

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Semester, Year	FALL, 2025
Course Title	LUKE
Course Code	NEWT 0725 / PENT 0507 1S
Date	From September 8, 2025 to December 1, 2025 MONDAYS
Time	From 2:15 PM to 5:05 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be LIVESTREAMED on Mondays.
Instructor Contact Information	DR. VAN JOHNSON , PhD Email: vjohnson@tyndale.ca
Office Hours	By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

The purpose of this section-by-section analysis of the third Gospel is to determine what Luke wanted his audience to hear. Our approach to his Gospel proceeds from the premise that the author was both an historian and a theologian, who chose to communicate through narrative his account of Jesus Christ. Although the introductory matters will be dealt with and some comparisons with the writings of Mark and Matthew will be drawn, the focus will be on Luke’s narrative.

Recommended Prerequisite: BIBL 0501

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Show interpretive skill by employing a narrative analysis of Luke's gospel in weekly discussions and written reports;
2. Prove awareness of the theological motifs of the gospel and how they are developed in the narrative through a written summary of Luke's story of Jesus;
3. Demonstrate an ability to communicate Luke by compiling presentation notes for one pericope that includes data about its social-historical context, co-text, and its meaning for all audiences.
4. Integrate into life and ministry the Kingdom worldview of the Lukan text (a worldview that informs a disciple's thoughts, actions and affections) with required readings and classroom discussions.

III. COURSE REQUIREMENTS

A. REQUIRED READING

Green, J. [*The Theology of the Gospel of Luke*](#). Cambridge, UK: Cambridge University Press, 1995. ISBN: 0521469325

Neyrey, Jerome, ed. *The Social World of Luke-Acts: Models for Interpretation*. Peabody, MA: Hendrickson, 1991. ISBN: 0801047358

Tannehill, R. [*The Narrative Unity of Luke-Acts, A Literary Interpretation*](#). Vol. 1: *The Gospel According to Luke*. Philadelphia: Fortress, 1986. ISBN: 0800625579

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. ASSIGNMENTS AND GRADING

Teachers Note: Please note for this class the following resources **are not to be used for any assignments**: ChatGPT, AI Book Summaries or AI Overviews, AI Writing or Grammer tools, Wikipedia, CoPilot tools or other AI tools. Grammer checkers that rewrite sentences are not to be used.

All completed assignments are to be uploaded to the course page.

1. READING THE GOSPEL OF LUKE: two initial readings before third class (20%). Due: Sun Sept 21, before midnight. Length: 5-6 double-spaced pages.

This assignment relates to Outcome #1 and #2.

This reading has particular importance for the successful completion of this course.

1) **It must be completed before the third day in class**, because the students' familiarity with the gospel of Luke beforehand will be critical for both understanding the lectures and interacting in discussion groups.

2) It is important that this reading be done before any other reading, so that your first impression of Luke comes from your reading of the gospel rather than another book.

Description: The Gospel of Luke is to be read twice and then a report written. The first time, please read the gospel in one sitting (any version other than a paraphrase, e.g., The Message). The idea is to engage Luke as one story, allowing it to impact you as an entire narrative. The second time through, the student should take notes on the development of the plot and the characterizations given of the major figures: Jesus, the disciples, the Pharisees, and the crowds. When you write your report, describe the plot of Luke and the way that the major figures are characterized. [toward learning outcomes 1 and 2]

The plot is a summary of what happens in the story, i.e., how the story starts and ends, and what happens in the middle. For your report, focus on primary events and turning points in the narrative. You should be able to describe the plot in a paragraph or two, and there should be one sentence that sums up the plot of the narrative in a very general sense. [I am not looking for a list of all events in Luke. You wouldn't describe a movie or book to someone in that way!]

For characterizations, how would you describe them as characters, and do their characters change within the narrative? Change may involve character change for the disciples, crowd, etc.; in Jesus's case, perhaps not character change but a redirection in the course of his ministry.

Deadline and late penalty: Due Sep 21, before midnight. Late submissions will be penalized differently from Tyndale policy. If submitted after Sep 21 deadline and before Sep 28 before midnight, then 50% deduction. After Sep 28, this assignment will be graded as zero, which will also negatively impact the final reading of Luke assignment (#5)—the grade for assignment #5 will be reduced by a full grade as well, since a major component of #5 requires a comparison with assignment #1. (Late registrants to the course will have until Sep 28 without penalty.)

