1-1-2009

NT 615 Exegesis of the Gospel of Luke

Bart B. Bruehler

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Course: NT615 W1 (SP 2009)
Title: Exegesis: The Gospel of Luke
Hours: 3.00
Published: Yes, on 01/19/2009
Prerequisites:
NT500 and NT520

Department: New Testament
Faculty: Dr. Bart Bruehler

Email: bart.bruehler@asburyseminary.edu
Office: AD
SPO:

Meetings:
During 02/09/2009 to 05/22/2009 on Wednesday from 8:00a to 10:45a in AD302.

Maximum Registration: 30
Catalog Description: A close reading of the Gospel of Luke, with attention to its status as historiographical narrative, its relationship to the Acts of the Apostles, and the development of its message within the socio-historical environment of Roman antiquity. (May be taken by students in M.A. programs not requiring Greek by special arrangement with the professor.)

Objectives:
NT 615: Exegesis of the Gospel of Luke

Professor: Bart B. Bruehler, Ph.D.
Contact Information: 765-674-1749 (home, no calls after 9pm)
765-506-7470 (cell, no calls after 9pm)
Bart.bruehler@asburyseminary.edu
Office: AD 301
Office Hours: T 2:30-4:30pm, W 4-5pm

Course Description

Prerequisites: NT500 (or NT501-502), NT520, NT(IBS)510 or 511
When students successfully complete this course, they will be able to:

1. Articulate several key theological and ethical themes emphasized in the Gospel of Luke;
2. Interrelate fruitfully the approaches of inductive Bible study and Greek exegesis in the interpretation of Luke;
3. Select and use critically a variety of tools for Greek exegesis (e.g. bible software, concordances, lexicons, grammars, etc.);
4. Employ skillfully and theologically several lexical, grammatical, and syntactical elements of Greek in order to interpret passages in the Gospel of Luke;
5. Employ skillfully and theologically several historical and cultural elements of Luke’s milieu in the interpretation of the Gospel;
6. Select and evaluate critically a variety of types of secondary literature on the Gospel of Luke for the sake of interpretation (e.g. websites, commentaries, articles, etc.);
7. Recognize and evaluate the strengths and weaknesses of one’s own perspective in the process of interpretation and application;
8. Propose ways to accurately and faithfully apply the results of exegesis to a variety of contemporary contexts and issues;
9. Extend exegetical skills developed in this course beyond Luke to other parts of the NT;
10. Feel the need to use exegesis in the original languages for interpretation in various aspects of ministry;
11. Explain several points where Luke is an important resource for contemporary Christian praxis and thought;
12. Commit to apply the principles and skills learned in this class in personal, social, and ecclesial contexts.

Textbooks

Required:

Choose ONE of the following commentaries to purchase for this class:

Choose ONE of the following options for your book review:

Assignments for Achieving Course Objectives

1. Attendance and Participation (150 points)
   Your attendance, preparation, and participation are a critical part of learning how to do exegesis. You are only permitted one unexcused absence. Your final grade will be reduced by 50 points for each unexcused absence after the first. You will see that many classes are paired. In the first session we will discuss the reading and work on examples of how to carry out that aspect of exegesis. In order to prepare for class, you should complete all assigned readings and prepare the Greek of the assigned passage (you may use any tools you need such as software programs, interliners, or grammar helps). The second class will focus on review and learning from your exegetical exercises. You will not receive 150 points for perfect attendance. You must earn these points by actively participating in class discussions with information that you learned from the reading.

   In my view IBS is most effective at dealing with large blocks of material and exegesis with small blocks of material, but both have something to offer to the other on all levels. To begin the course, you will do a typical IBS book survey of Luke. This assignment is due the second week of class and should be started right away. The survey should include the following:
   1. Identification and explanation of general materials
   2. Specific materials identified by succinct and characteristic chapter titles
   3. An outline and chart of the book
   4. Several structural relationships that affect the book as a whole.
   5. All three types of questions (definitional, rational, and implicational) asked of each relationship
   6. Identification and explanation of strategic areas that emerge from the structural relationships
   7. Data from an inductive reading of the book that bear on higher critical issues (e.g. author, date, audience, provenance, purpose)
   8. Other major impressions that affect the book as a whole.

3. Book review (100 points)
   While the primary purpose of this class is to teach you how to do exegesis, a secondary purpose is that you become more familiar with the theological and ethical message of the gospel of Luke. We will only have time to cover selected passages and themes of the gospel in class. To complement this, you will choose one of the books listed above (Green, Marshall, or Resseguie) to read and review. Your review should be 5-7 pages long (double spaced, Times New Roman 12pt font, and 1 inch margins). It should include the following: an introduction to the book and the paper, a brief discussion of the purpose and structure of the book, a longer discussion of at least 3
primary themes or points of the book that looks at particular passages in the book, and an evaluation of the quality and usefulness of the book.

4. Exegetical Practice Assignments: (4 at 100 points each = 400 points)
You will write 4 exegetical practice assignments for this class. One on each of the following topics: textual and grammatical analysis of a passage, a redaction/composition analysis of a passage, a historical/cultural analysis of a passage, and a theological/ethical analysis of a passage. These must deal with one of the assigned passages noted in the syllabus for that week. They should be 4-5 pages long and may incorporate notes, lists, charts, etc. but these must be supported by prose explanations. Each assignment should include some dialogue with your chosen commentary. The nature of each of these assignments varies because of the very different topics covered by each, so specific instructions will be provided in the first of the two paired classes on each exegetical task.

