Article Assignments (Oral) (due before class)

January 16 Afternoon 2	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 Fill out Course Review Concluding Reflections	
			Book Review (due Feb. 7, 2026) Final Paper (due Mar. 2, 2026)

- Assignments will not be accepted after **March 9, 2026**.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Late Assignments and Extensions

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

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](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

Accessible Learning Services Information

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

Class Attendance (On Campus or Livestreaming)

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 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.
 - **Professor's Note:** *To foster a focused learning environment, the use of all electronic devices (including, but not limited to, cell phones, laptops, tablets, and smartwatches) is prohibited during class time. Students with documented academic accommodations will be allowed to use electronic devices as necessary. The Academic Accommodations Coordinator at Horizon, or Director of Academic Success at MCS, will notify pertinent faculty of a student's requirements via an Academic Accommodations Letter prior to the start of the semester. Students using electronic devices without proper documentation may be asked to leave the classroom. Students will require a physical copy of a Bible and a pencil/pen.*

Bibliography

General:

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Luke and the Jewish People:

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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 (600-800 words 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 (600-800 words 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). In the case that there are more students in the class than available presentations, students will have the choice of whether they want to present orally or complete the three-page write-up for both panels (students taking the class by VOD will not present orally). 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:
 - 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:
 - 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:
 - 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.
 - Alternatively, they may wish to provide further critique of a specific article(s) and express their own interpretation of a biblical text.
 - 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:
 - 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.
 - 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.
 - 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.
 - **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:
Jan. 15, 2026 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"	
Jan. 16, 2026 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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Panel 1:

- Green, Joel B. "Good News to the Poor: A Lukan Leitmotif." *Review and Expositor* 111 (2014): 173-179.
- Hays, Christopher. "Hating Wealth and Wives? An Examination of Discipleship Ethics in the Third Gospel." *TynBul* 60 (2009): 47-68.
- 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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