



The Gospel of Luke

Syllabus

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Syllabus

Course Description

At the heart of Luke's Gospel are questions about God's plan, his Messiah, and the emerging new community of Gentile Christians. In this course, Dr. Bock highlights these and other significant theological themes found in the Gospel of Luke. Learners complete a textual examination of the Gospel of Luke and its message by working through the argument of Luke at one chapter per lecture. Dr. Bock's purpose is to show "how Jesus' life, teaching, death, and resurrection actually reflect divine events fulfilled among us' (Luke 1:1)." The course enables students to prepare this narrative material for teaching in ministry, and to apply the message of Luke to life.

Course Objectives

As a result of the course, the student should be able to:

1. Trace the argument of the Gospel through its narrative units.
2. Interpret any specific narrative material found in Luke and isolate the key theological themes it teaches.
3. Communicate the message of a passage that is accurate to the text and relevant to a contemporary audience.
4. Identify ways of applying the lessons of the Gospel of Luke to his/her life and ministry.

Course Structure

The course will work through the argument of Luke one chapter per lecture. Each lecture contains an overview of the chapter before proceeding through the presentation of the text. For the most part, issues of method are not covered.

The course can be used on either a Greek or Non-Greek track. The Greek Track is available to students who have had at least 2 years of prior Greek studies.



Syllabus

Course Textbooks

You are required to have both a technical commentary and a more popular commentary on the Gospel of Luke. These can be selected from the following list. If a student does not know Greek, then one can select two popular commentaries and need not have a technical one.

1. Popular Commentaries

Bock, Darrell L. *Luke (The NIV Application Commentary)*. Grand Rapids: Zondervan, 1996.

Evans, C.A., *Luke (New International Biblical Commentary)*. Peabody, MA: Hendricksen, 1990.

Tiede, D. *Luke (ACNT)*. Minneapolis: Augsburg Publishing House, 1988.

2. Technical Commentaries

Fitzmyer, J.A., *The Gospel According to St. Luke*. 2 volumes. *Anchor Bible Commentary*, 28, 28a. Garden City, NY: Doubleday & Co., 1981, 1985.

Marshall, I. Howard, *Commentary on Luke, New International Greek New Testament*. Grand Rapids: William B. Eerdmans, 1978.

Bock, Darrell L., *Baker's Exegetical New Testament Commentary*, 2 Volumes. Grand Rapids: Baker Publishing House, (after 1993).

Additional Course Materials

An *Expanded Study Guide* is available for the course and contains a detailed Outline on the Gospel of Luke, a Bibliography to technical works and commentaries, and a set of study notes on the Gospel. The outline and notes are a valuable supplement to the lectures and will help in fulfilling the course assignments. (This *Expanded Study Guide* is only available through the Institute of Theological Studies).



Syllabus

COLLABORATIVE LEARNING

Whether you sit in a traditional classroom or study from a distance, you will benefit from interaction, collaboration, and spiritual formation (ATS schools, note Standards 3.2.1.3; 10.3.3.3; 10.3.4.3). In order to meet this need in distance theological education, ITS is developing structures and resources to encourage spiritual formation and community interaction in our courses. In this course, we have included three collaborative learning features:

1. ITS Online Interactivity Forum (see course assignments) – fosters peer-to-peer interaction in a global, threaded discussion (required for all students)
2. Spiritual Formation Project (see course assignments) – fosters mentor-to-learner interaction in a mentor-guided reflection, discussion and application (required for all students)
3. Learning Community Assignments (see end of syllabus) – fosters peer-to-peer collaboration in a group approach to assignments (optional but recommended where possible)

Go to www.ITScourses.org/interactivity/ for the most up-to-date ITS resources.

Course Assignments

1. Daily Preparation (Translation and Reading)

Greek Track: Translate the entire Gospel of Luke with the aid of Sakae Kubo or an equivalent lexical list working one chapter at a time in preparation for each recorded lecture. You may use other tools as needed if you get stuck but only after making a reasonable effort to work with the original text.

Non-Greek Track: Read through each chapter in English **four times** before listening to the recorded lecture.

In addition to translation/reading, spend **one hour** of preparation per lecture in whatever way desired. You may pursue a particular issue in a passage, read the commentaries on that passage, or whatever else is of interest. As such, this part of the requirement has only a "time spent" element.

2. Argument Studies

Select a chapter from the Gospel of Luke and write a **six-page, single-spaced** argument study. This should be based on interaction with the notes, lecture, and commentaries. (*Greek Track students are required to write **one** argument study; Non-Greek Track students are required to write **two** argument studies.*)



Syllabus

Each paper should contain two parts:

Part 1: The first three pages of the argument study should address two questions: (1) How does this chapter contribute to the argument of the Gospel of Luke? and (2) How do the paragraphs within the chapter contribute to its argument? There should be more detail here than is in the class lecture. Consult the outline, notes, and commentaries for additional help.

Part 2: The last three pages should note at least **four** major interpretative issues or themes **crucial to the argument of the chapter as a whole**. (Do not address complex historical problems or details that have little affect on the argument.) Describe the issue, note the options, and propose a solution with valid support. This final section can be in prose or outline form. *Greek Track students:* Refer to details in the Greek text to make your points.

