



**Master of Divinity, Master of Ministry and Related Programs**

**NT630**  
**The Synoptic Gospels**  
**Luke (Greek Text)**

**Semester 2, 2017**

**Malyon College**  
is an approved institution of the  
**Australian College of Theology**

NT630 is offered by Malyon College as part of the Master of Divinity, Master of Ministry and Related Programs. This unit is an accredited award of the Australian College of Theology (ACT) and is authorized for distance and contact delivery by Malyon College.

## **MALYON COLLEGE**

At Malyon we recognise that the world is changing. These are times of great challenge and opportunity. Our commitment is to raising up a generation of influential Christians who have a strong biblical base, skills in leadership and ministry, and a heart for God.

We have been training Christian leaders for over 100 years, and we've learnt a few things about theological training. Our graduates are serving all over the world as pastors, cross-cultural workers, workplace leaders, chaplains, church leaders and theological faculty.

Malyon offers full-time and part-time study options through lecture, intensive and distance modes. We have excellent resources for students including a large library, wireless internet and 24 hour access to the campus. All our awards are accredited through the Australian College of Theology.

## ***The Australian College of Theology***

The ACT was established under the auspices of the General Synod of the Anglican Church of Australia in 1891. The ACT is a company limited by guarantee governed by a nine-member Board of Directors. The Anglican Primate of Australia presides as the chairman of meetings of the company which consists of 54 persons (in 2010). The ACT is an Australasian provider of state accredited higher education courses leading to awards in theology and other disciplines related to Christian ministry. The ACT operates as an ecumenical consortium of some 2,500 students enrolled in 19 Bible and theological colleges approved to teach the awards of the ACT. These awards range from two-year diplomas, three-year undergraduate and coursework masters degrees to masters and doctoral research degrees.

The ACT has a centrally devised and managed curriculum and a quality assurance process that are applied across the whole network of affiliated colleges. The day-to-day educational system is managed by the Dean from the ACT office in Sydney. Academic governance is the responsibility of the Academic Board which oversees all academic activities of the College. The standing committees of the Academic Board share this responsibility by monitoring the quality of delivery and resourcing, developing policy, and reviewing the course structure for research, coursework and diploma courses. The membership of the Academic Board and its committees is comprised mostly of faculty members of affiliated colleges. A number of senior university academics are represented to help ensure that ACT practice (especially in the outcome of the consideration of research examiner's reports and general academic policy) remains comparable with the standards of and best practice in the university sector.

As a HEP under the Higher Education Support Act, the College was required to undergo a quality audit conducted by the Australian Universities Quality Agency (AUQA). The AUQA Audit Report was publicly released on the AUQA website in February 2007.

In 2010 the company consists of 54 members composed in the following way:

- (1) the Anglican Primate of Australian and the Dean of the ACT,
- (2) the principals of 10 Anglican Theological Colleges,
- (3) 21 persons elected by the House of Bishops of the General Synod,
- (4) the principals of 11 affiliated colleges approved to deliver the research degrees of the ACT,
- (5) 5 graduates holding an ACT research degree,
- (6) 5 graduates holding any other degree of the ACT.

## **UNIT DETAILS**

### **Unit Description**

NT630 The Synoptic Gospels (Greek Text) is an advanced elective New Testament exegesis unit in the Department of Bible and Languages. It entails detailed study of critical issues and the theology of the Synoptic Gospels, building upon the foundations laid in NT501. The unit also comprises the translation and exegesis of selected chapters of Luke's Gospel, building upon the foundations laid in LA004.

### **Credit Points**

This unit is valued at 4 credit points.

### **Co- and Pre-Requisites**

Co-Requisite: NT501. Pre-Requisites: LA004A and LA004B

### **Exclusions**

This unit cannot be completed for credit purposes if the student has already received credit for the following unit:

NT620 The Synoptic Gospels (English Text)

### **Unit Content**

The unit is made up of the following sections and sub-sections:

1. The theology and critical issues in modern study of the Gospel of Luke.
2. Translation and exegesis of the Greek text of Luke 19-24.

