



# NT008-612/812 & NT009-612/812

## The Synoptic Gospels

### Unit Outline

#### About this Unit Outline

This unit outline contains information essential to finding your way around the unit **The Synoptic Gospels**. It provides a structure for your learning, giving details of lecture topics, assessment requirements, and key resources.

SEMESTER 1 2021

## Important notice

While every care has been taken to ensure accuracy in the information given below, **it is the personal responsibility of each student to check the current ACT Handbook**, copies of which may be found in the Library or online at [www.acttheology.edu.au](http://www.acttheology.edu.au)

It is very important that students plan their time carefully to ensure that reading and especially assignments receive adequate attention and so as to prevent a bottleneck of work at the end of the semester.

It is very important that all quoted material in assignments be properly footnoted and acknowledged. The attention of students is drawn to the ACT's **Academic Misconduct Policy**, as well as ACT **Late Penalties Policy** and **Extensions Policy**, all of which are available on the ACT website. Failure to comply with the standards required will incur penalties as outlined in the relevant ACT Policies.

The attention of students is also drawn to the section in the current ACT Handbook, headed **"Guidelines for Essays in Coursework Units"** (see also the QTC Student Handbook). All essays and assignments should comply with these standards.

Students should be aware that the delivery of this unit and results awarded are moderated by the ACT. See the ACT "Moderation Policy" and "Moderation Procedure" at [www.acttheology.edu.au/documents/](http://www.acttheology.edu.au/documents/) for full details.

# Information about this unit

## Unit description

This is one of the exegetical units available in the New Testament field. Like all our advanced exegesis units it differs from the New Testament introduction units and Introduction to New Testament Greek in that it takes the knowledge and skills you have learnt and applies them at a deeper level. You will learn to employ exegetical methods of modern critical study to read the Synoptic Gospels. For those who are studying this unit as a follow up to the study of New Testament Greek, you will find it very satisfying to put into practice what you have learned, and to see the fruit of all that study.

The unit will study a sample part of the Synoptic gospels – **Luke 19-24**. Within our selection of advanced exegesis units, this one focuses on the gospel accounts of the death and resurrection of Jesus Christ.

Luke's Gospel takes us straight to the person of Jesus Christ. In these chapters Luke cleverly uses his source material to reveal Jesus in a way that highlights important theological themes and both contrasts and compliments our knowledge of Jesus from the other gospels.

My prayer is that you will find the unit very rewarding.

Wesley Redgen

## ACT Census Date

**19 March 2021**

Students must confirm their enrolment in this unit with the QTC Registrar by Friday 19 March 2021. This is the last day on which you may withdraw from the unit without academic penalty (a Fail), or without being liable for the tuition fees. To make a change in your enrolment you must contact the QTC Registrar in writing at: [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au).

## Learning Outcomes

### NT008-612 Learning Outcomes

On completion of this unit, the student should have achieved the following learning outcomes:

#### Know and understand:

1. Demonstrate developing knowledge and understanding of the contents, themes and character of the Synoptic Gospels in the English text

#### Be able to:

1. Analyse the 'introductory' issues in understanding the Synoptic Gospels
2. Reflect critically on the themes and theological teachings of the Synoptic Gospels
3. Exegete selected passages of the English text of the Synoptic Gospels

Be in a position to:

1. Apply the teaching of the Synoptic Gospels to contemporary Christian living and ministry practice

### **NT009-612 Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand:

1. Demonstrate developing knowledge and understanding of the contents, themes and character of the Synoptic Gospels in the Greek text

Be able to:

1. Analyse the 'introductory' issues in understanding the Synoptic Gospels
2. Reflect critically on the themes and theological teachings of the Synoptic Gospels
3. Translate and exegete selected passages of the Greek text of the Synoptic Gospels

Be in a position to:

1. Apply the teaching of the Synoptic Gospels to contemporary Christian living and ministry practice

### **NT008-812 Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand:

1. Demonstrate advanced knowledge and understanding of the contents, themes and character of the Synoptic Gospels in the English text

Be able to:

1. Examine the 'introductory' issues in understanding the Synoptic Gospels
2. Evaluate alternative interpretations of the themes and theological teachings of the Synoptic Gospels
3. Exegete selected passages of the English text of the Synoptic Gospels

Be in a position to:

1. Apply the teaching of the Synoptic Gospels to contemporary Christian living and ministry practice

### **NT009-812 Learning Outcomes**

On completion of this unit, the student should have achieved the following learning outcomes:

Know and understand:

1. Demonstrate advanced knowledge and understanding of the contents, themes and character of the Synoptic Gospels in the Greek text

Be able to:

1. Examine the 'introductory' issues in understanding the Synoptic Gospels
2. Evaluate alternative interpretations of the themes and theological teachings of the Synoptic Gospels
3. Translate and Exegete selected passages of the Greek text of the Synoptic Gospels

Be in a position to:

1. Apply the teaching of the Synoptic Gospels to contemporary Christian living and ministry practice

## How this Unit Contributes to the Course

This unit caters for students studying for the following ACT courses:

**DipTh/ AssocDegTh/ BMin/ BTh/:**

NT008-612 The Synoptic Gospels (English)

NT009-612 The Synoptic Gospels (Greek)

**GradDipDiv/ MDiv / MTS/:**

NT008-812 The Synoptic Gospels (English)

NT009-812 The Synoptic Gospels (Greek)

It has been chosen by QTC as a suitable unit because of its focus on the death and resurrection of Jesus. This balances John's gospel where we focus on the incarnation and divinity of Christ. Together they provide a broad understanding of the gospels.

