

B266 Luke-Acts

3 credits. Prerequisites: B112 Interpreting the Bible or B115 Intro to New Testament

Mississauga Campus Livestream Video on Demand

March 8-April 16, 2027,
Term D 2027
Monday & Wednesday, 10am-1pm ET (9am- noon SK) *
(* time change occurs on March 14)

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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 Horizon & MCS's Missions
This course equips students for Spirit-empowered life and ministry by fostering a learning community that applies Christian truth with proficiency and prepares Pentecostal leaders for effective ministry.

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; 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; Interview
4. Reflect upon how Luke-Acts informs the way we think, live, and minister in our current cultural context.
    - *Assessment*: Research Paper; Interview

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

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

Gaventa, Beverly Roberts. *The Acts of the Apostles.* Abingdon New Testament Commentaries. Nashville: TN, 2003. ISBN: 9780687058211. DTL

**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 7, 2027.

2. *Kuhn Book Summary* –20%

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

- To complete this assignment, students will
    - begin by providing the author's name (Kuhn's) 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 22, 2027.

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.
    - the main points should be carefully refined and presented as clear, well-developed ideas, rather than abrupt or incomplete thoughts.
- Related learning outcome: #2
- **Assignment length**: 3 pages.
- **Due date**: March 31, 2027.

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

  - choose a specific passage that reflects one of the key themes, along with a thesis statement, and submit both on Populi for the professor's approval
  - 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 Gaventa 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: #2, 3, 4.
- **Assignment length**: 4-6 pages.
- **Due date Thesis Statement:** March 12, 2027
- **Due date** R**esearch Paper:** April 4, 2027

5. *Interview - 30%*

In this assessment, you will discuss and evaluate key interpretive issues in Luke–Acts, demonstrating your understanding of the major themes, theological perspectives, and hermeneutical approaches explored throughout the course. The final interview assignment will focus on the first eight lectures (weeks 1-4).

To complete this assignment, students will:

- prepare by reviewing class lectures, discussions, assigned readings, and course notes.
- study a list of possible questions provided by the professor during the final week of the course.
- participate in a 15–20-minute online interview during which a randomizer will select three questions from the list.
- meet with the professor via the online interview link provided during the first week of the course.
- during the interview:
  - Explain key interpretive issues in Luke–Acts and summarize the major scholarly perspectives discussed in class.
  - Evaluate different interpretations of significant passages and themes in Luke–Acts, providing reasons for your assessment.
  - Articulate your own understanding of the theological and interpretive issues covered in the course and explain the basis for your conclusions.
  - Respond to follow-up questions from the professor during the discussion.

Students may use personal class notes during the interview but should not rely on them excessively. Screen sharing is required, and no materials other than personal class notes may be consulted unless explicitly approved by the professor.

- Related learning outcomes: #3, #4.
- **Assignment length**: 15–20-minute interview.
- **Due date**: April 5-9, 2027.

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* assignment due dates as in-class students.
- By Saturday at 11:59PM each week, VOD students are required to watch and engage with all lecture content and in-class activities from the previous week's class. VOD students will submit a 2–3-minute video report 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.
    - Week 1 Report due by 11:59pm on March 13, 2027
    - Week 2 Report due by 11:59pm on March 20, 2027
    - Week 3 Report due by 11:59pm on March 27, 2027
    - Week 4 Report due by 11:59pm on April 3, 2027
    - Week 5 Report due by 11:59pm on April 10, 2027
- Students registered to attend by VOD will fulfill the course attendance requirements through their video report submissions. They must submit their VOD reports on time to be registered as present for class.

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs		
1. Reading Log and Outline of Luke-Acts	15 hrs	April 7, 2027	10%
2. Kuhn Book Summary	15 hrs	March 22, 2027	20%
3. Gaventa Introduction Notes	5 hrs	March 31, 2027	10%
4. Research Paper	30 hrs	April 4, 2027	30%
5. Interview	5 hrs	April 5-9, 2027	30%
Total =	~100 hrs		

All assignments are due at 8pm ***ET,*** unless otherwise indicated.

Assessment Rubrics
Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline/Class Schedule

Reading for the Log	Date	Class Topic	Text discussed in class	Supporting Assignments
Luke 1	March 8	Introduction: Authorship, Date, Purpose and Genre	Luke 1:1-4	
Luke 2-5	March 10	An Introduction to the Synoptic Problem	Luke 1-3	
Luke 6-11	March 15	The Mission and Identity of Jesus and the Disciples	Luke 3-4	
Luke 12-17	March 17	Luke's Apocalyptic Perspective	Luke 4-8	
Luke 18-20	March 22	Economics and Justice in God's Kingdom	Luke 9-19	**Kuhn Book Summary**
Luke 21-24	March 24	Travel Narrative	Luke 9-23	
Acts 1-2	March 29	Jesus' Resurrection and the Mission of the Disciples	Luke 24; Acts 1	
	March 31			**Gaventa Introduction Notes**
Acts 3-9	March 30	Descent of Spirit: The Inclusion of the Gentiles into the Church	Acts 2-11	
	April 4			**Research Paper**
Acts 10-14	April 5	The Apostolic Council in Jerusalem	Acts 14-16	
Acts 15-22	April 7	Paul, the Church and the Empire	Acts 17-28	**Reading Log and Outline**
Acts 23-28	April 5-9			**Interview**

- Revision week is April 12-16, 2027. Students are encouraged to submit revised assignments soon after they receive their marked assignments.
- No assignments will be accepted after the course end date: April 16, 2027.