An acquaintance with the issues in the major textual variants is expected.

### **Learning Outcomes**

This unit entails detailed studies of both the theology and exegesis of various elements in the Synoptic Gospels, building upon the foundation laid in NT501.

On completion of this unit, students will:

#### **A. Know and understand:**

1. Authorship, date, occasion, setting, and purpose of the Gospel of Luke
2. Character, styles, themes and interrelationship of Luke's Gospel
3. The themes and theology of the Gospel of Luke
4. Contemporary issues in the study of the Gospel of Luke
5. The Greek text of the Gospel of Luke
6. The nature and methods of New Testament exegesis
7. A selection of historic and contemporary interpretations of the Synoptic Gospels

## **B. Skills**

In order to determine the meaning of the Greek text of the Gospel of Luke, be able to:

1. Use sources such as lexicons, theological dictionaries, grammars, textual analyses, commentaries and on-line resources
2. Identify the authorship, date and purpose
3. Translate into English
4. Evaluate textual variants and issues in the history of the text
5. Recognise literary form, genre, structure and rhetorical conventions
6. Utilize the historical, social and cultural contexts
7. Assign passages to their literary and canonical contexts
8. Establish the meaning of significant words and phrases in the contexts of the Gospel of Luke and other Synoptic Gospels
9. Trace inter-textual references and allusions
10. Discuss the main themes, arguments and theological teachings
11. Translate and exegete the Greek text of Luke 19-24
12. Discuss interpretations of the Synoptic Gospels

## **C. Application**

Be in a position to:

1. Exegete the Greek text of the Gospel of Luke for personal understanding and for use in ministry contexts
2. Integrate perspectives from the Gospel of Luke into biblical interpretation and Christian thinking
3. Apply the teaching of the Gospel of Luke to situations and issues in contemporary Christianity and society
4. Evaluate interpretations of the Synoptic Gospels

### ***Workload Requirement***

A unit will generally require about 10 hours per week for lectures for contact students or home study for distance students, preparation and revision, and assignment work over thirteen weeks. In addition, two study weeks are worked into each semester. Excluding the study weeks, this generally averages out as follows:

1. Contact students:
  - a. Lectures – 3 hours per week;
  - b. Preparation – 2 hours per week;
  - c. Assessments – 5 hours per week.
2. Distance students:
  - a. Home study; including forums and revisions – 5 hours per week;
  - b. Assessments – 5 hours per week.

## Learning Guides

Students should access the Learning Guides on the unit Moodle page for guidance through their studies for the semester.

## Assessment Requirements

The student shall complete the following assessment requirements:

1. Minor essay (1400 words) on an introductory theme (20%)
2. Major essay (2800 words) on the exegetical foundations of a Lukan theological theme (40%)
3. Final 110-minute exam, 2 answers from 5 questions (40%)

*Contact students will be expected to attend all lectures; while the forum posts are the distance student's equivalent of classroom interaction. Just as class attendance is compulsory for on-campus students, forum participation is compulsory for distance students.*

***Students who fail to attend lectures or complete forum posts satisfactorily may be failed.***

## Required Resources

In order to complete the unit, the student will be required to have access to the following resources.

The primary source in this unit is the Greek text of Luke's Gospel, so the following is mandatory:

Aland, Barbara *et al* (eds). 2001. *The Greek New Testament*. 4th edition (revised) or later. Stuttgart: Deutsche Bibelgesellschaft.

You will also need a good commentary which references the **Greek text** of Luke's Gospel. The following is recent and accessible, and its unique format for each section of the text (comprising literary context, main idea, translation and graphical layout, structure, exegetical outline, explanation of the text, and theology in application) makes it ideal for our purposes:

Garland, David E. 2011. *Luke*. Zondervan Exegetical Commentary on the New Testament. Grand Rapids: Zondervan.

