



Fall 2012

Meeting days: Tuesday/Thursday	Instructor: Professor Kara Lyons-Pardue
Meeting times: 3:00 – 4:15 P.M.	Phone: (619) 849-2989 Office Location: Smee 203
Meeting location: Ryan Learning Center 104	E-mail: karalyons-pardue@pointloma.edu
Final Exam: Tuesday, Dec. 11, 3:30 – 5:30 P.M.	Office hours: MWF, 10:30 A.M. – 12:30 P.M.; Tues 1:00 – 2:00 P.M. (or by appointment)

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Catalog Description: “A study of the origins, content, and theological perspectives of the Gospel of Luke and the Acts of the Apostles. *Prerequisite: BIB 102*”

STUDENT LEARNING OUTCOMES

Upon completion of the course, students will be able to ...

1. Describe the historical context and literary content of Luke and Acts;
2. Evaluate major debates and interpretive methods in the scholarly study of Luke-Acts; and
3. Apply Luke’s presentation of the Triune God—Father, Son, and Holy Spirit—and the Church to Christian theology and ministry, using the tools of exegesis.

REQUIRED TEXTS

1. Joel B. Green, *The Gospel of Luke* (New International Commentary on the New Testament; Eerdmans, 1997); ISBN: 978-0802823151
2. Beverly Roberts Gaventa, *Acts* (Abingdon New Testament Commentary; Abingdon, 2003); ISBN: 978-0687058211
3. Richard Longenecker, *The Lost Letters of Pergamum* (Baker: 2002); ISBN: 978-0801026072

RECOMMENDED TEXTS

1. *The New Oxford Annotated Bible with Apocrypha: New Revised Standard Version, College Edition*; Edited by Michael D. Coogan, Marc Z. Brettler, Carol A Newsom, PHEME PERKINS (4th Ed.; Oxford University Press, 2010).
2. *Synopsis of the Four Gospels*, Revised Standard Version (Revised ed.; American Bible Society, 2010).

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. In this course, a significant portion of the grade is based on participation. Additionally, as per PLNU policy, if the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report that may result in de-enrollment. If the absences exceed 20 percent, *even if the absences are school-approved individually*, the student will be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due, as indicated by the schedule below.

ACADEMIC DISHONESTY (i.e., cheating or plagiarism)

The university catalog spells out at great length the actions that constitute a breach of Academic Honesty (See [Academic Honesty](#)). These include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious intent. The PLNU catalog includes lengthy descriptions of each, which each student should read for greater understanding. The infractions and stated response policy of the university is the policy of this professor: an incident of academic dishonesty will result in failure of the assignment (at minimum) and possibly failure of the course. *Professor Lyons-Pardue believes when a student commits academic dishonesty—cheating or plagiarizing—he/she insults the professor and betrays his/her peers. Worse damage is done to the student's own character and education. The professor may pursue the highest penalties for the offense.*

INCLUSIVE LANGUAGE

The School of Theology and Christian Ministry is committed to the equality of women and men. Recognizing that people have often used the English language in ways that imply the exclusion or inferiority of women, the school urges students, faculty, and staff to avoid sexist language in public discourse, in classroom discussion, and in their writings. Thus, terms like “man” or “mankind” or the pronoun “he,” should not be used to refer to all humans. Instead “humanity,” “humans,” and “he or she” better acknowledge women as full persons.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. Once the student has filed with the [Disability Resource Center](#) (DRC), and has spoken to the professor, the instructor will follow the accommodations that the DRC recommends for the student. For more information, see [Academic Policies](#) in the undergrad student catalog.

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

FINAL EXAMINATION POLICY

This course's final exam is scheduled for **Tuesday, Dec. 11, 3:30 – 5:30 P.M.** (See the [Class Schedules](#) site.) Absolutely no requests for early examinations or alternative days will be approved.

