Purpose

The purpose of the course is fourfold:

(1) To acquaint learners with the literary-critical reading(s) of Luke/Acts

(2) To help learners grasp the import of Luke/Acts for today’s church and be able to communicate this via preaching in the church

(3) To model exegetical interpretations for preaching that will pertain to most books of the Bible

(4) To use critical theological reflection in analyzing texts which may then provide models for most biblical other books

Approach

The course will combine lecture by the instructor with presentations by the learners and discussion of texts we read together from Luke/Acts and secondary sources.

Because the volume of literature in Luke/Acts is so large, it is impossible to move through the books unit by unit. We will, rather, survey the whole of the literature in the light of several key Lucan themes (often a theme a day) and will illustrate how that theme emerges in our material by looking closely at representative texts from Luke/Acts.

Required Books

A Bible: Harper Collins Study Bible with the Apocrypha or any Study Bible, i.e., Wesley Study Bible or New Interpreters, etc. (New Revised Standard Version) In addition if learners want to employ additional modern translations this might prove useful to the entire class


William Brosend, *The Preaching of Jesus* (W/JKP)


Robert Mai and Alan Akerson, *The Leader as Communicator: Strategies and Tactics to Build Loyalty, Focus Effort, and Spark Creativity* (American Management Association)


Marion L Soards, *The Speeches in Acts: Content, Context, and Concerns* (W/JKP)

Pre-course Assignments:

Read as many of the books and daily assignments as possible so that reading during June 13-23 will be more review than first reading.

Prepare a 10 minute sermon on a Revised Common Lectionary Text from Luke-Acts for any preached day, primarily in Year C. We will hear each student preach at least once during the course of our nine days together. In fact, if time permits and depending on the number of learners in our class, perhaps time will offer a second preaching opportunity for each.

Course Outline (subject to hefty adaptation if required or desired)

**June 13 Monday** Welcome to the Course & Introductions

Class Discussion on Expectations and Desired Outcomes

Reading Luke-Acts as a story:

Read:

Johnson, *Acts*, pp. 1-21
Luke 1—9:51
**June 14 Tuesday**


Write a four page essay (all papers Times New Romans 12pt for uniformity) comparing and contrasting what you understood from the above paragraph. For additional help—Read: Brawley, pp. 148-158

Overview of exegetical approaches (in class project)

**June 15 Wednesday**


Read:
- Read: The apt sections of the commentaries on Luke 4:14-30

Due: three page paper on Luke 4:14-30 as a paradigm for Luke’s theological program. Prepare your paper in such a way to share it in seminar fashion with the rest of our class and use the following texts to inform your presentation.

Read:
- Isaiah 61:1-11;
- Isaiah 58:1-14;
- 1 Kings 17:1-24 (esp. 8-10);
- 2 Kings 5:1-14;


**June 16 Thursday**

Holy Spirit in Luke’s Theological Vision and Religious Experience

Read:
- Genesis 1, esp. 1:1-2
- Numbers 11:24-30
- 1 Samuel 10:1-13, esp. 6, 10-13
- Micah 3:5-12, esp. 8
- Isaiah 11:1-9
Luke

2:5-25  
1:26-38  
1:67-80  
2:25-35  
3:15-17  
3:21-22  
4: 1-14  
4:16-30  
10:21-22  
11: 5-13  
12: 8-12

Acts

1: 1-5  
1: 6-11  
1:15-20  
** 2: 1-42, esp. 1-4; 5-13; 14-21; 38  
4: 1-31, esp. 24-31  
5: 1-16  
6:1-6  
7:55-60  
8:15-27  
8:26-40  
9:10-17  
10:1—11:18, esp. 10:44-46  
15:6-11  
15:22-29  
16: 6-10  
19: 1-7  
20:17-36  
21:1-16  
28:23-29


Discussion on preaching and the Holy Spirit: Preparation or Inspiration?

