COURSE SYLLABUS

Course Lecturer: Darrell L. Bock, PhD

About This Course

This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans’ Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans’ Council as highly recognized scholars in their particular fields of study.

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 you to prepare this narrative material for teaching in ministry, and to apply the message of Luke to life.

Course Objectives

Upon completion of the course, you should be able to do the following:

• Trace the argument of the gospel through its narrative units.
• Interpret any specific narrative material found in Luke and isolate the key theological themes it teaches.
• Communicate the message of a passage that is accurate to the text and relevant to a contemporary audience.
• Identify ways of applying the lessons of the gospel of Luke to your 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.
Course Lecturer

Darrell L. Bock, PhD
Education:
• University of Tübingen, postgraduate work on the book of Luke
• University of Aberdeen, Scotland, PhD
• Dallas Theological Seminary, ThM
• University of Texas, BA

Teaching Career:
• Professor of Spiritual Development and Culture, Dallas Theological Seminary’s Center for Christian Leadership
• Guest lecturer or adjunct professor at more than 50 institutions including Reformed Theological Seminary, Trinity Evangelical Divinity School, Westminster Seminary in California, Southern Seminary, the University of Michigan, and the Seminario Teologico Centro Americano

Other Career Highlights:
• Editor at large for Christianity Today
• Board of Chosen People Ministries
• Offered theological background information for a variety of publications and TV shows including Dateline, Good Morning America, 20/20, CNN, Anderson Cooper 360, The O’Reilly Factor, NPR, the BBC Network, the Australian Broadcasting Company, Nightlight, Day of Discovery, and the Washington Post
• Participant in the Lausanne Conference (2008)
• Speaker at the Lausanne Conference on Jewish Evangelism (2007)
• President of the Evangelical Theological Society (2001)
• Bibliotheca Sacra Editorial Advisory Board (1991-1993)
• Leader of seminars across Europe, specifically in Hungary and internationally has lectured across Asia, Europe, and the Middle East

Course Texts

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


2. Technical Commentaries


Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Additional Course Materials

This course is accompanied by a Study Guide that 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.

Course Requirements

1. **Time**: The student must complete the course requirements within a 6-month period unless the particular institution requires the completion of all work within the framework of the semester or quarter. During this time, the student is expected to devote a minimum of 120 hours to the completion of the course.

2. **Recorded Lectures**: The student is required to listen to all 24 audio lectures recorded by Dr. Darrell L. Bock.

3. **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.

4. **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.)*
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.

5. Interpretive 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: Refer to the Greek text in making your points.

6. 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.


7. 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, CUGN 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 when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. 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.

i. 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?

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

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

**B. 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:

i. 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.”

ii. 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?

**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.

**C. Synthesis and Application:** Draw your final conclusions – Having reflected on the curse and
the discussion with your mentor, synthesize what you have learned in these three sections:

i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.

ii. 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.

iii. 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.

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

Course Grading

Your grade for the course will be determined as follows:

<table>
<thead>
<tr>
<th>Greek Track</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Daily Preparation</td>
<td>50% of Course Grade</td>
</tr>
<tr>
<td>Argument Study</td>
<td>15% of Course Grade</td>
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</tbody>
</table>
### Interpretive Paper
30% of Course Grade

### Gospel Argument
10% of Course Grade

### Spiritual Formation Project
15% of Course Grade

### Total
100%

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### Non-Greek Track

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Preparation</td>
<td>25% of Course Grade</td>
</tr>
<tr>
<td>Argument Studies (10% ea.)</td>
<td>20% of Course Grade</td>
</tr>
<tr>
<td>Interpretive Paper</td>
<td>30% of Course Grade</td>
</tr>
<tr>
<td>Gospel Argument</td>
<td>10% of Course Grade</td>
</tr>
<tr>
<td>Spiritual Formation Project</td>
<td>15% of Course Grade</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</tbody>
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Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student’s CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the “Spiritual Formation Project.” This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student’s growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her “Personal Reflection and Evaluation” and prepare to discuss the following:
  1. What feedback can you give the student in response to his/her essay?
  2. Are the student’s conclusions from the course appropriate? Why or why not?
  3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – a valuable process for all who wish to grow in Christ.

NOTE: If the student’s school makes any changes to this assignment, their requirements should replace those described here.
Select Bibliography

The following is a very select bibliography for Luke. It contains mostly commentaries and major Lucan monograph studies. Fuller bibliographies based on pericopes can be found in Marshall, Fitzmyer, Schurmann, Bovon, and Nolland. These often contain the most relevant periodical materials. Asterisks indicate important works.


______. Interpreting the Parables. Downers Grove, IL: InterVarsity, 1990. [Parables]


_____.


_____.


Green, J. The Death of Jesus: Tradition and Interpretation in the Passion Narrative. (WUNT 2:33.) Tubingen: Mohr, 1988. [Death]


Scott, B. B. *Hear Then the Parable: A Commentary on the Parables of Jesus*. Minneapolis: Fortress Press, 1989. [Hear then the Parable]


Zmijewski, J. *Die Eschatologiereden des Lukas Evangeliums* (BBB 40.) Bonn: Peter Hanstein, 1972. [Eschatologiereden]