You may also wish to consult one or more of the following standard commentaries:

Bock, Darrell L. 1994, 1996. *Luke*. Baker Exegetical Commentary on the New Testament. 2 vols. Grand Rapids: Baker.

Fitzmyer, Joseph A. 1981, 1985. *The Gospel According to Luke*. The Anchor Bible. 2 vols. Garden City, NY: Doubleday.

Green, Joel B. 1997. *The Gospel of Luke*. The New International Commentary on the New Testament. Grand Rapids: Eerdmans.

Marshall, I Howard. 1978. *Commentary on Luke*. New International Greek Testament Commentary. Grand Rapids: Eerdmans.

Additionally, further learning resources will be made available on Moodle, our Online Learning Centre. These resources may include articles, extracts, contact lecture notes and other learning activities.

### ***General Comments***

Luke's Gospel is eminently worth studying, and I trust that you will find your understanding of this intriguing Gospel greatly enriched, and your faith strengthened, through your encounter with it this semester.

I hope it goes without saying (but let me say it anyway!) that your encounter with the Greek text of the Luke's Gospel is **the** primary outcome for this unit. Make it your primary goal to become as familiar as possible with the Gospel of Luke itself (all twenty-four chapters, and not just the six designated for exegesis – it's impossible to understand these chapters if they are wrenched out of the context of the gospel as a whole). A good strategy for achieving this goal would include reading through Luke repeatedly in a number of English versions, in an interlinear, and (of course) in the Greek text itself. On the whole, the Greek in the Gospel of Luke is some of the most "classical" in the entire New Testament; while it may pose occasional challenges, it also offers examples of elegant style. Your reading should be aimed at soaking in the content of Luke's Gospel and producing your own detailed outline of it, paying particular attention to its purpose as explicitly stated in the Prologue (1:1-4), and the development of its argument.

**Please don't ignore the learning outcomes listed above under 'Application.'** They are key outcomes of the unit, which will be missed if we are tempted to think that we can approach the Gospel of Luke (or any part of Scripture, for that matter) in a purely 'academic' way. My prayer is that your engagement with Luke will go much further than that, and that (like untold numbers of Christ-followers before you) you will find your life transformed by the text of this remarkable gospel.

## Lecture Schedule: Semester 2, 2017

Week	Date	Topic
1	18 Jul	Introduction to the unit, assessment. Thinking our way through Luke: a survey of the Gospel's contents. <i>Video Clip: "God's Signpost"</i>
2	25 Jul	Formation of and historical background to the Luke's Gospel; the synoptic problem and the gospel tradition. Overview of major theological themes <i>Video Clip: "Christos"</i>
3	1 Aug	Exegetical methodology, with special reference to the Synoptic Gospels <i>Video Clips: "Kingdom Come" and "Judge and Friend"</i>
4	8 Aug	Luke 19:1-27, translation, exegesis, theology
5	15 Aug	Luke 19:28-20:19, translation, exegesis, theology
6	22 Aug	Luke 20:20-47, translation, exegesis, theology
7	29 Aug	Luke 21:1-38, translation, exegesis, theology
8	5 Sep	Luke 22:1-38, translation, exegesis, theology
9	12 Sep	Luke 22:39-71, translation, exegesis, theology
	19 Sept	<b>STUDY WEEK 1</b>
	26 Sept	<b>STUDY WEEK 2</b>
10	3 Oct	Luke 23:1-25, translation, exegesis, theology
11	10 Oct	Luke 23:26-56, translation, exegesis, theology <i>Video Clip: "Cross-Examination"</i>
12	17 Oct	Luke 24:1-35, translation, exegesis, theology
13	24 Oct	Luke 24:36-53, translation, exegesis, theology <i>Video Clip: "The Resurrection"</i>
	31 Oct	<b>STUDY WEEK 3</b>

**NOTE:** The video clips are from John Dickson's DVD, 'Life of Jesus,' which is loosely structured upon Luke's Gospel. You are urged to buy your own copy of this informative six-part historical documentary, which you can order from The Centre for Public Christianity at [www.publicchristianity.org](http://www.publicchristianity.org). It is also available through such outlets as the ABC Shop.

