

The Gospel of Luke Online NT 730Z

Instructor of record: Loyd D. Melton, Ph.D.
Elective (Exegesis): Three Credit Hours.

Please be sure to read and familiarize yourself with ALL materials in this learning packet.

Welcome to the course, **The Gospel of Luke**. Although I cannot welcome you personally as I would on campus, I am available to discuss any aspect of this course through whatever communication medium is most convenient for you. I wish you well as you begin this fascinating study of perhaps the most intriguing of the Gospels.



My email address is melton@erskine.edu



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My website is http://www.erskineseminary.org/Academics_Files/Faculty/Melton.html

All course materials must be purchased by the student prior to the drop date for the semester of enrollment for this course. Failure to purchase materials by this drop date will result in an automatic withdrawal from the course by action of the seminary Registrar. Please consult the latest edition of the seminary catalog for the drop dates for each semester. All course materials must be purchased by the student and cannot be borrowed or purchased from another student.

Note: There is a processing fee associated with Incompletes.

COURSE DESCRIPTION

The aim of this course is to understand the message of Luke by addressing the following issues: origin and purpose, history of interpretation, theology, and the preaching and teaching of Luke.

COURSE PURPOSE

The purpose of this course is to introduce the student to the message of Luke. This message will be considered in terms of its consistency with the other Gospels and the rest of the New Testament, its being shaped by a concrete historical situation to which Luke was responding in his day, and its relevance for the Church today. The emphasis in this course is upon the careful examination of the actual text of Luke.

LEARNING OUTCOMES

The Seminary Mission Statement maintains: "The mission of Erskine Theological Seminary is to educate persons for service in the Christian church, and to provide theological education founded upon the call of God and upheld by God's Grace." Central to the church's ministry in the world is the proclamation of the gospel. Students are adequately prepared to engage in this ministry only when they have a good understanding of the New Testament and especially of the Gospels. This course in the Gospel of Luke is a clear, direct expression of the whole purpose of Erskine Theological Seminary.

More specifically, by the end of this course, the student should be able to:

1. Summarize the basic options for the date, authorship, and purposes of the Gospel of Luke;
2. Outline the basic structure of Luke;
3. Describe the probable literary relationships between Luke, Matthew, and Mark;
4. Describe the probable relationship between the Gospel of Luke and the book of Acts;
5. List and describe the unique features/emphases in the Gospel of Luke;
6. Interpret any passage in Luke in light of the Gospel's overall purposes and structure;
7. Describe the preaching/teaching value of the Gospel of Luke;
8. List and describe at least five major works on the Gospel of Luke and indicate why each one is important;
9. Begin a preliminary bibliography on the Gospel of Luke.

RESOURCES

REQUIRED MATERIALS

- Joel B. Green, *The Gospel of Luke* (Grand Rapids: Eerdmans, 1997).
- Joel B. Green, *The Theology of the Gospel of Luke* (Cambridge: Cambridge University Press, 1995).

RECOMMENDED READING

- Caird, G. B. *Saint Luke*. Harmondsworth: Penguin, 1963.
- Fitzmyer, Joseph A. *The Gospel According to Luke*. 2 vols. Garden City, N. Y.: Doubleday, 1981/85.
- Johnson, Luke Timothy. *The Gospel of Luke*. Collegeville, Minn.: Liturgical, 1991.
- Marshall, I. Howard. *The Gospel of Luke: A Commentary on the Greek Text*. Grand Rapids: Eerdmans, 1978.
- Nolland, John. *Luke*. 3 vols. Dallas, Tx.: Word, 1989-93.
- Talbert, Charles H. *Reading Luke: A Literary and Theological Commentary on the Third Gospel*. New York: Crossroad, 1988.

You should be able to use Erskine Seminary's Virtual Bookstore at www.ecampus.com/erskine to order your textbooks for this course. Please click the "Shop by Course" link to see if the books required for this course are listed under the courses shown. If they are not available on ecampus, you may order them from other online book distributors.

COURSE MATERIALS

All course materials (except required texts) are available to the student in the online classroom.

COURSE GRADING CRITERIA AND SCALE

The following grading scale, from the Seminary catalog is used to assign a numeric value to each completed assignment. All scores are weighted equally. Your final grade is the average of each grade received. A letter grade will be computed on the basis of your average raw score using the following grade scale recently adopted by the Seminary faculty:

A Level Work = Exemplary ability to differentiate constituent parts; assess and critique theories, thoughts, ideas, concepts, proposals, and relevant literature; and the ability to reason in a logical and compelling manner.