## Pre-requisites and Co-requisites

The co-requisite for NT008-612/812 is successful completion of NT001-512/712 (previously NT301/501).

The co-requisite for NT009-612/812 is successful completion of NT001-512/712 (previously NT301/501).

The pre-requisites for NT009-612/812 are successful completion of LA005-612 and LA006-612 (previously LA004A & LA004B).

## How this unit is organised & what we expect of you

This unit is worth 12 credit points towards your degree. A 12cp unit is considered to require an average time commitment of around 10 hours per week across all of the teaching and assessment weeks. Please speak with the lecturer as a matter of urgency if you are finding that you need to consistently spend more time than this on NT008/NT009.

The unit is taught week by week over 13 weeks of Semester. There are three classes each week, of 50 minutes duration. Two of these classes are shared by NT008 and NT009 students. For the third class, NT008 and NT009 students have separate classes on the semester timetable.

Students are expected to read through the Gospel of Luke before the first lecture, and again at least once throughout the 13-week semester.

**NT009 students** are expected to come to Greek exegesis class having made a reasonable attempt to translate the assigned verses (e.g., all Greek words translated, some understanding of how the syntax of the sentences work to produce meaning).

## Teaching staff

LECTURER AND UNIT COORDINATOR:

**Rev. Dr Wesley Redgen**

E [wredgen@qtc.edu.au](mailto:wredgen@qtc.edu.au)

P 07 3062 6939

Please feel free to contact Wes if you have any problems or concerns about the unit.

## Other Key Contacts

### Registrar's office

Contact the Registrar's office for any queries about which unit to enrol in next, if you wish to change your enrolment, defer due to illness, family circumstances etc., or request an extension for your assessment (criteria apply).

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Moodle functions and queries

Contact the Registrar for help if something on Moodle is not working, if you need help using Moodle etc.

P 07 3062 6939

E [registrar@qtc.edu.au](mailto:registrar@qtc.edu.au)

### Library/Resources

Contact the Librarian for help with finding resources for your assessment, finding full-text database articles, for help with logging into the library databases and catalogue, and for help with how to renew a book for longer or place a hold on a book currently out to another person. Also contact the library for any queries about audio recordings of your class on Moodle.

P 07 3062 6939

E [library@qtc.edu.au](mailto:library@qtc.edu.au)

## Unit timetable: topics & teaching and learning activities

	<b>Translation</b> <i>Greek students only</i>	<b>Exegesis lecture</b> <i>All students</i>	<b>Exegesis continued and Themes in Luke</b> <i>All students</i>	<b>English class*</b> <i>English students only</i>
Wk 1	Luke 19:11-27 17 verses	Overview of Luke; Luke 1-4	Hermeneutics Critical theory	Green Ch 1 discussion
Wk 2	Luke 19:28 -48 21 verses	19:1-10	Salvation in Luke (& outcasts)	Green Ch 2 discussion
Wk 3	Luke 20:1-19 19 verses	19:11-44	Biblical theology in Luke	Green Ch 3 discussion
Wk 4	Luke 20:20-20:44 24 verses	19:45-20:44	Jesus as Lord in Luke	Green Ch 4 discussion
Wk 5	Luke 20:45- 21:19 22 verses	20:45-21:38	Jesus as Prophet (including rejection)	Green Ch 5 discussion
Wk 6	Luke 21:20-22:6 23 verses	Preaching 20:45- 21:19	Jerusalem/temple	Green Ch 6 discussion
Wk 7	Luke 22:7-23 22:31-38 21 verses	22:1-30	Meals in Luke	Discussion of two readings posted on Moodle (details below)
<b>MID-SEMESTER BREAK</b>				
Wk 8	Luke 22:39-62 23 verses	22:31-62	Discipleship/rich and poor in Luke /money	Lk 15 & hermeneutics
Wk 9	Luke 22:63-23:12 20 verses	22:63-23:25	Noble death in Luke	Lk 15 & teaching
Wk 10	Luke 23:13-31 18 verses	23:26-49	Reversal (& outcasts)	Lk 16 & teaching
Wk 11	Luke 23:32-56 24 verses	23:50-24:12	Necessity in Luke	Lk 17 & teaching
Wk 12	Luke 24:1-16 16 verses	Preaching on passage	Spirit in Luke	Lk 18 & flow of Luke
Wk 13	Luke 24:28-50 22 verses	24:13-53	Key take-aways from Luke	Lk 18 & hermeneutics revisited

Weeks 1-6 - Joel Green, *The Theology of Luke*. You MUST arrive at class having read the chapter. See the discussion guide questions on Moodle.

Week 7 – Readings: 1) Baker and Green. *Recovering the Scandal of the Cross*. 2nd ed. Downers Grove, IL: IVP, 2011. pp 91-101. 2) Hermie C. Van Zyl "The soteriological meaning of Jesus' death in Luke-Acts. A survey of possibilities." *Verbum et Ecclesia* 23.2 (2002): 533-557. These resources can be accessed via Moodle.

## NT008-612 (English) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

See **Guide to Assessments** (below, on page 15ff) for further guidance on each assessment task.