## **UNIT LECTURER AND PREPARER**



The unit NT630 Synoptic Gospels (Luke: Greek text) is taught by Rev Dr D L Morcom. Although my given name is “Donald,” everyone has called me “D” (my initial) since I was about three days old. I was born in Brisbane but spent most of my childhood and youth and much of my adulthood in South Africa, where my parents served as missionaries. I have been a passionate Christ-follower for as long as I can remember. My professional background was in the printing industry and in Christian publishing. I studied at the Baptist Theological College of Southern Africa (LThHons) and at the University of South Africa (BA). After serving as pastor of two Baptist churches in the Johannesburg area, I studied at the Southern Baptist Theological Seminary in Louisville, Kentucky in the United States (MDiv, PhD). I was then appointed lecturer and later Principal of the Baptist Theological College in Johannesburg, where I taught for thirteen and a half years. I and my family returned to Australia in 2002. After three years of pastoral ministry I was appointed to Malyon College at the beginning of 2005, where I presently serve as lecturer.

I am married to Jackie, and we have three adult children, all of whom are married (Michelle, Bryan and Joanne), four grandchildren (so far!), and an energetic golden Labrador.

Contact details:

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## UNIT ASSESSMENT

### Assessment Instructions

In completing assessments, students should note that:

1. The **College requirements** for the writing and submission of assignments are to be adhered to at all times, as marks will be deducted for incorrect and poor presentation. Of particular importance is that the official College title page is to be used, and that the word length be indicated.
2. The current **Assignment Style and Writing Guides** are available to all students on the Moodle site; it should be studied, both when starting out and at the beginning of each academic year as adjustments or changes may be made from time-to-time.
3. With respect to **length**, students are permitted to write at a length of 10% either side of the stated length; for example, a 1000-word assignment should be within a 900-1100 word length. Students will be penalized 1% per 100 words, or part thereof, under or over the stipulated length.
4. With respect to the **List of References**, a specific number of references will not be set; however, students should note the guidelines indicated for the specific assessment requirement. However, students should note that:
  - a. Bibles (including study Bibles), basic dictionaries and devotional guides are not regarded as academic references.
  - b. Electronic sources should generally not number more than half the required number of references, and should be used with caution.
5. The failure to adhere to the stipulated assessment **format** requirements will be penalized as follows:
  - a. Body of assignment:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%
  - b. List of References and referencing:
    - i. 1<sup>st</sup> level – 1%
    - ii. 2<sup>nd</sup> and subsequent levels – 2%

## **Grade Criteria**

*Graduate Diploma and Master's students at the advanced graduate degree 600-level should note that grades are awarded on the following criteria:*

Units at advanced level build upon foundational studies. Critical issues raised by a broad range of contemporary scholars are introduced and evaluated; primary sources are analysed in depth; and the critical and evaluative faculties of the students are developed in dialogue with scholarly literature.

### **Pass**

- ✓ Demonstrates ability in engaging the primary sources, is beginning to understand their setting and historical context.
- ✓ Evidences a grasp of the foundational features of the discipline.
- ✓ Demonstrates emerging skills in the task of critically evaluating a range of scholarly viewpoints.

### **Credit**

- ✓ Demonstrates pronounced ability in engaging primary sources and understands their setting and historical context.
- ✓ Evidences a sound grasp of the foundational features of the discipline.
- ✓ Shows an ability to evaluate critically a range of scholarly viewpoints with empathy.

### **Distinction**

- ✓ Demonstrates pronounced ability in the analysis of primary sources and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits an ability to evaluate and assess empathetically a range of scholarly viewpoints that suggests the emergence of independent thinking and research skills required at early postgraduate level.