B Level Work = Reflects above average grasp of the subject matter; displays a superior ability to use new knowledge in a creative manner; and can demonstrate an above average ability to discriminate among alternative viewpoints.

C Level Work = Adequate but not exceptional ability to think cogently and clearly; sufficient ability to understand and comprehend subject matter; and a satisfactory ability to integrate and organize course concepts in a logical and coherent manner.

D Level Work = Inadequate mastery of basic facts and information presented in the course; insufficient or inappropriate use of common terms and language indicating an inadequate grasp of the material; and an inferior ability to analyze and judge proposals, ideas or concepts.

Erskine Seminary Grading Scale:

A	95-100	A-	93-94
B+	91-92	B	88-90
B-	86-87	C+	84-85
C	80-83	C-	78-79
D+	76-77	D	72-75
D-	70-71	F	0-69

FAQ's

1. Please mail me hardcopy versions of your assignments. The address is listed on the first page of this syllabus.
2. All assignments should be clearly marked with name, assignment number and date. Failure to include this information will result in a returned assignment.

COURSE PLATFORM

Erskine Seminary is accredited by the Association of Theological Schools (ATS). According to the ATS Standard 10.3.4.3, "Institutions shall ensure that distance education programs provide appropriate opportunity for collaboration, personal development, interaction among peers within a community of learning, and supervised field or internship opportunities when appropriate to the degree program." It is with this stipulation that EDEN has implemented a web-based learning platform which will serve to provide a number of collaborative learning experiences. The learning platform is Moodle and according to their website, "Moodle is a course management system designed to help educators who want to create quality online courses . . . and

create effective online learning communities.” You will be provided with additional information concerning online classroom tutorials, site information, and the peer mentoring program. In order to meet the online discussion component of this course, you will need:

- A computer (or access to a computer)
- Access to the Internet (preferably high speed DSL)

COURSE COMPONENTS

The purpose and objectives of this course will be achieved through five learning components.

The first is the **Lecture Component**. The student will demonstrate his/her mastery of the material by listening to the required audio portion (found online).

The second is the **Reading Component**. This component consists of two parts. First, the student must read the commentary by Green. The second component is an analysis of the second book by Joel B. Green, *The Theology of the Gospel of Luke*. This paper must be typed, double-spaced, and should be no more than 12 pages long. In it, the student should describe the approach used by Green, the author’s understanding of the unique picture of Jesus that emerges from Luke’s Gospel, and an assessment of this work on Luke in terms of its strengths and weaknesses.

The third is the **Exegetical Component**. The student will choose a passage from Luke and prepare a thorough exegetical study of it using the exegetical procedure that is included with this syllabus. In order for the student to use this course to fulfill his/her New Testament exegetical requirement, the student must have successfully completed **BI 502: Principles of Exegesis**. If the student has not taken BI 502, he/she may request permission from the professor to do another research assignment in lieu of the exegetical paper. A student, however, may choose to do the exegetical paper without having had BI 502, but the course still cannot be used to fulfill the New Testament exegetical requirement.

The fourth is the **Research Component**. The student will choose a topic and produce a paper of not more than 12 pages on some aspect of Luke’s background, theology, history of interpretation, etc. A list of sample topics is included with this syllabus. The student may choose one of these or may suggest one of his/her own.

The fifth is the **Collaborative Component**. The student will maintain an online journal in which he/she identifies ideas, thoughts, or reflections from course content. Your course grade is calculated based on your level of participation in the online journal as stipulated in this syllabus. Your participation must be done weekly

and spread out over the length of the semester not crowded into the final weeks of the course.

Please note: Successful completion of this distance learning course will require that you set your own schedule and discipline yourself to stay on the schedule. I recommend that you begin the course by watching the e-lectures, write the required summaries of them, do the required reading (keeping notes as you read), maintain a Reading Log, prepare the Summary Paper, do the historical study, do the exegetical study, and prepare the assignment in practical theology. If you devote two hours per day to course assignments, you can complete this course in approximately two months. The time constraints of this course are self-imposed to a large degree. However, if you are working toward degree completion, please keep in mind the Seminary's expected time frame for degree completion. Consult the most recent Seminary *Catalog* for specific time frames in your degree program. Each course assignment identifies the time required for completion, all things being equal. Some variation in time required to complete an assignment is to be expected due to a variety of factors.