ASSESSMENT TASK	DESCRIPTION
<p><b>Critical Book Review</b>  <b>1600 words</b>  <b>30% of the total mark</b></p>	<p>Write a critical review of 1600 words on <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. Maddox, Robert, <i>The Purpose of Luke-Acts</i> (London: T and T Clark, 1995).</li> <li>2. Marshall, I. H., <i>Luke: Historian &amp; Theologian</i> (repr &amp; updated; Downers Grove, IL: IVP, 1998).</li> <li>3. Jonathan T. Pennington. <i>Reading the Gospels Wisely: A Narrative and Theological Introduction</i> (Grand Rapids, MI: Baker, 2012).</li> <li>4. Craig L Blomberg. <i>Contagious Holiness: Jesus' meals with sinners</i> (Downers Grove, IL: IVP, 2005).</li> </ol>
<p><b>Exegesis Major Paper</b>  <b>2400 words</b>  <b>45% of the total mark</b></p>	<p>Write an exegetical essay of 2400 words on <b>ONE</b> of the following passages based on the <b>ENGLISH</b> Text:</p> <ol style="list-style-type: none"> <li>1. Luke 19:28-40</li> <li>2. Luke 19:41-48</li> <li>3. Luke 20:1-8</li> </ol>



<p><b>Take Home exam</b> <b>1500 words</b> <b>25% of the total marks</b></p>	<p>Students will be required to answer three compulsory questions, with each answer to be approximately 500 words in length, i.e. a Total of 1500 words.</p> <p>These questions will be based on topics covered in the weekly one-hour lecture specifically for students who are taking this unit based on the English Text.</p> <p>Topics will include studies of the Gospel of Luke chapters 15, 16, 17 &amp; 18, and readings and discussions based on Joel Green, <i>The Theology of Luke</i>, Cambridge: Cambridge University Press, 2015.</p>
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## NT009-612 (Greek) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

See **Guide to Assessments** (below on page 15ff) for further guidance on each assessment task.

ASSESSMENT TASK	DESCRIPTION
<p><b>Critical Book Review</b>  <b>1600 words</b>  <b>30% of the total mark</b></p>	<p>Write a critical review of 1600 words on <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. Maddox, Robert, <i>The Purpose of Luke-Acts</i> (London: T and T Clark, 1995).</li> <li>2. Marshall, I. H., <i>Luke: Historian &amp; Theologian</i> (repr &amp; updated; Downers Grove, IL: IVP, 1998).</li> <li>3. Jonathan T. Pennington. <i>Reading the Gospels Wisely: A Narrative and Theological Introduction</i> (Grand Rapids, MI: Baker, 2012).</li> <li>4. Craig L Blomberg. <i>Contagious Holiness: Jesus' meals with sinners</i> (Downers Grove, IL: IVP, 2005?].</li> </ol>
<p><b>Exegesis Major Paper</b>  <b>2400 words</b>  <b>45% of the total mark</b></p>	<p>Write an exegetical essay of 2400 words on <b>ONE</b> of the following passages based on the <b>GREEK</b> Text:</p> <ol style="list-style-type: none"> <li>1. Luke 20:9-19</li> <li>2. Luke 20:41-47</li> <li>3. Luke 21:25-33</li> </ol>

<p><b>Six Online Greek Translation Tests</b> <b>1500 words</b> <b>25% of the total mark</b></p>	<p>You will take 6 Online Translation and Significance for Meaning Tests on QTC Moodle, each of one hour, between Weeks 2 and 12 of the semester.</p> <p>You will write about 250 words for each test, which will assess your understanding of the Greek text studied that week.</p> <p>The average of your quiz marks will be used to calculate a mark out of 25% of your total mark for the unit.</p> <p>A student who fails to complete a test by the due date without valid reason will not be able to take it later and will receive 0%.</p> <p>The date for each quiz will be advised by the lecturer at the end of the relevant lecture. These tests are to encourage you to complete the Greek homework each week and to actively and consistently learn in the weekly Greek class times.</p> <p>A student who does not complete at least three of the tests will be deemed not to have attempted this assessment, and will fail the entire unit, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>
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## NT008-812 (English) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero. Where the assessment is a **Take-Home Exam**, the assessment marks will be reduced at the rate of **6%** of the total possible marks for the assessment item **per calendar day**, up to 7 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

See **Guide to Assessments** (below on page 15ff) for further guidance on each assessment task.

ASSESSMENT TASK	DESCRIPTION
<p><b>Critical Book Review</b>  <b>2200 words</b>  <b>30% of the total mark</b></p>	<p>Write a critical book review of 2200 words on <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. James M. McConnell. <i>The Topos of Divine Testimony in Luke Acts</i>. Eugene, OR: Wipf and Stock, 2014.</li> <li>2. Brendan Byrne. <i>The Hospitality of God: A Reading of Luke's Gospel</i>. Collegeville, MN: Liturgical Press, 2015.</li> <li>3. Robert J Karris. <i>Eating Your Way Through Luke's Gospel</i>. Collegeville, MN: Liturgical Press, 2006.</li> <li>4. Pyung Soo Seo. <i>Luke's Jesus in the Roman Empire and the Emperor in the Gospel of Luke</i>. Eugene, OR: Pickwick, 2016.</li> <li>5. Mogan Müller and Jesper Tang Nielsen Eds. <i>Luke's Literary Creativity</i>. LNTS. London: Bloomsbury, 2016.</li> <li>6. Gregory R Lanier. <i>Old Testament Conceptual Metaphors and The Christology of Luke's Gospel</i>. LNTS. London: Bloomsbury, 2020.</li> <li>7. Nina Henrichs-Tarasenkova. <i>Luke's Christology of Divine Identity</i>. LNTS. London: Bloomsbury, 2018.</li> <li>8. Geir O. Holmas. <i>Prayer and Vindication in Luke – Acts: The Theme of Prayer within the Context of the Legitimizing and Edifying Objective of the Lukan Narrative</i>. LNTS. London: Bloomsbury, 2012.</li> <li>9. Peter Mallen. <i>The Reading and Transformation of Isaiah in Luke-Acts</i>. LNTS. London: Bloomsbury, 2008.</li> </ol>