**June 17 Friday**

DUE: Two page paper which (1) describes the meaning of being an apostle and a disciple in the first century (2) delineates whom Luke designates by these terms in the narrative; (3) outlines the primary characteristic and purposes of the early Christian communities and (4) compares and contrasts your own local Christian community with the one pictured in Luke-Acts (use below readings to assist preparation).
Read:
   Exodus 3:1-12
   2 Kings 2:1-25
   Isaiah 6:1-8, esp. 8
   Isaiah 8:11-22
          6:12-16, 6:20-49
          8:19-21
          9:1-17, esp. 1-6, 10-17
          * 10:1-20
          12:22-53
          11:1-13
          14:25-35
          17:1-10
          22:39-46
          24:44-52
   Acts 1:12-26, esp. 21-26
          2:43-47
          4:32-5:10
          5:1-16
          6:1-6
          9:32-43
          10:1-11:18
          11:19-26
          15:1-29
          19:1-7
          20:7-12
          20:17-35

“ Apostle” in NIDB (New Interpreter’s Dictionary of the Bible), vol. 1, pp. 205-207;


ABD (Anchor Dictionary of the Bible), vol. 1, pp. 309-311;
ABD, vol. 2, pp. 207-210; ABD, vol. 6, pp. 670-671;

June 20 Monday

We will talk about Luke’s penchant for including women as disciples although they are not depicted as the twelve.

In addition for the remainder of our class time together assemble an in-class presentation outline or schematic of two texts from Luke-Acts and alternative approaches to preaching it.

**June 21 Tuesday**

Read Soards, *The Speeches in Acts* (whole thing)

Read Acts 17 and Acts 20

Write a **two-three page paper** on Paul’s rhetorical strategy in one of these sermons and pay special attention to the audience and what provision Paul makes with respect to his hearers.

**June 22 Wednesday**

Read Brosend, *The Preaching of Jesus* (whole thing)

Pick one of Jesus’ four discrete rhetorical modes and write how it helps inform, improve, or critique your own preaching. Write a **three page paper** that responds to Brosend’s key premises.

We will discuss Brosend’s book in class and include material in this paragraph using student’s papers as a starting point:

*Brosend’s key premise demonstrates for readers Jesus’ four discrete rhetorical modes. Brosend presents these modes in this order: dialogical (addresses listeners’ questions); proclamatory (public assertions about the Kingdom of God); occasionally self-referential (distinguishes between Synoptics and John’s “I Am” sayings); and persistently figurative (analogy, parable, and/or hyperbole, etc.). Brosend’s tongue-in-cheek antithetical descriptions enhance understanding the four modes. The negative descriptors: unresponsive, indecisive, self-indulgent, and unimaginative.*

**June 23 Thursday**

Read Mai and Akerson, *The Leader as Communicator* (whole thing)

Write a **four page paper** about what you have learned about yourself as a preacher and how Luke-Acts has helped your theology and preaching.
We will have a general discussion on the confluence of preacher, communicator, and leader in today’s church. We will talk about communication in the church as a traditional leadership role. We will compare and contrast this ecclesial leadership role and how it relates to leadership roles in the secular world. We want to look at places that the church does its best leadership work and how we can “plunder the Egyptians” (Exodus 3:22) and take the best from secular culture to use it for divine purposes.

**Grading**

See Perkins Catalogue about guidelines for general grading and it is required that a student receives a letter grade in this course.

The Grading for the course will be calculated as follows and understanding that, like most of life, the evaluation is to a degree subjective. But these are items that will be under scrutiny:

*Informed Participation in Class Sessions (this includes doing the reading and interconnecting with other class-members]*

*The sermon(s) and your in-class presentation(s) outline or schematic (need a sermon manuscript and final notes for each component)*

*Reflection Papers numbering roughly seven*

Note: All assignments are due on the class day and late work will be graded as follows: 1-2 days late (one grade lower) and 3-4 days late (two grades lower)

Note: In case of crisis or illness that necessitate missing class, the learner should contact a classmate to take notes and the professor as soon as possible to find out what needs to be done to make up work for that class.

***********************

**Bible Dictionaries:** (these are solid exegetical resources)

*Anchor Bible Dictionary; HarperCollins One Volume Bible Dictionary;*

*The New Erdman’s Analytic Concordance; Interpreter’s Dictionary of the Bible*

*The New Interpreter’s Dictionary of the Bible*

**Commentaries:** (These commentaries are all good in their own distinctive ways)

F.F. Bruce, *The Book of Acts* (New International Commentary on the NT)


F.W. Danker, *Jesus and the New Age*


Howard Clark Kee, *To Every Nation Under Heaven: The Acts of the Apostles*

Gerhard Krodel, *Acts* (ACNT)

Charles Talbert, *Reading Luke*

Charles Talbert, *Acts* (Knox Preaching Guides)


Paul Walasky, *Acts* (Westminster Bible Companion)