USE OF TECHNOLOGY

Students are encouraged to use technology, especially the Eclass site, for learning and communication outside of class. *In class, however, the professor has banned the use of electronic devices, except by permission or in the case of specific need.* (Please speak to Prof. Lyons-Pardue if you require a laptop for learning purposes and accommodations can be made.) For the sake of optimal student learning, and knowing the distractions available with just one click, you may not use laptops, iPads, or any mobile phone during class. You're welcome.

ASSESSMENT AND GRADING

Assessment Item	% of Total GRADE
Attendance and Discussion Participation	30% = 300 points
Content Examination	20% = 200 points
Reports: Article and Book Reports	20% = 200 points
Exegetical Paper	30% = 300 points

Attendance and Discussion Participation is collectively worth 30% of total grade and is assessed in two parts.

Readings are assigned by the week and readings are to be completed by Tuesday at class time. Tuesday's class sessions will have—of the two weekly meetings—more professorial direction. Thursday classes will depend, in large part, on student leadership and direction of the discussion (based, in part, on report presentations and on the questions submitted). **[Fulfills Outcomes #1-3]**

- 1) The first 15% is basic attendance (points will be subtracted for excessive tardiness) and in-class discussion. Credit for discussion participation includes preparation for class, discussion during class that remains on topic, thoughtful engagement of fellow classmates' questions and book reviews, evidence of reading in response to the instructor's questions, and participation in in-class exercises.
- 2) The second 15% is assessed based on the timely submission of **Discussion Questions** over the week's all-class assigned readings every week by Monday evening 10 p.m. via Eclass site. (See course schedule below.) The student must submit at least 3 questions each week, 10 out of 11 assigned weeks (i.e., 1 week off or 1 lowest scores dropped; The Chapter Summary Activity—see 2a below—cannot be dropped). The questions are to be posted to the course's Discussion Board on Eclass (more details are listed there). The quality of the questions—that is, their representation of thorough reading and awareness of significant interpretive issues—will determine the student's score.
 - a. Weeks 2 and 4 will substitute a Chapter Summary Activity ("Fast Forward") for discussion questions.

Content Examination (worth 200 points) consists of two parts: A) 50 total Matching and Ordering Questions based on the content of Luke-Acts; B) 10-20 short answer and essay questions treating introductory matters on Luke-Acts, based on text and in-class discussions. **[Fulfills Outcome #1]**

Reports (worth 200 points) may be selected by the student in consultation with the professor. This ongoing learning exercise serves to introduce a diverse body of scholarly literature and topics to the class, while holding each student responsible for educating her classmates. Book options will represent a range of views and should not be confused with the opinion of the instructor. Each student must present summaries in class that will enrich the education of his/her fellow students and contribute to a rich

compendium of resources for studying Luke-Acts. *Remember that a report or summary is not a line-by-line paraphrase or condensation of the original.* Instead, by summarizing in your own words and presenting the information according to your assessment, you can demonstrate your own analysis of the original. Report presentations will happen (mostly) on Thursday class meetings. **[Fulfills Outcome #2]**

The reports required are:

- 1) **1 Dictionary Article Abstract** (50 points): Summarize the subject in 250-300 words based on research in a specified Bible Dictionary. (An example will be provided on Eclass.) You should make a copy of your abstract for each class member and the professor. Half of the grade for the assignment will be based on the quality and comprehensibility of the in-class presentation (3-5 minutes). The second half of the grade will be based on the submitted abstract; including the quality of writing, comprehension of the topic, and selection of salient information for presentation.
- 2) **1 Book Report** (150 points): The student will choose one book from the list provided. On the list are treatments Luke and Acts, individually and as a literary pair, and monographs employing a variety of interpretive methods to the texts. The list ranges from old classics of New Testament interpretation to recent best-selling studies. The book report should be 1,450 – 1,500 words long. The majority of the paper should be devoted to representing the author’s aims and argument, as well as providing a “roadmap” to the book’s contents. Although the student’s opinion regarding the book’s contributions and detriments (not mere generalizations) are expected, one’s judgment should comprise no more than 20% of the paper’s total length. A student will present a summary of the book’s contents, examples of the author’s arguments, and an evaluation of the book’s contribution (*not* reading from the report aloud) to his classmates, which should last 7-10 minutes. The professor and students will have a period for questions afterward. More information on the assignment and grading criteria will be provided in the first several weeks of class.