<p><b>Exegesis Major Paper</b>  <b>3200 words</b>  <b>45% of the total mark</b></p>	<p>A paper on a passage within the selected passages in Luke.          Write an exegetical essay of 3200 words on <b>ONE</b> of the following passages in the <b>ENGLISH</b> Text:</p> <ol style="list-style-type: none"> <li>1. Luke 22:14-23</li> <li>2. Luke 22:24-34</li> <li>3. Luke 22:39-46</li> </ol>
<p><b>Take-Home Exam</b>  <b>1800 words</b>  <b>25% of the total mark</b></p>	<p>Take-Home Exam: Students will be required to answer three compulsory questions, with each answer to be approximately 600 words in length, i.e. a total of 1800 words.</p> <p>These questions will be on topics covered in the weekly one-hour lecture specifically for students who are taking this unit based on the English Text. Topics will include studies of the Gospel of Luke Chapters 15, 16, 17 &amp; 18, and readings and discussions based on Joel Green, <i>The Theology of Luke</i>. Cambridge: Cambridge University Press, 2015.</p>

## NT009-812 (Greek) Assessments

Assessments are submitted online via Moodle.

**In order to pass the unit, you must submit all assessment pieces and attain a mark of at least 50% for the unit as a whole.**

Unless an extension has been applied for and granted in accordance with the Policy found in the QTC Handbook, where a student submits an assessment past its due date, in accordance with the ACT **Late Penalties** Policy, the assessment marks will be reduced at the rate of **3%** of the total possible marks for the assessment item **per calendar day**, up to 14 days late, after which point the mark awarded shall be zero.

Your submitted assessment items must also be within **10% of the required word limit**, and failure to meet this requirement shall result in a penalty of **10%** of the total possible mark being deducted. **Please see the QTC Handbook for full details on what is included within your total word count.** QTC seeks to prepare you for ministry, and in ministry delivering presentations on time and within an acceptable length are essential skills.

See **Guide to Assessments** (below on page 15ff) for further guidance on each assessment task.

ASSESSMENT TASK	DESCRIPTION
<p><b>Critical Book Review</b>  <b>2200 words</b>  <b>30% of the total mark</b></p>	<p>Write a critical book review of 2200 words on <b>ONE</b> of the following books:</p> <ol style="list-style-type: none"> <li>1. James M. McConnell. <i>The Topos of Divine Testimony in Luke Acts</i>. Eugene, OR: Wipf and Stock, 2014.</li> <li>2. Brendan Byrne. <i>The Hospitality of God: A Reading of Luke's Gospel</i>. Collegeville, MN: Liturgical Press, 2015.</li> <li>3. Robert J Karris. <i>Eating Your Way Through Luke's Gospel</i>. Collegeville, MN: Liturgical Press, 2006.</li> <li>4. Pyung Soo Seo. <i>Luke's Jesus in the Roman Empire and the Emperor in the Gospel of Luke</i>. Eugene, OR: Pickwick, 2016.</li> <li>5. Mogan Müller and Jesper Tang Nielsen Eds. <i>Luke's Literary Creativity</i>. LNTS. London: Bloomsbury, 2016.</li> <li>6. Gregory R Lanier. <i>Old Testament Conceptual Metaphors and The Christology of Luke's Gospel</i>. LNTS. London: Bloomsbury, 2020.</li> <li>7. Nina Henrichs-Tarasenkova. <i>Luke's Christology of Divine Identity</i>. LNTS. London: Bloomsbury, 2018.</li> <li>8. Geir O. Holmas. <i>Prayer and Vindication in Luke – Acts: The Theme of Prayer within the Context of the Legitimizing and Edifying Objective of the Lukan Narrative</i>. LNTS. London: Bloomsbury, 2012.</li> <li>9. Peter Mallen. <i>The Reading and Transformation of Isaiah in Luke-Acts</i>. LNTS. London: Bloomsbury, 2008.</li> </ol>

<p><b>Exegesis Major Paper</b>  <b>3200 words</b>  <b>45% of the total mark</b></p>	<p>A paper on a passage within the selected passages in Luke.          Write an exegetical essay of 3200 words on <b>ONE</b> of the following passages in the <b>GREEK</b> Text:</p> <ol style="list-style-type: none"> <li>1. Luke 22:63-71</li> <li>2. Luke 23:13-25</li> <li>3. Luke 23:32-43</li> </ol>
<p><b>Six Online Greek Translation Tests</b>  <b>1800 words</b>  <b>25% of the total mark</b></p>	<p>You will take 6 Online Translation and Significance for Meaning Tests on QTC Moodle, each of one hour, between Weeks 2 and 12 of the semester.</p> <p>You will write about 300 words for each test, which will assess your understanding of the Greek text studied that week.</p> <p>The average of your quiz marks will be used to calculate a mark out of 25% of your total mark for the unit.</p> <p>A student who fails to complete a test by the due date without valid reason will not be able to take it later and will receive 0%.</p> <p>The date for each quiz will be advised by the lecturer at the end of the relevant lecture. These tests are to encourage you to complete the Greek homework each week and to actively and consistently learn in the weekly Greek class times.</p> <p>A student who does not complete at least three of the tests will be deemed not to have attempted this assessment, and will fail the entire unit, since ACT policies require that students must submit all assessments to be eligible for credit for a unit.</p>

# Guide to Assessments

## *What are we looking for?*

### **General remarks**

All students are expected to avail themselves of the guidelines for written assignments provided in the ACT Handbook (consult the table of contents) and in the QTC Student Handbook section 'Style Requirements for Written Assignments'.