SUGGESTED STEPS TO COURSE COMPLETION

1. Listen to the e-lectures as you seek to gain a foundational knowledge and overview of the course. Listen attentively and actively while taking notes either electronically or by hand. Seek to grasp the deeper level of comprehension of Luke. While you are listening for details about the story of Jesus as it is recorded in Luke, listen also for the "flow" and "patterns" of the story.
2. When you have completed Assignment One, move on to Assignment Two where you will be reading the massive commentary by Joel B. Green and the monograph by him. Break your reading into manageable chunks and avoid reading in lengthy marathon binges. It is a good idea to read Luke one section at a time using the course outline as your guide. When you have finished a section of Luke's Gospel, then read Green's treatment of it in his commentary. Do not substitute reading the commentary for reading the Gospel of Luke itself. Begin your study by carefully reading the text of Luke. What were the conflicts and controversies that Jesus faced? What were the common expectations of the crowds, Jesus' family, and even His own disciples about Him? How did Jesus defy these expectations in specific ways? Pay careful attention to the stories that are unique to Luke. What does Luke's purpose seem to be in his inclusion of these accounts in his Gospel? In your reading, highlight important sections or words with colored markers so that you can easily find them when you return to the text at a later time.

3. Assignments Three and Four are research-oriented. As you read both books by Green, note sources that can help you with these assignments. Examine the books that are listed with this syllabus and those which are mentioned in the lectures which can help you in your research. Be sure to consult relevant journal articles on Luke. Remember that your papers will be graded both on their content and on how well you write. Be sure that your papers are fully documented in correct form and that you have proofread them carefully before you submit them for grading.
4. For all of your required papers, you may send to me a rough outline or a rough draft before you send me the final copy. I will evaluate this rough draft on the basis of content, make suggestions to you, and send it back to you. This gives you an opportunity to get feedback on your work without a grade. Submitting a rough draft is not a requirement but it is an option if you so desire.
5. Grading for this course will be done and your work returned to you as soon as possible. Generally, if you have not received graded work back in two to three weeks, please contact me. Your course grade will be turned in at the end of the semester like all other Erskine courses.

E-Lecture Overview

- I. An Introduction to the Gospel of Luke
 - A. The “gospel” genre
 - B. The probable formation and emergence of the Gospels
 - C. The probable literary relationships between the Gospels
 - D. The unique features of Luke
 - E. Authorship
 - F. Date
 - G. The relationship between Luke and Acts
 - H. The probable purpose(s) of the Gospel of Luke
- II. The Prologue to Luke (1:1-4)
 - A. Introduction
 - B. The identity and function of Theophilus
 - C. The preface as an interpretative key to Luke
- III. The Beginnings of Jesus’ Life (1:5—2:52)
 - A. Introduction
 - B. The births of John and Jesus (1:5—2:20)
 - C. Jesus’ early years (2:21-52)
- IV. The Beginning of Jesus’ Public Ministry (3:1—4:30)

- A. Introduction
 - B. The place of John the Baptist (3:1-20)
 - C. The inauguration of Jesus' public ministry (3:21—4:13)
 - D. Jesus' fame in Galilee (4:14-15)
 - E. The rejection at Nazareth (4:16-30)
 - Excursus:** *Luke 4:16-30 as the frontispiece of the Gospel of Luke.*
- V. Jesus' Public Ministry in Galilee
- A. Introduction
 - B. The great miracles of Jesus (4:31—5:16)
 - C. Early conflicts with religious officials (5:17—6:11)
 - D. The choosing of the Twelve (6:12-49)
 - E. Who is Jesus? (7:1-50)
 - F. Further ministry in Galilee (8:1-56)
 - G. Jesus' teaching of the Twelve (9:1-50)
- VI. From Galilee to Jerusalem (9:51—19:27)
- A. Introduction
 - B. The importance of this section in Luke's Gospel
 - C. The beginning of the journey to Jerusalem (9:51-62)
 - D. The sending out of the Seventy (10:1-24)
 - E. Jesus' teaching about relationships (10:25-42)
 - F. Jesus' teaching about prayer (11:1-13)
 - G. Conflicts with Jesus (11:14-54)
 - H. The coming persecutions (12:1-12)
 - I. The seduction of wealth (12:13-34)
 - J. The coming perilous future (12:35—13:9)
 - K. The healing of a crippled woman (13:10-17)
 - L. What the Kingdom is really like (13:18-30)
 - M. Jesus' announcement of His fate in Jerusalem (13:31-35)
 - N. Various teachings around a meal (14:1-24)
 - O. The cost of discipleship (14:25-35)
 - P. Three pictures of God (15:1-30)
 - Q. Further teachings about wealth (16:1-31)
 - R. The character of the disciple (17:1-10)
 - S. The healing of ten lepers (17:11-19)
 - T. The Son of Man and the coming Kingdom (17:20—18:14)
 - U. Entrance into the Kingdom (18:15-30)
 - V. On the brink of entering Jerusalem (18:31—19:27)
- VII. Jesus' Ministry and Passion in Jerusalem (19:28—24:53)
- A. Introduction
 - B. The place of the Passion story in the Gospel traditions
 - C. Jesus' explicit/implicit Messianic claims (19:28-48)
 - D. Temple conflicts (20:1—21:4)
 - E. The coming end of the age (21:5-38)