Evaluation Criteria:

1. Clarity (1.1. spelling and grammar; 1.2. clarity of expression)
2. Comprehensiveness (all the major categories are treated)
3. Comprehension (understanding of characters and plot development)
4. Detail (specific examples given for characterizations and plot development)

2. PARTICIPATION in Small Group Discussions (5 x 2% = 10%).

Full grade of 2% will be awarded for participation.

This assignment relates to Outcome #1 and #4.

3. BOOK REPORTS (2 x 10% = 20%)

This assignment relates to Outcome #1 and #2

Two textbooks are to be read and then written up in report form. Although primacy is given to the biblical text, these readings will supply context for your study of an ancient piece of Spirit-inspired literature. [toward learning outcome 3]

In general: Write a 4-5 page (double-spaced) response paper with two sections.

Section 1: A summary of the content in 1.5-2 pages (including a sentence or two about the author), with terminology and explanation appropriate for someone unfamiliar with the book.

Section 2: A response/evaluation in 2.5-3 pages. Details for each book are given below.

Detailed grading rubric is posted on classes.tyndale.ca.

3.1 Read The Social World of Luke-Acts (Due: Oct 5 before midnight)

This text will introduce some of the insights that recent social scientific research has contributed to an understanding of the gospels.

Everyone is to read chapters 1-4, and then the student is to select any other 5 chapters to read. You will read a total of 9 chapters from the text. In your report, Section 1) summarize the work as a whole (including a sentence or two about the author), then Section 2) identify 3 main ideas from the reading that increase your comprehension of Luke (and the gospels)—by explaining what the concept is, and how it adjusts your understanding of Luke's narrative.

3.2 Read The Narrative Unity of Luke-Acts, A Literary Interpretation. Vol 1. The Gospel According to Luke (Due: Oct 19 before midnight)

Read the entire book. Tannehill employs insights from narrative criticism in his commentary on Luke.

Section 1) From his Introduction chapter, summarize his approach to explaining Luke's gospel and the advantages he sees in this type of literary analysis (including a sentence or two about the author), then Section 2) In chapters 4-7, Tannehill focuses on four different groups that Jesus interacted with. Choose one of these groups (one chapter from chapters 4-7), and then describe what insights you gained from Tannehill's description of the group.

Deadlines and late penalty: Each report is worth 10 marks. Late penalties follow the Tyndale norm—grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

4. FINAL READING of LUKE (30%): Due Nov 16 by 11:59pm. Length: 8-10 double-spaced pages

This assignment relates to Outcome #1 and #2.

Write a response paper after your third and final reading of Luke. The purpose of the assignment is to test how the student's evaluation of Luke's narrative has changed over the duration of the course. Feel free to incorporate insights from any of the course readings, but no other commentaries are required, or even suggested. [toward learning outcomes 1 and 2].

Deadline and late penalty: Due Nov 16, before midnight. Late submissions will be penalized differently from Tyndale policy. If submitted after Nov 16 deadline and before Nov 23 before midnight, then 50% deduction. After Nov 23, this assignment will be graded as zero, as this assignment will be discussed in the Nov 24 class session. Students will be asked on Nov 24 to share some of their reflections from this final reading and report of Luke.

The process to follow:

1. Reread your earlier report
2. Read Luke
3. As you read, take notes about what you see in the narrative
4. Write a final response about your reading of Luke that includes:
 - a) any insights that you did not notice during your first two readings;
 - b) how you see the plot develop;
 - c) how the major characters are depicted: Jesus, the disciples, the Pharisees, and the crowds—do these characters change over the course of the narrative?

Evaluation Criteria:

1. Clarity (1.1. spelling and grammar; 1.2. clarity of expression)
2. Comprehensiveness (all the major categories are treated)
3. Comprehension (understanding of characters and plot development)
4. Detail (specific examples given for characterizations and plot development)

5. PRESENTATION NOTES (20%): Due Nov 30 by 11:59pm. 2 pages.

This assignment relates to Outcome #3.

Prepare presentation notes for one passage in Luke. The student will choose from a list of passages selected by the instructor. Notes consist of 1-2 pages of data. This is not a teaching outline; rather, this is background material from which a presentation/sermon would be constructed. I am looking for data about the social-historical background, the theme of Luke, the co-text of the pericope, and then, how you would interpret your selected passage in light of these elements. Finally, comment on how the passage contributes to the spiritual formation of

the hearer? The student should incorporate all of the course readings into the outline. Further details will be provided in class.