### **High Distinction**

- ✓ Demonstrates superior ability in the analysis and critique of primary sources and ideas and understands their setting and historical context.
- ✓ Evidences a confident grasp of the foundational features of the discipline.
- ✓ Exhibits superior ability in assessing and reporting on a range of scholarly viewpoints empathetically that exhibits the emergence of independent thinking and research skills required at early postgraduate level.

## ASSESSMENT REQUIREMENTS

### ***Requirement 1: Minor Essay on an Introductory Theme (1400 words; 20%)***

Please write an essay of approximately 1400 words on **ONE** of the following themes:

- A. Was Luke a Gentile or a Jew? Explain and assess the evidence supporting each side of this debate, and discuss the implications of the debate for the interpretation of Luke's Gospel. **OR**
- B. "What does Luke mean by his declaration of purpose in Luke 1:1-4, and how do the various elements of his book contribute to this aim?" (sourced from Wenham and Walton, *Exploring the New Testament*). **OR**
- C. Discuss and assess the various proposals regarding the authorship of Luke's Gospel, and show how an understanding of the authorship and purpose enrich the interpretation of Luke's Gospel.

The **key assessment criteria** for this requirement are as follows:

1. **Topic:** the student understands what the topic requires, remains focussed on the topic, and provides specific, concrete responses to each of the issues posed in the topic.
2. **Primary Source Research:** the student demonstrates a thorough engagement with the primary source (that is, the Greek text of Luke's Gospel); the text of Luke's Gospel is analysed carefully as it intersects with the topic; all references to the text are quoted in Greek.
3. **Secondary Source Research:** the student demonstrates familiarity with a range of scholarly viewpoints on the issues raised in the topic, reports these viewpoints empathetically, and evaluates them critically.
4. **Argument:** the student constructs a logical, clear and well-organised argument, documents each stage of the argument thoroughly from both primary and secondary sources, and reaches well-substantiated conclusions; the argument demonstrates a grasp of the foundational features of New Testament introduction as a discipline.
5. **Implications:** The student pays due attention to the "Application" component of the learning outcomes above (page 4).
6. **List of references:** The list of references is indicative of appropriate research.
7. **Presentation:** Requirements for the writing of assignments have been adhered to. These requirements include the overall quality of the typescript, formatting, documentation, writing style and expression, grammar, spelling, and proper title page.

***Length: 1400 words***

***References: In addition to the Greek text of Luke's Gospel, at least 8 good references***

***Due: Friday 8 September 2017 by electronic submission on Moodle***

***Mark allocation: 20%***

***Requirement 2: Major Exegetical Essay on a Lukan theological theme (2800 words; 40%)***

Write a detailed essay on the exegetical foundations of any **ONE** of the following theological themes of the Synoptic Gospels, with special reference to its treatment in the Gospel of Luke and the distinctive contribution made by Luke to the theme you have chosen. **NOTE:** Your essay must demonstrate sustained, intensive engagement with the Greek text of pertinent passages from Luke's Gospel. **Essays which do not comply with this requirement will be rejected as unsatisfactory.**

- a. Theology proper (the doctrine of God)
- b. Christology
- c. Pneumatology
- d. The kingdom of God
- e. The ethics of the kingdom
- f. Eschatology
- g. Salvation

The **key assessment criteria** for this requirement are as follows:

1. **Topic:** the student understands what the topic requires, and remains focussed on the exegetical foundations of the chosen theological theme in the Synoptic Gospels.
2. **Primary Source Research:** the student demonstrates a thorough engagement with pertinent portions of the primary source (that is, the Greek text of the Synoptic Gospels); the text of the Synoptic Gospels is analysed carefully as it intersects with the chosen theological theme; all references to the text are quoted in Greek.
3. **Secondary Source Research:** the student demonstrates familiarity with a range of scholarly viewpoints on the chosen Synoptic theological theme, reports these viewpoints empathetically, and evaluates them critically.
4. **Argument:** the student constructs a logical, clear and well-organised argument, documents each stage of the argument thoroughly from both primary and secondary sources, and reaches well-substantiated conclusions; the argument demonstrates a grasp of the foundational features of New Testament exegesis as a discipline.
5. **Implications:** The student pays due attention to the "Application" component of the learning outcomes above (page 4).
6. **List of references:** The list of references is indicative of appropriate research.
7. **Presentation:** Requirements for the writing of assignments have been adhered to. These requirements include the overall quality of the typescript, formatting, documentation, writing style and expression, grammar, spelling, and proper title page.

***Length: 2800 words***

***References: In addition to the Greek text of the Synoptic Gospels, at least 10 good references***

***Due: Friday 13 October 2017 by electronic submission on Moodle***

***Mark allocation: 40%***

### **Requirement 3: Examination (110 minutes; 40%)**

A 110-minute examination will be written at the end of the semester as follows:

1. The exam will comprise translation and exegesis of selected passages from Luke 19-24.
2. Students will be required to choose 2 out of 5 passages for translation and exegesis. The translation (including relevant notes to justify or further explain translation choices) counts for one-third of the marks; exegesis of the passage comprises the remaining two-thirds.
3. You will need access to an unmarked Greek New Testament.

*Students should note that:*

1. *All unit topics are subject to assessment, but no topic will be assessed twice.*
2. *The examination may include any, but not necessarily all, topics.*

The **key assessment criteria** for this requirement are as follows:

1. **Translation (one third of the marks):** The student provides an accurate and elegant translation of the passages chosen, and supplements the translation with insightful notes which justify and explain the translation where necessary.
2. **Exegesis (two thirds of the marks):** The student writes detailed and accurate exegetical notes on the passages chosen, paying special attention to important concepts and the argument of the passages. Answers must demonstrate sustained references to the **Greek** text of the passages chosen.

***Length: 110 minutes***

***Date: As per the examination timetable***

***Mark allocation: 40%***

## ***UNIT CONTRIBUTION TO GRADUATE ATTRIBUTES***

### ***Developing Christians of Influence***

“Then I will give you shepherds after my own heart,  
who will lead you with knowledge and understanding.”  
(Jeremiah 3:15)

	1.	2.	3.	4.
<b>Graduate Attribute 1: Personal Formation – <i>‘Shepherds with God’s heart’</i></b>				
a. Is secure in God, living in the truth and freedom of the gospel		✓		
b. Pursues intimacy with God and Christ-likeness, particularly through spiritual disciplines			✓	
c. Intentionally plans for growth, being aware of personal strengths and weaknesses				✓
d. Grows spiritual, personal and relational health, especially through accountability			✓	
e. Is committed to influencing and serving others in the church and the world		✓		
<b>Graduate Attribute 2: Theological Formation – <i>‘Knowledge and understanding of God’s heart’</i></b>				
a. Understands the ‘big story’ of the Bible and the gospel	✓			
b. Is personally able to interpret and apply the Bible	✓			
c. Is formulating a biblical, historical and contemporary theology	✓			
d. Reflects biblically and theologically on life and practice	✓			
d. Is committed to communicating and demonstrating the gospel		✓		
<b>Graduate Attribute 3: Ministry Formation – <i>‘Knowledgeable and wise shepherds’</i></b>				
a. Has a godly influence on others		✓		
b. Possesses the knowledge and skills needed for chosen ministry path		✓		
c. Ministers and communicates the gospel with clarity in a range of contexts			✓	
d. Works well in a team and intentionally does so			✓	
e. Is committed to servant leadership and the mentoring of others		✓		
1. A major thrust of this unit		2. A contribution that this unit should make		
3. A possible function of this unit, but not targeted		4. An unlikely product of this unit		

**Note:** Graduates who have not completed the curricular and non-curricular ministry aspects of Malyon’s courses will tend to be most developed in Graduate Attribute 2.