- F. Jesus' preparation for His Passion (22:1-53)
- G. The trial of Jesus (22:54—23:25)
- H. The crucifixion of Jesus (23:26-56a)
- I. The problems with the Resurrection traditions in the New Testament
- J. Jesus' appearance to the women at the tomb (23:56b—24:12)
- K. Jesus' appearance to the two disciples (24:13-35)
- L. Jesus' appearance in Jerusalem (24:36-53)

Course Schedule

MODULE #1

All work for the first module should be completed four weeks from the start of the semester. See assignment details below.

Week	Lectures to View	Assignments Due
1	Lectures 1a – 1b Lectures 2a – 2b Lectures 3a – 3b	<ul style="list-style-type: none"> • Begin summary of e-lectures • Online Journal • Begin reading textbooks <i>The Gospel of Luke</i> and <i>The Theology of the Gospel of Luke</i>
2	Lectures 4a – 4b Lectures 5a – 5b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue reading textbooks
3	Lectures 6a – 6b Lectures 7a – 7b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue reading textbooks. Finalize Assignment 2
4	Lectures 8a – 8b Lectures 9a – 9b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Assignment 2 due

MODULE #2

All work for the first module should be eight weeks from the start of the semester.

Week	Lectures to view	Assignments Due
5	Lectures 10a – 10b Lectures 11a – 11b	<ul style="list-style-type: none"> • Continue working on summary of e-lectures • Online Journal • Begin Assignment 3
6	Lectures 12a – 12b Lectures 13a – 13b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal • Continue Assignment 3
7	Lectures 14a – 14b Lectures 15a – 15b	<ul style="list-style-type: none"> • Continue working on summary • Online Journal

		<ul style="list-style-type: none"> • Continue Assignment 3
8	Lectures 16a – 16b Lectures 17a – 17b Lectures 18a – 18b	<ul style="list-style-type: none"> • Online Journal • Assignment 3 due

MODULE #3

All work for the third module should be completed twelve weeks from the start of the semester.

Week	Assignments Due
9	<ul style="list-style-type: none"> • Online Journal • Begin working on Assignment 4
10	<ul style="list-style-type: none"> • Online Journal • Continue working on Assignment 4
11	<ul style="list-style-type: none"> • Online Journal • Continue working on Assignment 4
12	<ul style="list-style-type: none"> • Online Journal • Use this week to complete all course work and assignments. • Assignment 4 due

ASSIGNMENT ONE: E-Lectures

Master the content of course lectures by listening to all e-lectures and writing a one-page summary (double-spaced) of the contents of the e-lectures. In your summary, discuss the major points made in the lecture series. If you choose, you can write a one-page outline of the lecture instead of a paper in narrative form. **This entire paper should be no more than 16 pages in length.**

Completing this assignment will count 20% of your final course grade.

The total estimated time required for successful completion of this assignment is 20 hours.

ASSIGNMENT TWO: Required Reading

This assignment consists of two parts. First, the student should read Joel B. Green, *The Gospel of Luke* (Grand Rapids: Eerdmans, 1997) in its entirety and should keep a Reading Log of the dates and pages read. The second requirement is to read Joel B. Green, *The Theology of the Gospel of Luke* (Cambridge: Cambridge University Press, 1995) in its entirety. On this second book, the student is to write a paper of not more than 12 pages (typed, double-spaced) in which he/she describes the author’s approach to Luke, his understanding of the unique picture of Jesus that emerges from Luke, and an assessment of the strengths and weaknesses of Green’s approach to Luke.