All written work for this unit should conform to the guidelines of the *SBL Handbook of Style* (with the exception of Australian spelling conventions).

Any Hebrew and Greek cited must be typed in a Unicode font; SBL BibLit is commended as one font covering Hebrew, Greek, and Roman Unicode ranges, but is not required. It is freely available from the SBL website: [http://sbl-site.org/educational/BiblicalFonts\\_SBLBibLit.aspx](http://sbl-site.org/educational/BiblicalFonts_SBLBibLit.aspx)

Do note carefully the number of words required for each assessment item, depending on whether you are enrolled for NT008-612/NT009-612 or NT008-812/NT009-812. For full information on what is included in the total word count, see the QTC Handbook section headed *Length of Assignments*.

The Learning Resources listed in this outline provide a beginning point for research for assessments for this unit. Students are expected to engage with the works listed there but are not limited to these resources. The literature on Luke's Gospel is massive, and you are encouraged to consult widely.

### **Assessment 1: Critical Book Review (All students)**

Each book is an examination of a particular issue in Lukan scholarship or gospel hermeneutics. This assignment is an exercise in engaging and evaluating a scholar's handling of the issue in the book you have chosen. The books come from a variety of different theological positions. This assignment is NOT asking you to give a summary of the book. It is asking you to analyse the strengths and weaknesses of the book's treatment of Luke's Gospel. Your paper should demonstrate that you are engaging both Luke's gospel and the book. While the review is not asking you to read far beyond the assigned text and Luke's Gospel, you would be wise to consult published reviews of the book. (Do not just accept the reviewer's point of view. The review may have missed things, misunderstood, or even been unfair.)

Below are some examples of the type of questions you may wish to think about. Not all questions are as relevant as others for a particular book. Part of the exercise is to establish which questions are most relevant for analysing your book.

*Is the book's topic central to Luke or focused on a minor issue?*

*Is the book helpful for understanding this issue in Luke's gospel? Why? Why not?*

*Does the book help you understand Luke better as a whole? Or does it sidetrack from the main issues?*

*Is its' contribution valuable? Were any parts unhelpful or even problematic?*

*Is the argument convincing? Why? Why not?*

*Would you recommend this book to others? Why? Why not? To whom?*



The paper should be written in prose i.e. not dot points. There should be an introduction and a conclusion. The main body of the review should methodically address strengths and weaknesses, keeping in mind questions such as those above.

The library has all the books, either in hard copy or eBook format. Some eBooks have unlimited access. Some have limited numbers. You also have the option of purchasing your own copy. See Semester 1, 2021 Textbook List for details

Pastoral rationale for this assessment: Regardless of the topic of your chosen book, this assignment is designed for your pastoral development. Firstly, in pastoral ministry you will always be required to evaluate what people are saying about the scripture - sometimes, in order to encourage them, even to learn from them; sometimes in order to correct and guide them. This assignment is designed to improve the skill of encouraging, correcting and guiding. Secondly, we wish to expose you to the value of books like these for understanding a book of the bible, so that you will consider such reading as part of your ongoing development in ministry post-college.

### **Assessment 2: Exegesis Major Paper (All students)**

Purpose:

1. To assess your ability to exegete the chosen passage in detail and critically interact with scholarship on that passage.
2. To assess your ability to build a sustainable argument for how you believe the passage should be interpreted.
3. To assess your ability to apply the text in a way that flows organically from the exegesis.

The main focus is on purposes 1 and 2. Purpose 3 is important but warrants less focus in this assessment.

There are three parts to this task:

- A. Introduction, Setting and Structure
- B. Translation, Analysis and Synthesis
- C. Application

#### **A. Introduction, Setting and Structure:**

You need to make a judgement call on how many words to dedicate to each of the points below. The answer may be different for each passage. The underlying question is how much you need to discuss this background issue in order to shed light on the exegesis of your selected passage. If it is critical to understand the passage, it should have more words. If it does not really impact your passage, then it warrants fewer words. The secret is not to spend any more words on this section than you need to. Save words for the exegesis section.

- *Introduction*: a brief statement of intent or purpose.
- Mention the *authorship* and defend it if controverted.
- Discuss the *historical setting* of the passage (time, place, occasion of writing and recipients).
- Discuss the *canonical setting* of the passage (where it fits into Luke, and perhaps where it fits in the wider framework of the NT).

- Describe the *immediate context* of your passage and explain and defend its *boundaries* as a self-contained unit of Scripture.
- You may need to discuss *critical questions* about which is the best *text* of the passage, especially if you are studying Luke in Greek.
- Describe the *structure* of the passage and its *literary features*, including its literary genre (narrative, parable, discourse, poetry, etc.).

**B. Translation, Analysis and Synthesis:** This is the heart of your task.

Translation and Grammatical Remarks:

- *Translate* the passage, taking textual variants into account.
- Study carefully *key words or phrases*, historically and within the present context.
- Provide a detailed *grammatical discussion of significant issues* (though NOT simply the parsing of individual words).
- Attempt to *give a solution* for any grammatical and exegetical problems.
- Remember that your *structural outline* should provide the basic outline of your approach to the passage.
- The conclusions that you have drawn from your discussion of *critical questions* should be incorporated here.

Analysis of the Passage:

- Give a faithful *exposition of the meaning of the passage*, on the basis of all the preceding work.
- *Compare or contrast* this passage with other passages that cover the same or similar topics.