## RECOMMENDED READINGS

### General Exegesis Resources

- Blomberg, Craig L, and Jennifer Foutz Markley. 2010. *A Handbook of New Testament Exegesis*. Grand Rapids: Baker Academic.
- Bock, Darrell L, and Buist M Fanning (eds). 2006. *Interpreting the New Testament Text: Introduction to the Art and Science of Exegesis*. Wheaton: Crossway Books.
- Fee, Gordon D. 2002. *New Testament Exegesis: A Guide for Students and Pastors*. 3<sup>rd</sup> edition. Louisville: Westminster John Knox Press.
- Gorman, Michael J. 2009. *Elements of Biblical Exegesis: A Basic Guide for Students and Ministers*. Peabody: Hendrickson.
- Green, Joel B (ed). 1995. *Hearing the New Testament: Strategies for Interpretation*. Grand Rapids: Eerdmans.
- Guthrie, George H, and J Scott Duvall. 1998. *Biblical Greek Exegesis: A Graded Approach to Learning Intermediate and Advanced Greek*. Grand Rapids: Zondervan.
- Hayes, John H, and Carl R Holladay. 2007. *Biblical Exegesis: A Beginner's Handbook*. 3<sup>rd</sup> edition. Louisville: Westminster John Knox Press.
- Horrell, David G (ed). 1999. *Social-Scientific Approaches to New Testament Interpretation*. Edinburgh: T & T Clark.
- Yaghjian, Lucretia B. 2006. "Writing the Biblical Essay Well (I): Rhetorics of Exegesis and Interpretation." In *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum.

### Greek Text and Aids for Translation and Exegesis

- Accordance* software (for Mac).
- Aland, Barbara *et al* (eds). 2001. *The Greek New Testament*. 4<sup>th</sup> revised edition. Stuttgart: Deutsche Bibelgesellschaft.
- Aland, Kurt, and Barbara Aland. 1989. *The Text of the New Testament*. 2<sup>nd</sup> edition. Grand Rapids: Eerdmans.
- BibleWorks 9* software (for PC).
- Burer, Michael H, and Jeffrey E Miller. 2008. *A New Reader's Lexicon of the Greek New Testament*. Grand Rapids: Kregel. (A sorely-needed replacement for the older work of Sakae Kubo).
- Culy, Martin M, Mikael C Parsons, and Joshua J Stigall. 2010. *Luke: A Handbook on the Greek Text*. Baylor Handbook on the Greek New Testament. Waco: Baylor University Press.
- Danker, Frederick William (ed). 2000. *A Greek-English Lexicon of the New Testament and Other Early Christian Literature*. 3<sup>rd</sup> edition (BDAG). Chicago: University of Chicago Press. (The Mercedes-Benz of Hellenistic Greek/English lexicons).

- Kohlenberger, John R et al (eds). 1995. *The Exhaustive Concordance to the Greek New Testament*. Grand Rapids: Zondervan.
- Louw, Johannes P, and Eugene A Nida (eds). 1988. *Greek-English Lexicon of the New Testament Based on Semantic Domains*. Stuttgart: United Bible Societies.
- Metzger, Bruce M. 1994. *A Textual Commentary on the Greek New Testament*. 2<sup>nd</sup> edition. Stuttgart: Deutsche Bibelgesellschaft.
- Omanson, Roger L. 2006. *A Textual Guide to the Greek New Testament*. Stuttgart: Deutsche Bibelgesellschaft. (An adaptation and update, specifically designed for translators, of Metzger's *Textual Commentary*).
- Perschbacher, Wesley J. 1990. *The New Analytical Greek Lexicon*. Peabody: Hendrickson.
- Rogers, Cleon, and Cleon L Rogers. 1998. *The New Linguistic and Exegetical Key to the Greek New Testament*. Grand Rapids: Zondervan.
- Thompson, Alan J, 2016. *Luke*. Exegetical Guide to the Greek New Testament. Nashville: B&H Academic.
- Wallace, Daniel B. 1996. *Greek Grammar Beyond the Basics: An Exegetical Syntax of the New Testament*. Grand Rapids: Zondervan. (The most thorough and helpful intermediate New Testament Greek grammar).
- Zerwick, Max, and Mary Grosvenor. 1981. *A Grammatical Analysis of the Greek New Testament*. Revised edition. Rome: Biblical Institute Press. (Still the best verse-by-verse analysis of the Greek New Testament).