The **Final Exegetical Paper** (worth 300 points) is a staple of biblical studies, which forms the basis for many practical ministry applications (sermons, Bible Studies). The exegetical paper examines the contexts, wording, and theological significance of a specific passage of Scripture. Students must select a passage (preferably between 3-10 verses) found in Luke or Acts, preferably with a tie to the other book as well. Biblical Studies majors are encouraged to utilize original language resources. The student must meet with the instructor to decide on and discuss his/her chosen passage by the end of Week 8. More information on the assignment and grading criteria will be provided in the first several weeks of class.

[Fulfills Outcomes #1-3]

Letter grades will be assigned according to the following scale:

Points	Grade	Points	Grade
94-100%	A	73-76%	C
90-94%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	63-66%	D
80-82%	B-	60-62%	D-
77-79%	C+	59% and below	F

COURSE SCHEDULE AND ASSIGNMENTS

Wk	Date	ALL-CLASS READING DUE: Have read before class time Tuesdays	Discussion Questions	WEEKLY TOPIC
1	Th Aug 30	Introduction to the Course	-	
2	Tu Sep 4 Th Sep 6	R: Gospel According to Luke (NIV 2011 or NRSV) read through twice (See “Fast Forward” Assignment Sheet)	Q*1	Luke
3	Tu Sep 11 Th Sep 13	Synopsis Work: Follow directions and assignment for this reading and Synoptic comparison distributed on another sheet.	Q2	Luke among the Gospels
4	Tu Sep 18 Th Sep 20	R: Acts of the Apostles (NIV 2011 or NRSV) read through twice (See “Fast Forward” Assignment Sheet)	Q*3	Acts
5	Tu Sep 25 Th Sep 27	Tuesday: R: Article Assignment + 30 min. review Thursday: CONTENT TEST	-	Text Criticism of Luke-Acts
6	Tu Oct 2 Th Oct 4	R: <i>The Lost Letters of Pergamum</i>	Q4	Honor/Shame in Ancient World
7	Tu Oct 9 Th Oct 11	R: Luke chs. 1:1–4:44 + Introduction + related chapters in commentary + Article Assignment (Paul Minear, “Birth Narratives”)	Q5	Classical Scholarship on Luke-Acts
8	Tu Oct 16 Th Oct 18	R: Luke 5:1–9:50 + related chapters in Green commentary + Article Assignment	Q6	Reversal
9	Tu Oct 23 Th Oct 25	R: Luke 9:50–19:27 + related chapters in Green commentary + Article Assignment	Q7	Wealth and Poverty
10	Tu Oct 30 Th Nov 1	R: Luke 19:28–24:53 + related chapters in Green commentary + Article Assignment	Q8	Women/Gender
11	Tu Nov 6 Th Nov 8	R: Acts 1:1–8:1a + Introduction + related chapters in Green commentary + Article Assignment	Q9	Pneumatology
12	Tu Nov 13 Th Nov 15	R: Acts 8:1b–15:35+ related chapters in Green commentary + Article Assignment	Q10	Jews and Gentiles
13	Tu Nov 20 Th Nov 22	Tuesday: Exegetical paper work day THANKSGIVING BREAK (Nov. 21-23)	-	
14	Tu Nov 27 Th Nov 29	Acts 15:36–28:31+ Gavena 229-235; 356-370 + 35 pages of your choosing (Select passages about which you have significant questions; Indicate your selected Gavena-pages at the top of your questions.) + Article Assignment	Q11	Unity of Luke-Acts?
15	Tu Dec 4 Th Dec 6	Who is Jesus in Luke-Acts? What is the church in Luke-Acts?	-	Retrospect, Wrap-Up
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