Synthesis and Conclusion:

- Summarise *the message* of the passage.
- Outline any major *Biblical themes* that emerge from the passage.
- The synthesis will often involve the discussion of matters that first emerged in the *structural outline*.

**C. Application:**

This section is not required to be long. Make it brief. It should flow from the exegesis above.

- How is this passage calling the reader to respond?
- How does this passage challenge our culture?
- How does this passage challenge the human heart?

Your paper should include a **bibliography** in the usual SBL format. See the SBL Handbook of Style in the Library and as an eBook.

**NT008-612/812 Assessment 3: Take Home Exam**

These questions will assess your understanding of the lectures and readings covered in the classes that were dedicated to those taking the subject in the English text. The questions will be similar to the type of questions we discussed in class but they will be aimed beyond knowledge of the content covered. They will extend to your ability to apply the principles discussed.

The answers need to be written in condensed essay format, with appropriate referencing. While some research is encouraged, the heart of the task is to apply the principles discussed to the text.

**NT009-612/812 Assessment 3: Six online Greek tests**

Although you will only be assessed for 6 weeks out of 13, you will not know whether any week is being assessed until after we have covered it in class. It will be released the next day after class and will be due before the following week's class.

Although it is accessible for a week, you only have 1 hour to do the test. This should be plenty of time if you know the passage before you log on. If you do not know the passage, it will not be enough time. Therefore, before you log on to do the test, revise your notes for the passage. Make sure you have any books or software handy (and open) that you may wish to consult as you write.

The key to success is to translate each passage each week before class. Then use class to review and refine your understanding. Revise grammar and vocab as they arise in the passage.

The focus of these tests is to assess your understanding of the grammar, and your ability to use the grammar for exegesis.

## Learning Resources

### **Textbooks for NT008-612 The Synoptic Gospels (English) (Undergraduate level):**

Green, Joel. *The Theology of Luke*. Cambridge: Cambridge University Press, 2015.

AND ONE OF:

Garland, David E. *Luke*. ZECNT, Grand Rapids, MI: Zondervan, 2011.

Bock, D. L. *Luke 9:51-24:53*. Vol. 2 of Luke. BECNT. Grand Rapids, MI: Baker, 1996. (Only vol 2 is necessary)

NT008-612 Students will also need to buy, or have access to, one of the books set for the Critical Book Review assessment. The books are listed on page 7 of this outline and also on the QTC Textbook list. The library has print copies of each book review book and may also have eBook copies. Students can choose to use either format for their assessment or buy their own print or eBook copy to guarantee access to the chosen book.

### **Textbooks for NT009-612 The Synoptic Gospels (Greek) (Undergraduate level):**

ONE OF:

Garland, David E. *Luke*. ZECNT, Grand Rapids, MI: Zondervan, 2011.

Bock, D. L. *Luke 9:51-24:53*. Vol. 2 of Luke. BECNT. Grand Rapids, MI: Baker, 1996. (Only vol 2 is necessary)

NT009-612 Students will also need to buy, or have access to, one of the books set for the Critical Book Review assessment. The books are listed on page 9 of this outline and also on the QTC Textbook list. The library has print copies of each book review book and may also have eBook copies. Students can choose to use either format for their assessment or buy their own print or eBook copy to guarantee access to the chosen book.

### **Textbooks for NT008-812 The Synoptic Gospels (English) (Graduate level):**

Green, Joel. *The Theology of Luke*. Cambridge: Cambridge University Press, 2015.

AND ONE OF:

Garland, David E. *Luke*. ZECNT, Grand Rapids, MI: Zondervan, 2011.

Bock, D. L. *Luke 9:51-24:53*. Vol. 2 of Luke. BECNT. Grand Rapids, MI: Baker, 1996. (Only vol 2 is necessary)

NT008-812 Students will also need to buy, or have access to, one of the books set for the Critical Book Review assessment. The books are listed on page 11 of this outline and also on the QTC Textbook list. The library has print copies of each book review book and may also have eBook copies. Students can choose to use either format for their assessment or buy their own print or eBook copy to guarantee access to the chosen book.

### **Textbooks for NT009-812 The Synoptic Gospels Greek (Graduate level):**

ONE OF:

Garland, David E. *Luke*. ZECNT, Grand Rapids, MI: Zondervan, 2011.

Bock, D. L. *Luke 9:51-24:53*. Vol. 2 of Luke. BECNT. Grand Rapids, MI: Baker, 1996. (Only vol 2 is necessary)

NT008-812 Students will also need to buy, or have access to, one of the books set for the Critical Book Review assessment. The books are listed on page 13 of this outline and also on the QTC Textbook list. The library has print copies of each book review book and may also have eBook copies. Students can choose to use either format for their assessment or buy their own print or eBook copy to guarantee access to the chosen book.

**Students exegeting from the Greek text will also require the following:**

*The Greek New Testament* (4<sup>th</sup> or 5<sup>th</sup> ed, United Bible Societies)

Danker, *Greek English lexicon* (3<sup>rd</sup> edition = BDAG) (University of Chicago)

**The books required for review** are not required to be purchased, but you may wish to. Most of them are expensive and specialized on an important, but narrow topic. Once you have harvested the message, you probably won't ever read it again. However, some may be useful after college. These have been marked with the following code:

Re-readable = it would pay to re-read this in ministry.

Sharable = a good resource to share with the more serious thinkers in your church.

Maddox, Robert. *The Purpose of Luke-Acts*. London: T and T Clark, 1995.