### **General Studies on the New Testament which include the Synoptic Gospels**

- Achtemeier, Paul J, Joel B Green and Marianne Meye Thompson. 2001. *Introducing the New Testament: Its Literature and Theology*. Grand Rapids: Eerdmans.
- Barnett, Paul. 1999. *Jesus and the Rise of Early Christianity: A History of New Testament Times*. Downers Grove: InterVarsity Press.
- McKnight, Scot, and Joel B Green (eds). 1992. *Dictionary of Jesus and the Gospels*. Downers Grove: InterVarsity Press.
- Pao, David W, and Eckhard J Schnabel. 2007. "Luke." In G K Beale and D A Carson (eds). *Commentary on the New Testament Use of the Old Testament*. Grand Rapids: Baker.

### **General Works on the Synoptic Gospels**

- Black, David Alan, and D R Beck (eds). 2001. *Rethinking the Synoptic Problem*. Grand Rapids: Baker.
- Bockmuehl, Markus, and D A Hagner (eds). 2005. *The Written Gospel*. Cambridge: Cambridge University Press.
- Blomberg, Craig L. 2002. *Jesus and the Gospels*. Leicester: Apollos.
- Burridge, R A. 2004. *What Are the Gospels? A Comparison with Graeco-Roman Biography*. 2<sup>nd</sup> edition. Grand Rapids: Eerdmans.

- Goodacre, Mark. 2001. *The Synoptic Problem: A Way Through the Maze*. Sheffield: Sheffield Academic Press.
- Goodacre, Mark. 2002. *The Case Against Q*. Harrisburg: TPI.
- McKnight, S, and G Osborne (eds). 2004. *The Face of New Testament Studies: A Survey of Recent Research*. Grand Rapids: Baker Academic.
- Porter, Stanley E. "The Synoptic Problem." *Journal of Greco-Roman Christianity and Judaism* 12 (2016), 73-98.
- Porter, Stanley E, and Bryan R Dyer (eds). 2016. *The Synoptic Problem: 4 Views*. Grand Rapids: Baker.
- Sanders, E, and M Davies. 1989. *Studying the Synoptic Gospels*, London: SCM.

### **Studies on Luke's Gospel**

- Bailey, K E. 1983. "*Poet and Peasant*" and "*Through Peasant Eyes*": A Literary-Cultural Approach to the Parables in Luke. Grand Rapids: Eerdmans.
- Bartholomew, G C, J B Green and A C Thiselton (eds). 2005. *Reading Luke: Interpretation, Reflection, Formation*. Scripture and Hermeneutic 6. Grand Rapids: Zondervan.
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## **ACT POLICIES AND PROCEDURES**

### ***Key Policies***

Students should take note of the following ACT policies:

1. Unit Moderation Policy.
2. Academic Misconduct Policy.
3. Academic Appeals Policy.

### ***Accessing Documents***

These and other policy documents are publicly available in the following handbooks, through links on ACT's home page ([www.actheology.edu.au](http://www.actheology.edu.au)):

1. Undergraduate Handbook.
2. Postgraduate Handbook.
3. Student Policy Handbook.
4. International Student Handbook.
5. Distance Education Handbook.

*These should be read in conjunction with the 'Recent Updates' link found on the ACT website.*