5. Commentary Review (100 points)
You will choose one commentary to use as a dialogue partner throughout this class. Near the end of the course you will write a 4-5 page review of the commentary you have been using. Consider the organization of the commentary, its primary methodological and theological approaches, how well it deals with parts of gospel, and how relevant it is for contemporary application and ministry. You should close this paper with a brief reflection on how you personally plan to use commentaries (and similar secondary resources) as you interpret scripture in your future ministry.

5. Final Paper (150 points)
The final paper is an integration of all the methods and tools you have learned to use in this class. You will choose a passage from the gospel of Luke (in consultation with the professor) to exegete. Your analysis of this passage must employ some aspect from each of the main sections of class: overview of Luke, textual and grammatical analysis, redaction or composition analysis, historical-cultural analysis, and theological or ethical synthesis. The analysis should be woven together into a coherent interpretation of the passage (rather than simply done in blocks). The paper is primarily your own work on the passage but should include appropriately cited secondary resources and a bibliography. The professor will schedule meetings with groups of students during the last two weeks of class in order to discuss your progress and any questions you may have. A detailed grading rubric for this paper will be distributed by the professor over Moodle.

Grading Criteria

1. Grading Chart: The following chart collects all of the above assignments and shows their point values. The class has a total of 1000 points available.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, Preparation &amp; Participation</td>
<td>150</td>
</tr>
<tr>
<td>Book Survey of Luke</td>
<td>100</td>
</tr>
<tr>
<td>Exegetical Practice (4 @ 100pts each)</td>
<td>400</td>
</tr>
<tr>
<td>Commentary Review</td>
<td>100</td>
</tr>
<tr>
<td>Book Review</td>
<td>100</td>
</tr>
<tr>
<td>Final Exegesis Paper</td>
<td>150</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

2. Grade Characteristics: The follow chart provides a description of how I understand the qualities of various grades. All of your assignments will be assigned a numerical score and then a letter grade that corresponds to the characteristics set forth below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A (100-94%)</td>
<td><strong>Exceptional work</strong></td>
</tr>
<tr>
<td>A- (93-90%)</td>
<td></td>
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<tr>
<td>B+ (89-87%)</td>
<td><strong>Good Work</strong></td>
</tr>
<tr>
<td>B (86-84%)</td>
<td></td>
</tr>
<tr>
<td>B- (83-80%)</td>
<td></td>
</tr>
<tr>
<td>C+ (79-77%)</td>
<td><strong>Acceptable work</strong></td>
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<tr>
<td>C (76-74%)</td>
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<tr>
<td>C- (73-70%)</td>
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<tr>
<td>D+ (69-67%)</td>
<td><strong>Marginal Work</strong></td>
</tr>
<tr>
<td>D (66-64%)</td>
<td></td>
</tr>
<tr>
<td>D- (63-60%)</td>
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</tbody>
</table>
3. Attendance: You are only permitted one (1) unexcused absence from this class because of the 3 hour block format. Your final grade will be lowered by 50 points for each unexcused absence after the first. You may be excused from class for emergencies, illness, unforeseen travel difficulties, and irrecconcilable professional responsibilities, but please plan ahead as much as possible to avoid missing class. Finally, missing any class will reduce your understanding of the material and ultimately affect your learning negatively.

4. Late Assignments: The dates listed in the schedule below designate the time that a given reading or assignment is actually due. Assignments may only be turned in late for two reasons. First, you may prearrange turning in an assignment late with the professor due to irrecconcilable family or professional responsibilities. Second, you may submit work late because of a genuine emergency, but you must contact the professor as quickly as possible. If you are ill or otherwise kept away from class you may submit work by email or on Moodle, but it must be received by the beginning of scheduled the scheduled class to be accepted.

5. Independence and Plagiarism: Individual assignments must reflect the independent work of each student. Collaboration is encouraged but exercise special care to preserve the independence of each student. Group projects naturally include group cooperation, but each student is expected to contribute equally. Plagiarism is defined as employing the words and/or ideas of a specific source or person without appropriately citing that source in final work. Students should avoid plagiarism at all costs and check with the instructor if they are uncertain about citing a source. Assignments with plagiarized material may be reassigned, penalized, or counted as zero points.

6. Other Policies: This course will follow all of the other policies outlined in the current Asbury Seminary catalog. You should be familiar with the policies regarding incompletes, drop/add, withdrawal, and assisting students with disabilities in particular.

Course Communication

1. The syllabus: This syllabus represents a firm but also flexible portrayal of this class. The professor reserves the right to alter it after discussing changes with the class.

Text Box: Use email first and check Moodle regularly.

2. Contacting the Professor: Email is the best way to contact the professor. Phone calls are acceptable in necessary situations but should be limited.

4. Moodle: This class will have an active Moodle site with various functions: contacting the professor, online office hours, peer discussions, submitting some assignments, and class announcements. Please familiarize yourself with Moodle and check our class site regularly.

Course Schedule (subject to change with notice)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/11</td>
<td>Introduction to the course and the textbooks</td>
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<td></td>
<td></td>
<td><a href="http://home.comcast.net/~/rciampa/">http://home.comcast.net/~/rciampa/</a>; Hendrickx, The Third Gospel for the Third World, Volume One, 1-23</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<tr>
<td>4/1</td>
<td>SPRING READING WEEK</td>
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<tr>
<td>4/8</td>
<td>Building the story: redaction and composition</td>
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<tr>
<td>4/22</td>
<td>Behind the story: history and culture in exegesis</td>
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<tr>
<td>5/13</td>
<td>Putting the pieces together: theology and application</td>
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<tr>
<td>5/20</td>
<td>Final Exam</td>
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**Additional Notes**

- AIS - Syllabus [link](https://student.asburyseminary.edu/cgi-bin/public/syllabus.cgi?sectionNu...)
- Book Review Due
- Commentary Review Due
- Final Paper Due