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.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the MCS or Horizon website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. 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 Assignments
Students are expected to submit work by the assigned or extended due dates, as part of their development of Leadership and Administration competency. A late penalty will be assessed for all overdue assignments: 1-3 calendar days late, penalty of 10%; 4-6 calendar days late, penalty of 20%; after 6 calendar days late, an assignment receives a grade of 0 and no opportunity for revision. Any late penalty incurred on a first submission will be applied regardless of if the student chooses to continue learning through the revision process.

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.

Competency Assignment Revisions
After each assignment has been marked, students have the opportunity to continue learning in response to feedback they receive on assignments. Students can submit one revision 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 demonstrating competency. Revised assignments may be submitted up to the course end date, although students are encouraged to submit them soon after they receive their marked assignments. Assignments submitted later than one week before the course end date are ineligible for revisions.

Horizon and MCS's College Assessment of Student Work
The goal of courses is to help students develop their competency, rather than solely 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. Once a student's assignment has met all assignment completion requirements, the professor will assign a grade for that assignment. The opportunity for revisions exists according to the "Assignment Revisions" policy.

Horizon and MCS Competency 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
		Student demonstrated **excellent** achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated **good** achievement of the learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72
BTM	Beginning to meet expectations	Student demonstrated **satisfactory** progress in achieving the learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
			D+	1.3	57-59

		Student demonstrated **minimal progress** in achieving the learning outcomes.	D	1.0	53-56
			D-	0.7	50-52
NYM	Not yet meeting expectations	Student made **insufficient progress** toward meeting learning outcomes.	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.

Horizon and MCS have 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 Horizon and MCS Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, 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 Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks. Students with documented accommodations on file pertaining to accessing course readings in alternate formats are encouraged to contact the librarian for assistance with as much advanced notice as possible.

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. Students registered to attend on-campus or via livestream must be present for the full duration of a class period to be marked as present for the class. Students registered to attend by VOD must submit their VOD reports on time to be marked as present for class. In the case of illness or other unforeseen circumstances, students may miss up to twenty percent of the total class time (e.g., one day of a module course, two 3-hour classes, etc.) 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
Horizon and MCS encourage 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 (potentially including future online video courses) 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.

Library Support and Research Assistance

Library staff are available to meet with students (online or in person) who need assistance with

- citing sources and identifying credible resources;
- developing research and information literacy skills;
- searching DTL and other library resources.

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.
Kim, Seyoon. *Christ and Caesar: The Gospel and the Roman Empire in the Writings of Paul and Luke.* Grand Rapids: Eerdmans, 2008.
Klutz, Todd. *The Exorcism Stories in Luke-Acts: A Sociostylistic Reading*. Society for New Testament Studies Monograph Series 129. Cambridge: Cambridge University Press, 2008.
Kuhn, Karl Allen. *Luke: The Elite Evangelist*. Collegeville, MN: Liturgical Press, 2010.
Maddox, Robert. *The Purpose of Luke-Acts.* Studies of the New Testament and its World. Edinburgh: T&T Clark, 1982.
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.

Brodie, Thomas L. "Luke-Acts as an Imitation and Emulation of the Elijah-Elisha Narrative." Pages 78-85 in *New Views on Luke and Acts.* Edited by Earl Richard. Collegeville: Liturgical Press, 1990.

_____. *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.

Evans, Craig E. *To See and Not Perceive: Isaiah 6:9-10 in Early Jewish and Christian Interpretation.* Journal for the Study of the New Testament: Supplement Series 64. Sheffield: Sheffield Academic Press, 1989.

Evans, Craig A. and James A. Sanders. *Luke and Scripture: The Function of Sacred Tradition in Luke-Acts.* Minneapolis: Fortress, 1993.

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.

Koet, Bart J., ed. *Five Studies on Interpretation of Scripture in Luke-Acts.* SNTA 14. Leuven: Peeters, 1989.

_____. "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.

Pao, David W. *Acts and the Isaianic New Exodus.* Grand Rapids: Baker Academic, 2002.

Richard, Earl. "The Old Testament in Acts." *Catholic Biblical Quarterly* 42 (1980): 330-41.

Ringgren, H. "Luke's Use of the Old Testament." *Harvard Theological Review* 79 (1986): 227-35.

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.

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