3. Interpretative Paper

Select a paragraph from the Gospel of Luke and write an interpretative paper reflecting careful study of the text, consideration of synoptic parallels (if applicable), discussion of any applicable background issues, and isolation of key theological themes. The paper should read like a popular commentary, but should also include a page orienting the paragraph in its literary context.

The paper should be no longer than **ten (10) pages, single-spaced** and is due at the end of the course. *Greek Track students:* Interact with the Greek text in making your points.

4. Gospel Argument

In no more than **five (5) single-spaced pages**, walk through the argument of Luke's Gospel. Be sure to suggest: (1) Why you think the Gospel of Luke was written; (2) the major sections of the Gospel; and (3) the major themes about which Luke teaches.

For this assignment, use the introductory sections of your texts or look up articles on Luke in dictionaries or encyclopedias. Recommended here is Bock's article on "Luke" in the *Dictionary of Jesus and the Gospels*, ed. by Joel B. Green, Scot McKnight, and I. Howard Marshall. InterVarsity Press, 1992.



Syllabus

5. ITS Online Interactivity Forum

Participate with other students worldwide in an ongoing asynchronous threaded discussion of **two** major course topics. Go to www.ITScourses.org/interactivity/ to register for and enter the ITS On-Line Forum. In order to get the fullest benefit from the Forum, complete the assignment **after** you have listened to *all* the lectures. Be sure to return to the forum after finishing the course to see how others respond. Follow these steps to complete the assignment:

- ◆ Post an original answer to each question for your course (75 word min.).
- ◆ Post your response to any previous answer given to each question (75 word min.).
- ◆ Submit a document to your proctor that contains the original questions, your postings, and the postings to which you responded.

NOTE: Please read the “Assignment Instructions” in the Forum for details.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

6. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. **With this in mind**, ITS includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. *Identify your mentor early in the course*, and submit the essay to your grader at the end of the course. This last project should not be a summary of course content, but an application of course principles. Complete the following:

1. **Personal Reflection and Evaluation: *Reflect on the course*** – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.



Syllabus

a. Follow these steps in your reflection:

Step 1: What **one** theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what *specific steps* should you take to *concretely* apply what you have learned?

b. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: **approximately three pages**)

c. Give a copy of this reflection to your mentor (see #2).

2. Community Reflection and Interaction: *Interview a mentor* – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

a. Who should you interview? (1-3 are required; 4-6 are recommended)

1. Someone with whom you have a reasonably close relationship.
2. Someone who is a mature Christian ministry leader (i.e. a pastor).
3. Someone who is **not** your grader or a family member.
4. Someone who values the spiritual formation process.
5. Someone who is familiar with and values the subject of the course.
6. Someone who has experience using the content of the course in ministry.

NOTE: ***Identify your mentor early in the course***, and give him/her the page entitled “Guidelines for Mentors.”

b. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:

- ♦ What feedback can your mentor give in response to your essay?
- ♦ In light of the course content, are the conclusions you made appropriate? Why or why not?
- ♦ What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?



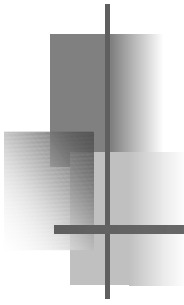
Syllabus

NOTE: Conduct this interview either in person (preferred) or over the phone. Do **not** use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

3. **Synthesis and Application: *Draw your final conclusions*** – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:
- a. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.
 - b. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - ◆ What were the mentor’s comments regarding your essay?
 - ◆ What advice did he/she give?
 - ◆ How did his/her comments expand or correct your application of the course?
 - ◆ Include the person’s name, occupation, and the length of the interview.
 - c. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - ◆ If your mentor corrected any thoughts in your “Personal Reflection and Evaluation”, how do you feel about these corrections? Do you agree or disagree? Why?
 - ◆ Synthesizing your thoughts from section one and your mentor’s insight in section two, what final conclusions have you reached? How is this different from section one?
 - ◆ In light of the interview and further reflection, what additional, *specific* changes need to occur in your life and what *concrete* steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. **The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life.** If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.



Syllabus

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

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Course Grading

Greek Track

Daily Preparation.....	30%
Argument Study	10%
Interpretive Paper.....	30%
Gospel Argument	10%
ITS Interactivity Forum	5%
Spiritual Formation Project	<u>15%</u>
	100%

Non-Greek Track

Daily Preparation.....	20%
Argument Studies (10% each)	20%
Interpretive Paper.....	30%
Gospel Argument	10%
ITS Interactivity Forum	5%
Spiritual Formation Project	<u>15%</u>
	100%



Syllabus

Notes Regarding This Downloaded Syllabus

This downloadable syllabus is not exhaustive. It is designed to provide learners with a picture of the course, not a full outline of the course. Grader Guidelines, Appendixes, Bibliographies, Lecture Outlines, and Review Questions have been removed. The complete course syllabus is included with purchase of the course in either a digital or hard-copy format.

Likewise, individuals taking the class for credit are responsible for the syllabus requirements of the specific institution through which the course is offered. Each individual institution has reserved the right to alter or change the syllabus as deemed necessary.