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Reading Luke #1: first two readings of Luke	Sep 21	20%
2. Participation in small group class discussions (5 x 2%)		10%
3. Book reports (2 x 10%)	Oct 5 Oct 19	20%
4. Reading Luke #2: final reading of Luke	Nov 16	30%
5. Presentation notes	Nov 30	20%
Total Grade		100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1	Sep 8	Prologue (Luke 1:1-4); Reading Luke as Narrative; Syllabus review.
Week 2	Sep 15	Other Critical Issues; Infancy Narratives (1.5-2:40)
		<i>The Gospel of Luke: two initial readings before third class. Due: Sun Sept 21, before midnight</i>
Week 3	Sep 22	Preparation for Ministry (2:41-4:13) Small group discussion on reading Luke
Week 4	Sep 29	Programmatic Beginnings (4:14-30)
		<i>The Social World of Luke-Acts Book Report Due Oct 5 before midnight</i>
Week 5	Oct 6	Galilean Ministry 1 (4.14-9.50) Small group discussion on Social World Instruction on doing the final assignment
<i>Oct 13 – No Class, Happy Thanksgiving!</i>		
		<i>The Narrative Unity of Luke-Acts Book Report due Oct 19 before midnight</i>
Week 6	Oct 20	Galilean Ministry 2 Small group discussion on Narrative Unity
Week 7	Oct 27	Galilean Ministry 3

Week 8	Nov 3	Journey to Jerusalem 1 (9.51-19.44) Small group discussion: The Great Banquet, Luke 14
Week 9	Nov 10	Journey to Jerusalem 2
		<i>Final Reading of Luke due Nov 16 before midnight</i>
Week 10	Nov 17	Journey to Jerusalem 3
Week 11	Nov 24	Discussion about final reading of Luke (class time 1hr 15 mins)
		<i>Presentation notes due Nov 30</i>
Week 12	Dec 01	Jerusalem (19.45-24.53) Final Small group discussion

V. SELECTED BIBLIOGRAPHY

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Green, J, and McKeever, M. *Luke-Acts & New Testament Historiography*. Grand Rapids, MI: Baker, 1994.

Mittelstadt, M. *Reading Luke-Acts in the Pentecostal Tradition*. Cleveland, TN: CPT Press, 2010.

Powell, M. *What Are They Saying About Luke?* New York: Paulist Press, 1989.

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Arrington, F, and R. Stronstad. *Full Life Bible Commentary to the New Testament*. Grand Rapids, MI: Zondervan, 1999.

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Fitzmyer, J. *The Gospel According to Luke*. Anchor Bible. 2 vols. New York: Doubleday & Co., 1981, 1985.

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

Jervell, J. *Luke and the People of God*. Minneapolis, MN: Augsburg Publishing House, 1972.

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Karris, R. *Luke: Artist and Theologian: Luke's Passion Account as Literature*. New York: Paulist Press, 1985.

Levine, A.-J., and B. Witherington. *The Gospel of Luke*. New Cambridge Bible Commentary. Cambridge, United Kingdom: Cambridge University Press, 2018.

Marshall, I.H. *The Gospel of Luke*. NIGTC. Grand Rapids, MI: Eerdmans, 1978.

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Nolland, J. *Luke*. 3 vols. Word Biblical Commentary 35. Waco, TX: Word, 1989-93.

Talbert, C.H. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. New York: Crossroad, 1982.

Tiede, D. *Luke*. Augsburg Commentary. Minneapolis, MN: Augsburg Publishing Company, 1988.

Tucker, J. B., and A. Kuecker, eds. *T&T Clark Social Identity Commentary on the New Testament*. London, UK: T&T Clark, Bloomsbury Publishing Plc, 2018.

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Articles and Monographs on Select Topics in Lukan Studies:

Alexander, L.C. *The Preface to Luke's Gospel: Literary Convention and Social Context in Luke 1.1-4 and Acts 1.1*. SNTS Monograph Series 78. Cambridge: Cambridge University Press, 1993.

Arlandson, J. *Women, Class and Society in Early Christianity: Models from Luke-Acts*. Peabody, MA: Hendrickson, 1997.

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+").

Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential, and the instructor will only see the aggregated results of the class.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course’s grading rubric, please refer to your course syllabus or [classes.tyndale.ca](#). For general grading guidelines, refer to Seminary [Grading System & Scale](#).