Marshall, I. H. *Luke: Historian & Theologian*. Repr & updated; Downers Grove, IL: IVP, 1998. (Sharable)

Jonathan T. Pennington. *Reading the Gospels Wisely: A Narrative and Theological Introduction*. Grand Rapids, MI: Baker, 2012. (Re-readable)

Craig L. Blomberg. *Contagious Holiness: Jesus' meals with Sinners*. Downers Grove, IL: IVP, 2005. (Sharable)

James M. McConnell. *The Topos of Divine Testimony in Luke Acts*. Eugene, OR: Wipf and Stock, 2014.

Brendan Byrne. *The Hospitality of God: A Reading of Luke's Gospel*. Collegeville, MN: Liturgical Press, 2015.

Robert J Karris. *Eating Your Way Through Luke's Gospel*. Collegeville, MN: Liturgical Press, 2006.

Pyung Soo Seo. *Luke's Jesus in the Roman Empire and the Emperor in the Gospel of Luke*. Eugene, OR: Pickwick, 2016.

Mogan Müller and Jesper Tang Nielsen Eds. *Luke's Literary Creativity*. LNTS. London: Bloomsbury, 2016.

Gregory R Lanier. *Old Testament Conceptual Metaphors and The Christology of Luke's Gospel*. LNTS. London: Bloomsbury, 2020.

Henrichs-Tarasenkova, Nina. *Luke's Christology of Divine Identity*. LNTS. London: Bloomsbury, 2018.

Geir O. Holmas. *Prayer and Vindication in Luke – Acts: The Theme of Prayer within the Context of the Legitimizing and Edifying Objective of the Lukan Narrative*. LNTS. London: Bloomsbury, 2012.

Peter Mallen. *The Reading and Transformation of Isaiah in Luke-Acts*. LNTS. London: Bloomsbury, 2008.

**Helpful Commentaries:**

Bovon, F. *Luke 1: A Commentary on the Gospel of Luke. 3 Vols.* Hermeneia. Minneapolis, MN: Fortress, 2002, 2012.

Caird, G. G. *Saint Luke.* Penguin New Testament Commentary. London: Penguin, 1963.

Craddock, Fred B. *Luke.* IBC. Louisville, KY: Westminster John Knox, 1990.

Culy, Martin M., Parsons, Mikeal C., Stigall, Joshua J. *Luke: A Handbook on the Greek Text.* Waco, TX: Baylor, 2010. (*Be aware, they do not always do Greek the way I taught it.*)

Green, J. B. *The Gospel of Luke.* Grand Rapids, MI: Eerdmans, 1997.

Earle, Ellis E. *The Gospel of Luke.* NCB. Grand Rapids, MI: Eerdmans, 1983.

Edwards, James. *The Gospel According to Luke.* PiINTC. Nottingham: Apollos, 2015.

Evans, C. F. *St. Luke.* Trinity Press International New Testament Commentaries. London: SCM, 1990.

Evans, Craig A. *Luke.* NIBC 3. Peabody, MA: Hendrickson, 1990.

Fitzmyer, J. A. *The Gospel According to Luke.* 2 vols. AB. New York: Doubleday, 1979-1985.

Johnson, L. T. *The Gospel of Luke.* SP 3. Collegeville, MN: Liturgical, 1991.

Just, Arthur A. Jr. *Luke.* 2 vols. ConcC. St Louis, MO: Concordia, 1996.

Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text.* NIGTC. Grand Rapids, MI: Eerdmans, 1978.

Nolland, J. *Luke.* 3 vols. WBC 35a, b, c. Dallas, TX: Word, 1990-1993.

Stein, Robert. *Luke.* NAC 24. Nashville, TN: Broadman, 1992.

Summers, Ray. *Commentary on Luke: Jesus the Universal Savior.* Waco, TX: Word Books, 1972.

Talbert, C. H. *Reading Luke: A Literary and Theological Commentary on the Third Gospel.* Reading the New Testament. New York: Crossroad, 1988.

Thompson, Alan. *Luke.* Nashville, TN: B & H Academic, 2017.

**Helpful Reference Texts:**

Blomberg, C. L. *Jesus and the Gospels.* Leicester: Apollos, 2002 repr.

Bridge, Steven L. *Where the Eagles are Gathered: The Deliverance of the Elect in Lukan Eschatology.* JSNTSup 240. London: Sheffield Academic, 2003.

Burridge, R. A. *Four Gospels One Jesus.* 2<sup>nd</sup> & updated ed.; London: SPCK, 2005.

Burridge, R. A. *What Are the Gospels?: A Comparison with Graeco-Roman Biography.* 2<sup>nd</sup> & updated ed.; Grand Rapids, MI: Eerdmans, 2004.

Byrne, Brendan. *The Hospitality of God: a Reading of Luke's Gospel.* Collegeville, MN: Liturgical, 2000.

Dunn, James D. G. *Jesus Remembered.* Grand Rapids, MI: Eerdmans, 2003.

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

Fitzmyer, J. A. *Luke the Theologian.* New York: Paulist, 1989.