The paper should also include the student's own conclusions of the value of Green's understanding of Luke for preaching/teaching from this Gospel.

The Summary Paper will count 20% of your final grade.

ASSIGNMENT THREE: Exegetical Paper

Prepare a detailed exegetical treatment of a passage in Luke using the following exegetical procedure as a guide. Your paper should be typed and double-spaced, well-documented with at least 10 resources, and in proper form. It should be no longer than 20 pages. It is advisable that you choose your passage, inform me of the passage you plan to study, and wait for my approval before you begin your work. The purpose of your informing me is to make sure that you have chosen a self-contained unit and that you are aware of any major interpretative problems that your passage may contain.

This assignment will count 20% of your final grade.

A SIMPLIFIED EXEGETICAL PROCEDURE FOR A NEW TESTAMENT TEXT

1. **Choose your text.** The text must be a self-contained unit. This means that it needs to have a definite beginning, a definite ending, and some movement or progression between these two points. The paragraph divisions in recent English translations are usually good indicators of self-contained units. Your text may be made up of one or more paragraphs. You need to decide how many paragraphs you will treat, but remember that your text must make sense and you must treat thoroughly each part.
2. **Translate the text if you work with Greek.** In your translation, parse all verbals and describe any unusual grammatical features. Discuss any significant textual variants and establish what you think is the more original reading of the text you study.
RESOURCES: Greek text; lexicons; commentaries; textual commentary; Greek grammars.
3. **If you do not work with the Greek, compare 4 English translations.** Reproduce your passage (pericope) in each of these translations. Write down any significant differences in meaning among the 4 translations. You do not have to resolve these differences at this point; just note them.
RESOURCES: English translations.
4. **Write a basic introduction to the book where your text is found.** In your introduction, deal at least with these issues:
 - a. Authorship
 - b. Date

- c. Audience
 - d. Situation addressed
 - e. Purpose(s)
 - f. Structure (outline the whole book broadly or in detail)
 - g. Special features of the book
 - h. Critical problems or questions about the book
- RESOURCES:** New Testament introductions; Bible dictionaries; New Testament commentaries on your book.
5. **Study the literary form of your passage.** Is it an argument, a diatribe, a parable, a miracle story, a saying, a narrative, a vision, etc.? How does the literary form of your passage have any significance for the meaning of your passage?
RESOURCES: New Testament commentaries on your book; James L. Bailey and Lyle D. Vander Broek, *Literary Forms in the New Testament: A Handbook* (Louisville, Ky.: Westminster/John Knox, 1992).
6. **Study the literary structure of your passage.** How is your passage put together? Identify each sentence as a question, a statement, an explanation, a clarification, etc. Describe the relationships that the sentences of your passage have to one another. The best way to show this is to produce a sentence outline of your passage.
RESOURCES: New Testament commentaries on your book
7. **Note how your passage fits into the overall structure of the New Testament book out of which it comes.** What place does it have? Is it an introduction to the book? Is it a conclusion? Is it the heart of the book? How does the position of the passage in relation to the whole book affect your understanding of it?
RESOURCES: New Testament commentaries on your book
8. **Examine significant words in your passage.** Choose words whose meanings are not obvious. Use word study books to discover the range of meanings that a word may have but concentrate on what your word means in the context of your passage.
RESOURCES: New Testament commentaries on your book; word study books (Vines'; Kittel; Wuest's); Bible dictionaries
9. **Summarize the meaning of your passage in your own words.** State in one sentence what this passage meant to the original readers in light of your research above. State in one sentence what it means in light of the realities of modern life.

10. **Suggest issues that this passage addresses today and specific ways that this passage addresses them. Suggest ways you can preach and teach this passage.**

ASSIGNMENT FOUR: Historical Paper

Write a paper of not more than 20 pages (typed and double-spaced) on some topic related to Luke. This topic can be about the background, literary structure, history of interpretation, theology, etc. of Luke. Your paper should be fully-documented in acceptable form. You should use at least 10 outside sources. The student may choose any topic that he/she desires to pursue, but some possible topics are listed below.

1. The Pharisees in Luke's Gospel
2. Wealth in Luke's Gospel
3. The Parables of Jesus That are Unique to Luke
4. The Theological Significance of the Birth Stories in Luke
5. The Function and Purpose of Luke's Travel-Narrative (9:51—19:27)
6. The Kingdom of God in Luke
7. The Holy Spirit in Luke
8. Luke and Gnosticism
9. Luke's Use of the Old Testament
10. Discipleship in Luke
11. The View of the Roman Empire That is Presupposed in Luke
12. The Importance of Women in Luke's Gospel
13. The Practice of Tax Collecting in the First Century and Its Bearing on Luke
14. The Place of Angels in Luke
15. The "Poor" in Luke
16. Prayer in Luke
17. A Comparison of the Lord's Prayer in Luke with the Lord's Prayer in Matthew
18. A Comparison of the Sermon on the Plain in Luke with the Sermon on the Mount in Matthew

The student is invited to share the topic, an outline of how the paper will be developed, and even a rough draft of the paper with the professor who will read and comment upon it without grading it. Submitting an outline or rough draft is not a requirement, but the student is encouraged to do so if he/she desires feedback without a grade.

This paper will count 20% of the final course grade.

Mail a hard copy of this paper to the professor (P. O. Drawer 668, Due West, SC 29639 or melton@erskine.edu). **Be sure to include a self-addressed, stamped envelope for your graded work to be returned to you. The total estimated time for successful completion of this assignment is 30 hours.**

ASSIGNMENT FIVE: Online journal

There is evidence to suggest that students who actively engage with others in an online environment earn higher scores than other students. Online discussions and interaction provide a rich and stimulating environment of collaboration, interaction, and community building. Students participating in online discussions tend to provide more thought-provoking comments, richly detailed responses, and insightful observations.

Each student will post an entry to the online journal each **week**. As the student completes the required reading for this course, listens to the e-lectures, or thinks through course-related issues, he or she will post an entry relating significant insights, questions, or challenges for others.

- In order to facilitate community building, fellow students will respond **each week** to the journal entries as a way of encouraging each other and adding to the observations posted by their classmates. Additionally, peer mentors and/or the course professor will respond **to selected entries**. Retroactive posting will not be accepted.

This requirement will count 20% of your final course grade.

WRITING THEOLOGICAL PAPERS

The seminary has produced a *Writing Theological Papers* document that guides a student through the process of producing a high quality theological paper. It is included on your CD-ROM for this course and is part of your student handbook provided by the seminary.

Please edit your paper for typographical errors, misspelled words, stylistic miscues, and grammatical mistakes. The paper should be double-spaced and constitute original work written for this course only and cannot include material previously used in another course or for another purpose. Please read over the notation regarding the seminary policy on plagiarism included at the end of this syllabus. Your use of the work or thoughts of another without proper citation and acknowledgement constitutes plagiarism. **Content found at an Internet web site is construed to be copyrighted material written and produced by another person.** Undocumented wholesale use of words from an Internet web site passed off as the student's own work in a research paper of this sort constitutes plagiarism and will be

considered a violation of the seminary plagiarism policy. Students who are determined to have violated the seminary's policy on plagiarism will receive a grade of zero for the paper, will not be allowed to re-submit another paper, and will have a written record of the violation added to their permanent student record. Further violations of the seminary's plagiarism policy could result in temporary or permanent dismissal from the seminary.

Please visit these websites for more information about plagiarism:

<http://www.plagiarism.org/>

http://owl.english.purdue.edu/handouts/research/r_plagiar.html

<http://www.georgetown.edu/honor/plagiarism.html>

RELEVANT INSTITUTIONAL POLICIES

Seminary Policies Pertaining to Language

1. Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

2. Form of Written Work: For the research paper, students are required to follow the form and style guidelines found in Turabian, *Manual for Writers* (7th edition). These guidelines are summarized in the Erskine Seminary document "Style and Form Standards for all Master's-Level Programs," available at the link listed on p. 1 of this syllabus.

3. Plagiarism: Any student who commits plagiarism is in violation of Seminary policy and is liable for dismissal. See the academic section of the Catalog for complete information.

4. Incompletes: From the Seminary Catalog, "the grade of 'I' or incomplete is given at the discretion of the professor. A grade of "I" normally is given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing all course requirements. If a grade of "I" is given for a course the remaining course work must be submitted for grading prior to the final date established in the current Seminary Catalog. Otherwise, the grade of "I" automatically becomes a grade of "F." For further details, please read the current Seminary Catalog.

SELECT BIBLIOGRAPHY

The bibliography in Joel B. Green, *The Gospel of Luke*, pp. xxvi-xcii is exhaustive and relatively up-to-date. No other bibliography is given in this syllabus. The student is encouraged to consult especially the journal literature since the mid-1990's to supplement this bibliography.