- Forbes, G. W. *The God of Old: The Role of the Lukan Parables in the Purpose of Luke's Gospel*. Sheffield: SAP, 2000.
- Goodacre, M. *The Synoptic Problem: A Way Through the Maze*. Sheffield: SAP, 2001.
- Goodacre, M. *The Case Against Q*. Harrisburg, PA: TPI, 2000.
- Harrington, Jay M. *The Lukan Passion Narrative: the Markan Material in Luke 22,54 – 23,25: A Historical Survey, 1891-1997*. NTTs 30. Leiden: Brill, 2000.
- Hays, Christopher M. *Luke's Wealth Ethics: A Study in Their Coherence and Character*. WUNT 2/275. Tübingen: Mohr Siebeck, 2010.
- Hengel, Martin. *The Four Gospels and the one Gospel of Jesus Christ*. Translated by John Bowden. Harrisburg, PA: Trinity Press International, 2000.
- Hultgren, Arland J. *The Parables of Jesus*. Grand Rapids, MI: Eerdmans, 2000.
- Klutz, Todd. *The Exorcism Stories in Luke Acts: A Sociostylistic Reading*. SNTSMS 129. Cambridge: Cambridge University Press, 2004.
- Litwak, Kenneth D. *Echoes of Scripture in Luke-Acts: Telling the History of God's People Intertextually*. New York: T&T Clark, 2005.
- Marguerat, Daniel. *The First Christian Historian: Writing the "Acts of the Apostles."* SNTSMS 121. Translated by K McKinney, G. J. Laughery and R. Bauckham. Cambridge: Cambridge University Press, 2002.
- Marshall, I. H., *Luke: Historian & Theologian*. Repr & updated; Downers Grove, IL: IVP, 1998.
- McComiskey, Douglas S. *Lukan Theology in the light of the Gospel's Literary Structure*. Paternoster Biblical Monographs. Carlisle: Paternoster, 2004.
- Mendez-Moratella, Fernando. *The Paradigm of Conversion in Luke*. JSNT Sup 252. London: T&T Clark, 2004.
- Miura, Yuzuru. *David in Luke-Acts*. WUNT 2/232. Tübingen: Mohr Siebeck, 2007.
- Moessner, David P. *Lord of the Banquet: The Literary and Theological Significance of the Lukan Travel Narrative*. Minneapolis, MN: Trinity Press International, 1999.
- Nave, Guy D., Jr. *The Role and Function of Repentance in Luke-Acts*. AcBib. Atlanta, GA: SBL, 2002.
- Neagoe, Alexandru. *The Trial of the Gospel: An Apologetic Reading of Luke's Trial Narratives*. SNTSMS 116. Cambridge: Cambridge University Press, 2002.
- Neyrey, J. H. *The Social World of Luke-Acts*. Peabody, MA: Hendrickson, 1991.
- Neilsen, Anders. E. *Until it is Fulfilled: Lukan Eschatology according to Luke 22 and Acts 20*. WUNT 2/126. Tübingen: Mohr Siebeck, 2000.
- Parsons, Mikeal. *Body and Character in Luke and Acts: The Subversion of Physiognomy in Early Christianity*. Grand Rapids, MI: Baker, 2006.
- Resseguie, James L. *Spiritual Landscape: images of the Spiritual Life in the Gospel of Luke*. Peabody, MA: Hendrickson, 2004.
- Rowe, C. Kavin. *Early Narrative Christology: The Lord in the Gospel of Luke*. BZNW 2/139. Berlin: de Gruyter, 2006.
- Sanders, E. and M. Davies. *Studying the Synoptic Gospels*. London: SCM, 1989.

Sanders, James A. and Craig A. Evans, eds. *Luke and Scripture: The Function of Sacred Tradition in Luke-Acts*. Eugene, OR: Wipf & Stock, 2001.

Scaer, Peter J. *The Lukan Passion and the Praise-worthy Death*. New Testament Monographs 10. Sheffield: Sheffield Phoenix, 2005.

Tannehill, R. *The Narrative Unity of Luke-Acts* Vol. 1. Philadelphia, PA: Fortress, 1991.

Tannehill, Robert C. *The Shape of Luke's Story: Essays in Luke-Acts*. Eugene, OR: Cascade, 2005.

Tilborg, Sjef van, and Patrick Chatelion Counet. *Jesus' appearances and disappearances in Luke 24*. *BiblInt*. Leiden: Brill, 2000.

Turner, M. *Power from on High: The Spirit in Israel's Restoration and Witness in Luke-Acts*. Journal of Pentecostal Theology Supplement Series 9. Sheffield: Sheffield Academic, 2000.

Woods, Edward J. *The "Finger of God" and Pneumatology in Luke-Acts*. JSNTSup 205. Sheffield: Sheffield Academic, 2001.

### **Other Useful Reference Books:**

Daniel B Wallace, *Greek Grammar beyond the basics*. (Zondervan, 1996). Anyone interested in continuing to grow in his or her understanding of NT Greek needs access to a book of this kind and this one will be used during the unit.

John Alsup, *An index to the revised Bauer-Arndt-Gingrich Greek Lexicon*, (Zondervan, 1981). A great time saver and help. If a Greek word is mentioned in BDAG, this index takes you to the place where it is cited for that verse.

Nathan E Han, *A parsing guide to the Greek New Testament*, (Herald Press, 1971). Gives a verse-by-verse parsing of all verbs and related words. It is a bit simpler than an *Analytical concordance*, but does not include non-verb forms.

Bruce M Metzger, *A textual commentary on the Greek New Testament*, UBS 1971. This gives the reasoning behind the choice of textual variants in the UBS Greek NT and students will need to consult it for textual comment. There is no need to buy a copy, as multiple copies are available in the library.



## ACT Standards: Grades

Grades in assessment instruments are awarded in the following categories-

Grade	Score	GPA
Fail (F)	0-49%	0
Pass (P)	50-57%	1
Pass+ (P+)	58-64%	1.5
Credit (C)	65-74%	2
Distinction (D)	75-84%	3
High Distinction (HD)	85+%	4